

ACARA Personal and Social Capabilities – Version 9

The Personal and Social capability provides a foundation for students to understand themselves and others, and navigate their relationships, lives, work and learning. Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, collaborate, develop empathy, set goals and resolve conflict. They feel positive about themselves and the world around them.

The Personal and Social capability supports students to build their ability to regulate their thoughts, emotions and behaviours. This ability assists students to effectively engage with new ways of thinking, knowing and doing in an increasingly demanding and diverse global society.

The Personal and Social capability learning continuum Level 1a supports students with disability to access age-equivalent content and participate in learning on the same basis as their peers.

Structure

The Personal and Social capability learning continuum is organised into 4 elements, as shown below.

- Self-awareness
- Self-management
- Social awareness
- Social management



Self-awareness

This element is organised into 3 sub-elements:

- **Personal awareness** – students develop an appreciation of their personal qualities and areas for growth. Through acknowledgment and assessment of their thoughts, feelings, actions and abilities, students can plan for growth across a range of contexts.
- **Emotional awareness** – students explore the factors that influence emotions in themselves and in others, and how emotional responses affect behaviour in a range of contexts.
- **Reflective practice** - students reflect cyclically on feedback and self-assessment to evaluate their learning and the factors, personal or otherwise, that influence this learning.

Self-management

This element is organised into 3 sub-elements:

- **Goal setting** – students develop the organisational and planning behaviours needed to set, adapt and achieve goals.
- **Emotional regulation** – students constructively express, manage, monitor and evaluate their emotional responses in a range of contexts.
- **Perseverance and adaptability** - students persist in the face of setbacks and frustrations. They learn to review and modify their approaches when faced with challenges and to build strategies to complete tasks and overcome obstacles.

Social awareness

This element is organised into 3 sub-elements:

- **Empathy** - students recognise the emotions, abilities, needs and concerns of others. They develop their understanding about how respecting the perspectives, emotional states and needs of others is essential to social interactions.
- **Relational awareness** – students recognise the value of their relationships and examine what makes their relationships work. They learn to participate in positive, safe and respectful relationships, defining and accepting individual and group roles and responsibilities.
- **Community awareness** – students gain an understanding of the role of advocacy in contemporary society. They learn to build their capacity to take responsibility for their social, physical and natural environments.

Social management

This element is organised into 5 sub-elements:

- **Communication** – students learn to negotiate and communicate effectively with others through verbal and non-verbal means in a range of contexts.
- **Collaboration** – students cooperate in groups and constructively contribute to ways of working and outputs. They develop the ability to initiate and manage successful personal relationships through participation in a range of group activities.
- **Leadership** – students explore the ways that they can lead themselves and others. Students build their leadership capacity by examining a range of approaches and learn to select appropriate strategies in different situations.
- **Decision-making** – students choose from possibilities to solve problems. They develop their understanding around factors that influence decisions and learn to evaluate the outcomes of decisions.
- **Conflict resolution** – students develop and apply strategies to prevent, defuse and resolve conflict to reach constructive outcomes.

The emotion wheel from Switch-4-Schools articulates family emotions and language indicating around arousal levels

within each emotion level. You will find this helpful in your reflections and work with others.

The School uses Switch-4-Schools across many classes were developmentally appropriate for students, with training and capability development options made available for all staff. [Switch4Schools](#)

