

# How are teachers prepared / supported to facilitate the acquisition of the transversal competencies?

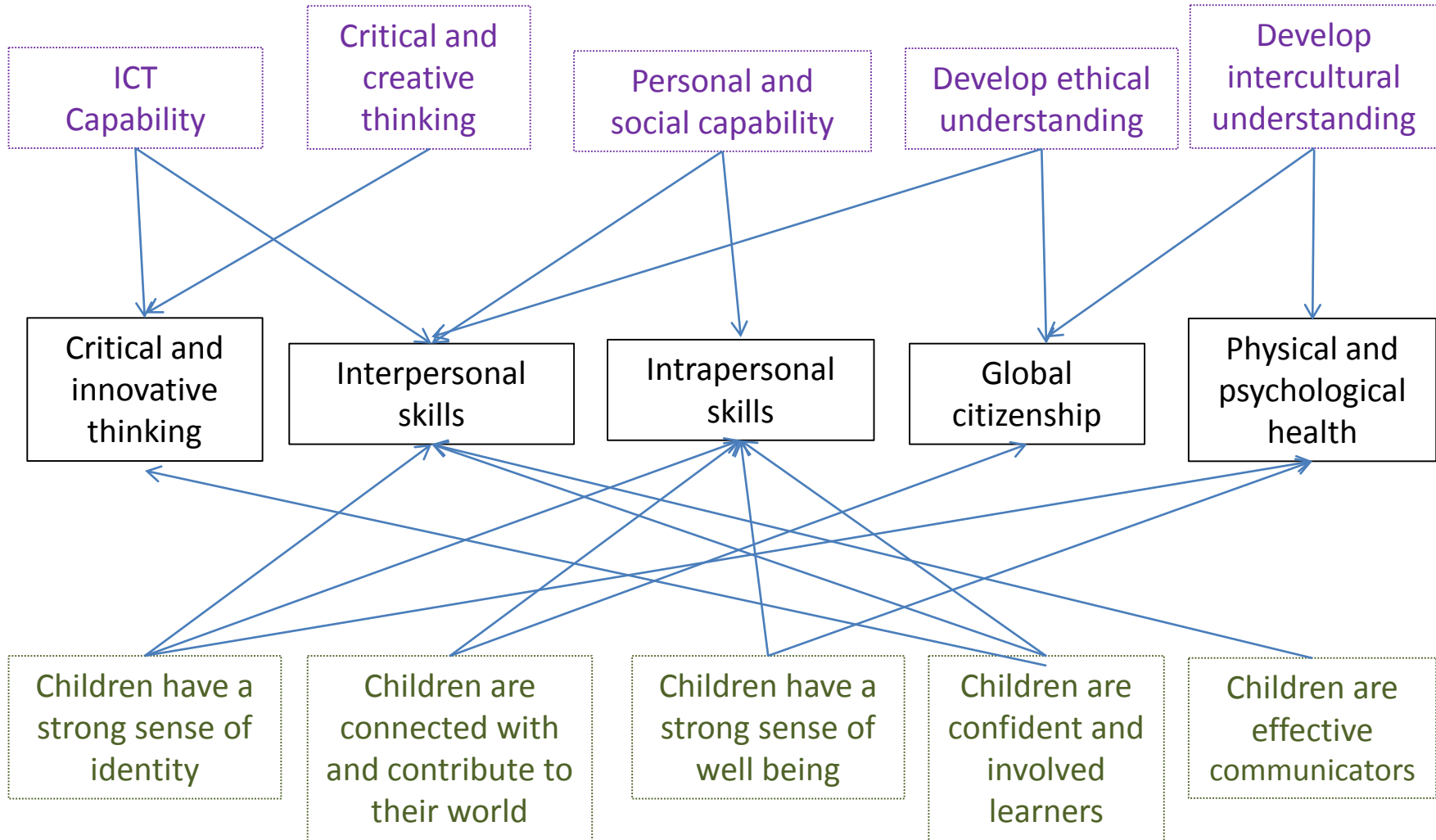
(UNESCO)

