Part 4

The Capabilities

Me and
My Goals

The Literacy Capability

* communicating with a range of people in a variety of contexts
* asking questions, expressing opinions, and taking different perspectives into account
* using language with increasing awareness, clarity, accuracy, and suitability for a range of audiences, contexts and purposes
* accessing, analysing, and selecting appropriate primary and secondary sources
* engaging with, and reflecting on, the ways in which texts are created for specific purposes and audiences
* composing a range of texts – written, oral, visual, and multimodal
* reading, viewing, writing, listening, and speaking, using a range of technologies
* understanding that different text types, such as a website, speech, newspaper article, film, painting, data sets, reports, set of instructions, interview, have their own distinctive stylistic features
* understanding the relationships between literacy, language, and culture.

| **Choose 4 of the Literacy capability points listed above and place in the boxes below (1 for each box)** | **Provide an example of how this point will be used in your future employment?** |
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The Numeracy Capability

* communicating ideas to a range of audiences, using appropriate language and representations, such as symbols, tables, and graphs
* analysing information displayed in a variety of representations and translating information from one representation to another
* justifying the validity of the findings, using everyday language, when appropriate
* applying skills in estimating and calculating to solve and model everyday problems using thinking, written and digital strategies
* interpreting information given in numerical form in diagrams, maps, graphs, and tables
* visualising, identifying, and sorting shapes and objects in the environment
* understanding patterns and relationships when solving problems
* understanding spatial and geographical features and relationships
* interpreting and incorporating statistical information that requires an understanding of the diverse ways in which data are gathered, recorded, and presented.

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| **Choose 4 of the Numeracy capability points listed above and place in the boxes below (1 for each box)** | **Provide an example of how this point will be used in your future employment?** |
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Student Worksheet – The Information and Communication Technology Capability

* understanding how contemporary information and communication technologies affect communication
* critically analysing the limitations and impacts of present technologies
* considering the implications of potential technologies
* communicating and sharing ideas and information to collaboratively construct knowledge and digital solutions
* defining and planning information searches of a range of primary and secondary sources when investigating research questions
* developing an understanding of hardware and software components, and operations of appropriate systems, including their functions, processes, and devices
* applying information and communication technology knowledge and skills to a range of methods to collect and process data, and transmit and produce information
* learning to manage and manipulate electronic sources of data, databases, and software applications
* applying technologies to design and manage projects.

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| **Choose 4 of the ICT capability points listed above and place in the boxes below (1 for each box)** | **Provide an example of how this point will be used in your future employment?** |
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Student Worksheet – Critical and Creative Thinking Capability

* thinking critically, logically, ethically, and reflectively
* learning and applying new knowledge and skills
* accessing, organising, using, and evaluating information
* posing questions and identifying and clarifying information and ideas
* developing knowledge and understanding of a range of research processes
* understanding the nature of innovation
* recognising how knowledge changes over time and is influenced by people
* exploring and experiencing creative processes and practices
* designing features that are fit for function (e.g. physical, virtual, textual)
* understanding the place of creativity in learning, the workplace, and community life
* understanding entrepreneurial enterprise
* reflecting on, adjusting and explaining their thinking and identifying the reasons for choices, strategies, and actions taken.

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| **Choose 4 of the Critical and Creative Thinking capability points listed above and place in the boxes below (1 for each box)** | **Provide an example of how this point will be used in your future employment?** |
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Student Worksheet – The Personal and Social Capability

* developing a sense of personal identity
* reviewing and planning personal goals
* understanding and exercising individual and shared obligations and rights
* participating actively and responsibly in learning, work, and community life
* establishing and managing relationships in personal and community life, work, and learning
* developing empathy for and understanding of others
* making responsible decisions based on evidence
* working effectively in teams and handling challenging situations constructively
* building links with others, locally, nationally, and/or globally.

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| **Choose 4 of the Personal and Social capability points listed above and place in the boxes below (1 for each box)** | **Provide an example of how this point will be used in your future employment?** |
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Student Worksheet – The Ethical Understanding Capability

* understanding and discussing ethical concepts and issues
* considering ethical and safe research processes, including respecting the rights and work of others, acknowledging sources, and observing protocols when approaching people and organisations
* appreciating the ethical and legal dimensions of research and information
* reflecting on personal ethics and honesty in experience and decision-making
* exploring ideas, rights, obligations, and ethical principles
* considering workplace safety principles, practices, and procedures
* developing ethical sustainable practices in the workplace and the community
* inquiring into ethical issues, selecting and justifying an ethical position, and understanding the experiences, motivations and viewpoints of others
* debating ethical dilemmas and applying ethical principles in a range of situations.

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| **Choose 4 of the Ethical Understanding capability points listed above and place in the boxes below (1 for each box)** | **Provide an example of how this point will be used in your future employment?** |
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Student Worksheet – Intercultural Understanding Capability

* identifying, observing, analysing and describing characteristics (e.g. group memberships, traditions, values, religious beliefs, ways of thinking) of their own cultural identities and those of others
* recognising that culture is dynamic and complex and that there is variability within all cultural, linguistic, and religious groups
* learning about and engaging with diverse cultures in ways that recognise commonalties and differences, create connections with others, and cultivate mutual respect
* developing skills to relate to and move between cultures
* acknowledging the social, cultural, linguistic and religious diversity of a nation, including those of Aboriginal and Torres Strait Islander societies in Australia
* recognising the challenges of living in a cultural diverse society and of negotiating, interpreting, and mediating difference.

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| **Choose 4 of the Intercultural Understanding capability points listed above and place in the boxes below (1 for each box)** | **Provide an example of how this point will be used in your future employment?** |
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