How are teachers prepared / supported to facilitate the acquisition of the transversal competencies? (UNESCO)

Kristin Vonney
Martin Westwell
Australian Curriculum General Capabilities and SACE Capabilities

- Critical and innovative thinking
- Interpersonal skills
- Intrapersonal skills
- Global citizenship
- Physical and psychological health
- ICT Capability
- Critical and creative thinking
- Personal and social capability
- Develop ethical understanding
- Develop intercultural understanding

Early Years Framework

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of well being
- Children are confident and involved learners
- Children are effective communicators
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

Content
Task
Design

THEN

General Capabilities

Content
Task
Design
General Capabilities
<table>
<thead>
<tr>
<th>Drama Name of Assessment</th>
<th>Making</th>
<th>Responding</th>
<th>Content</th>
<th>General Capabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>Ensemble</td>
<td></td>
<td></td>
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<tr>
<td>Stagecraft</td>
<td>✓ ✓</td>
<td></td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td></td>
</tr>
<tr>
<td>Genres and Styles</td>
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<td>✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
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<tr>
<td>Responding to Performance</td>
<td>✓</td>
<td></td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
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</tbody>
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**General Capabilities**

- Literacy
- Numeracy
- Information & communication technology
- Critical and creative thinking
- Personal and social competence
- Ethical behaviour
- Interultural understanding
- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

**Cross Curriculum Priorities**

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- Sustainability
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

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

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

In the Australian Curriculum, capability encourages 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 lived outside school.

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

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### Personal and Social Capability

In the Australian Curriculum: Mathematics, students develop and use personal and social capabilities as they apply mathematical skills in a range of personal and social contexts. This may be through activities that relate to 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 solve 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
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
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
How are teachers prepared / supported to facilitate the acquisition of the transversal competencies?

(UNESCO)

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