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# Australian Curriculum General Capabilities and SACE Capabilities

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Early Years Framework

# Research Method

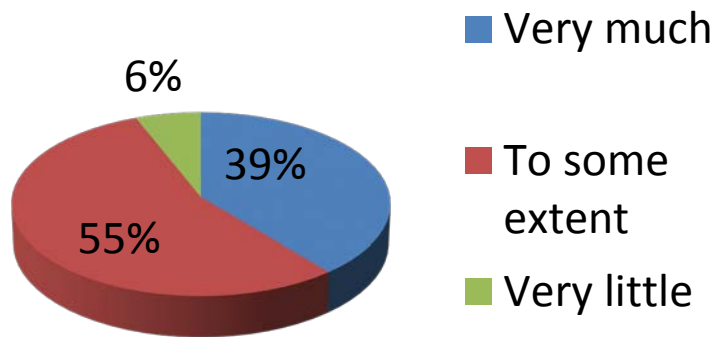
Two forms of data collection

- **Online survey** – 38 teachers and leaders
- **Face to face interviews** – 12 teachers and leaders

# The value of the General Capabilities

All teachers and leaders interviewed see the **value** in teaching the General Capabilities (GC)

# Extent teachers feel confident in facilitating educational activities to promote GC



## Skills teachers possess

**Listening Skills (77%)**

**Passion for teaching (77%)**

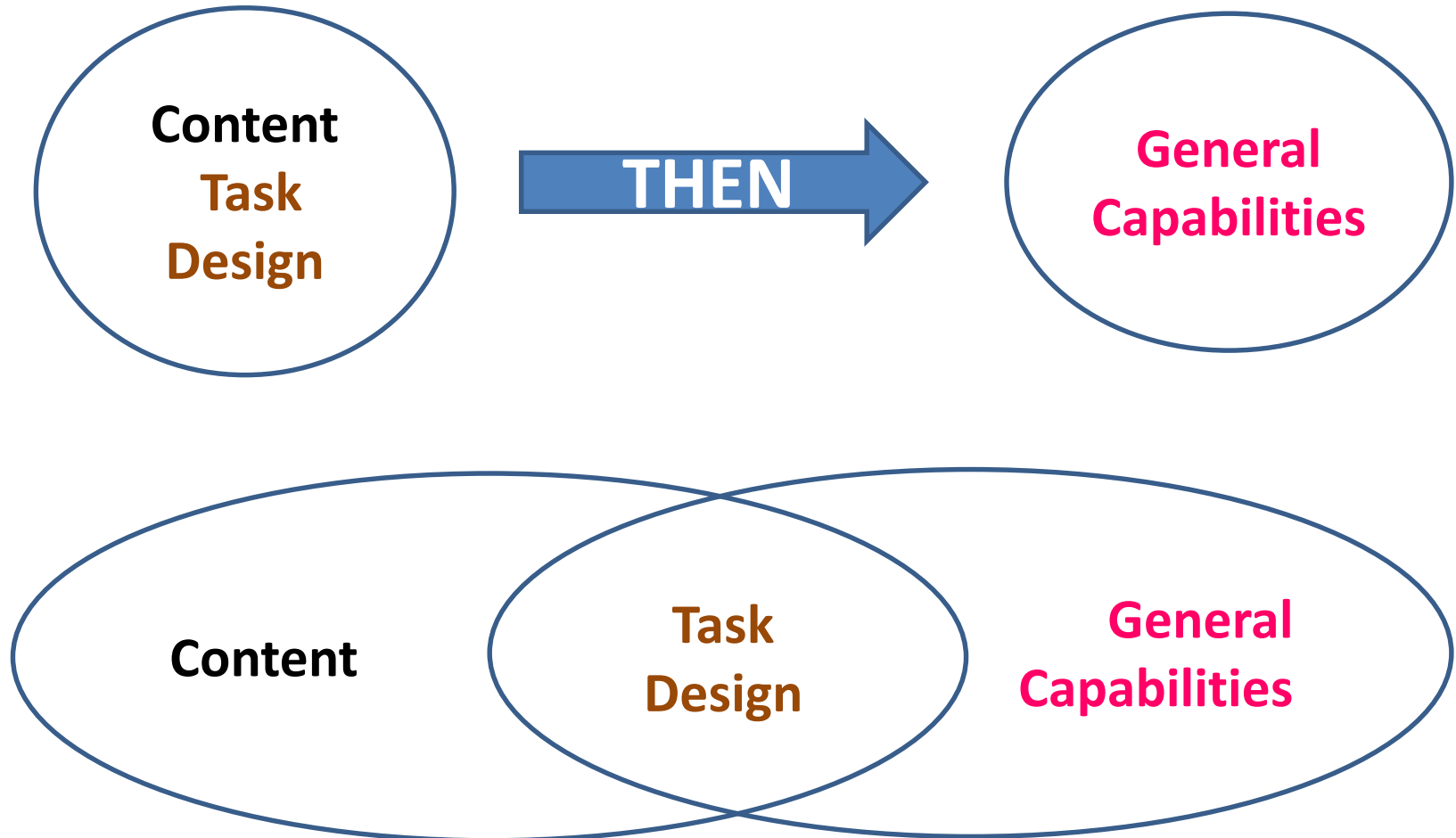
**Communication Skills (74%)**

**Fairness (74%)**

**Inspiring respect and trust amongst students (74%)**

# Incorporation

Variety of ways to embed the General Capabilities



# Documentation

Drama Name of Assessment	Strands		Content							General Capabilities							Cross Curriculum Priorities		
	Making	Responding	ACADR0047 - Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama	ACADR0048 - Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles	ACADR0049 - Practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performance spaces, including exploration of those developed by Aboriginal and Torres Strait Islander dramatists	ACADR0050 - Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles, and by using design elements	ACADR0051 - Perform devised and scripted drama, making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience	ACADR0052 - Evaluate how the elements of drama, forms and performance styles in devised and scripted drama convey meaning and aesthetic effect	ACADR0053 - Analyse a range of drama from contemporary and past times to explore differing viewpoints and enrich their drama-making, starting with drama from Australia, including drama of Aboriginal and Torres Strait Islander Peoples, and consider drama in international contexts	Literacy	Numeracy	Information & communication technology	Critical and creative thinking	Personal and social competence	Ethical behaviour	Intercultural understanding.	Aboriginal and Torres Strait Islander histories and cultures	Asia and Australia's engagement with Asia	Sustainability.
Ensemble	✓					✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	
Stagecraft	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓		✓	✓	✓	✓	
Genres and Styles	✓		✓			✓	✓			✓	✓	✓	✓					✓	
Responding to Performance		✓						✓	✓		✓	✓	✓	✓					

# Documentation

**Critical and Creative Thinking** – analysing and composing texts while interpreting them to a specific context.

**Personal and Social Capability** – working as an ensemble and expressing ideas while considering those around them. Students as the audience.

**Ethical Behaviour** – creating works of an appropriate style and genre for a specific context. Interpretation of Theatre from other cultures.



# Support provided

- **Site support** – leaders and other staff
- **System support** – Australian Curriculum  
State Education: DECD

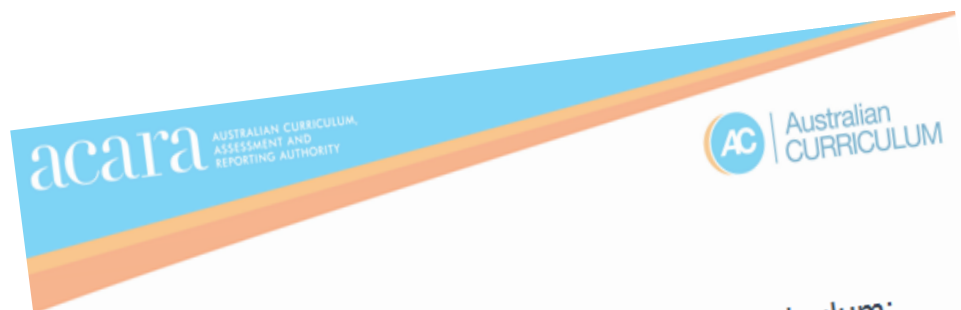


## Intercultural understanding continuum

## GENERAL CAPABILITIES AUSTRALIAN CURRICULUM

Recognising culture and developing respect

Organising elements	Level 1 At the end of Foundation Year students:	Level 2 At the end of Year 2 students:	Level 3 At the end of Year 4 students:	Level 4 At the end of Year 6, students:	Level 5 At the end of Year 8, students:	Level 6 At the end of Year 10, students:
Investigate culture and cultural identity	share ideas about self and belonging with peers	identify and describe the various groups to which they belong and the ways people act and communicate within them	identify and describe variability within and across cultural groups	identify and describe the roles that culture and language play in shaping group and national identities	explain ways that cultural groups and identities change over time and in different contexts	analyse how membership of local, regional, national and international groups shapes identities including their own
Explore and compare cultural knowledge, beliefs and practices	identify, explore and compare culturally diverse activities and objects	describe and compare the way they live with people in other places or times	describe and compare a range of cultural stories, events and artefacts	describe and compare the knowledge, beliefs and practices of various cultural groups in relation to a specific time, event or custom	analyse the dynamic nature of cultural knowledge, beliefs and practices in a range of personal, social and historical contexts	critically analyse the complex and dynamic nature of knowledge, beliefs and practices in a wide range of contexts over time
Develop respect for cultural diversity	discuss ideas about cultural diversity in local contexts	describe ways that diversity presents opportunities for new experiences and understandings	identify and discuss the significance of a range of cultural events, artefacts or stories recognised in the school, community or nation	discuss opportunities that cultural diversity offers within Australia and the Asia-Pacific region	understand the importance of maintaining and celebrating cultural traditions for the development of personal, group and national identities	understand the importance of mutual respect in promoting cultural exchange and collaboration in an interconnected world



## General Capabilities in the Australian Curriculum: Mathematics

The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century.

In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

The Australian Curriculum includes seven general capabilities, as shown in the figure below.

### Personal and Social Capability

In the Australian Curriculum: Mathematics, students develop and use personal and social capability as they apply mathematical skills in a range of personal and social contexts. This may be through activities that relate learning to their own lives and communities, such as time management, budgeting and financial management, and understanding statistics in everyday contexts.

The Australian Curriculum: Mathematics enhances the development of students' personal and social capabilities by providing opportunities for initiative taking, decision-making, communicating their processes and findings, and working independently and collaboratively in the mathematics classroom.

### Ethical understanding

There are opportunities in the Australian Curriculum: Mathematics to explore, develop and apply ethical understanding in a range of contexts; for example, through analysing data and statistics; seeking intentional and accidental distortions; finding inappropriate comparisons and misleading scales when exploring the importance of fair comparison; and interrogating financial claims and sources.

### Intercultural understanding

Intercultural understanding can be enhanced in the Australian Curriculum: Mathematics when students are exposed to a range of cultural traditions. Students learn to understand that mathematical expressions use universal symbols, while mathematical knowledge has its origin in many cultures. Students realise that proficiencies such as understanding, fluency, reasoning and problem-solving are not culture- or language-specific, but that mathematical reasoning and understanding can find different expression in different cultures and languages. New technologies and digital learning environments provide interactive contexts for exploring mathematical problems from a range of cultural perspectives and within diverse cultural contexts. Students can apply mathematical thinking to identify and resolve issues related to living with diversity.

# Support desired by teachers

Explicit examples of activities

# TIME

Professional conversations

# Assessment and Reporting

Not currently mandated to report on the General Capabilities

Some sites are reporting on the development of the General Capabilities

# Reporting: an example of good practice

**West Lakes  
Shore  
School:  
Sue Toone**

<b>AUSTRALIAN CURRICULUM GENERAL CAPABILITIES</b>	<b>Not Yet</b>	<b>Some times</b>	<b>Usually</b>	<b>Consistently</b>
<b>CRITICAL AND CREATIVE THINKING</b>				
<ul style="list-style-type: none"> <li>Can gather and sort information to use in understanding new ideas</li> </ul>			✓	
<ul style="list-style-type: none"> <li>Can think imaginatively in order to generate ideas and solve issues</li> </ul>			✓	
<ul style="list-style-type: none"> <li>Can rationally select different ideas and possible solutions</li> </ul>			✓	
<ul style="list-style-type: none"> <li>Willing to accept challenges and persist in seeking solutions</li> </ul>			✓	
<b>ETHICAL BEHAVIOUR</b>				
<ul style="list-style-type: none"> <li>Understands the concept of ethical and unethical behaviour</li> </ul>			✓	
<ul style="list-style-type: none"> <li>Can discuss their own actions as being ethical or unethical</li> </ul>			✓	
<ul style="list-style-type: none"> <li>Understands the role of rules in the wider community</li> </ul>			✓	
<ul style="list-style-type: none"> <li>Can identify and explain different points of view on issues</li> </ul>			✓	
<b>PERSONAL AND SOCIAL CAPABILITY</b>				
<ul style="list-style-type: none"> <li>Can describe and understand their individual strengths and challenges</li> </ul>			✓	
<ul style="list-style-type: none"> <li>Shows self discipline and persistence in a range of situations</li> </ul>			✓	
<ul style="list-style-type: none"> <li>Can set and follow personal and learning goals</li> </ul>			✓	
<ul style="list-style-type: none"> <li>Understands how to use a range of strategies to manage conflict</li> </ul>			✓	

**Reporting:  
an example  
of good  
practice**

**West Lakes  
Shore  
School:  
Sue Toone**

# Assessment: an example of good practice

Morphett  
Vale Primary  
School

Nicky Taylor

Year 3/4  
class

**PUNCTUATION: BACKWARD LEARNING DESIGNED WITH STUDENT VOICE**

General Capabilities: Literacy, Numeracy, ICT competence, Critical and creative thinking, Ethical behavior, Personal and social competence, Intercultural understanding

What am I going to learn about?	How will my teacher know if I have actually learnt anything?	What will the learning opportunity look like?
<b>What do I already know?</b> <ul style="list-style-type: none"><li>• Speech marks/quotation marks</li></ul>	<b>Assessment</b> <ul style="list-style-type: none"><li>• Test</li><li>• Quiz</li><li>• Puppet conversation</li><li>• Narrative</li><li>• Play</li><li>• Conversation</li></ul>	<b>Brainstorm</b> <ul style="list-style-type: none"><li>• Writing sentences and paragraphs</li><li>• Making fact sheets</li><li>• Games</li><li>• Posters/power points</li><li>• Stories &amp; narratives</li><li>• Play</li><li>• Quiz</li></ul>
<b>What do I already know?</b> <ul style="list-style-type: none"><li>• Need them to read better</li><li>• To tell someone has been speaking</li><li>• Used in stories, narratives, signs, x-box, keyboards, books comics, newspaper, TV, subtitles, library, magnets</li></ul>	<b>What do we need to learn that we don't know? What do we want to learn?</b> <ul style="list-style-type: none"><li>• To skip a line for new speaker</li><li>• Where to place speech marks in writing?</li><li>• How many speech marks do I put in a sentence?</li><li>• How to use punctuation like full stops, question marks, exclamation marks, capital letters and commas?</li></ul>	<b>Design our lesson</b> <ul style="list-style-type: none"><li>• Create a puppet play that uses punctuation</li><li>• Video puppet show</li><li>• Make a joke book with the characters speaking and saying the jokes</li></ul>

YEARS 3 AND 4

# Assessment: an example of good practice

**Morphett  
Vale Primary  
School**

**Nicky Taylor**

**Year 3/4  
class**



# Policy implications

Transition from Industrial to Post-Industrial

Fix the mismatch between what is valued and what is being demanded

Build on the moral purpose of teachers

# Policy implications

- Crowded curriculum (SACE)
- No requirement to report against the GC
- How to bridge the gap between what is already happening and what the system still needs to provide

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