Social competence domain

Key concepts

- Demonstrate cooperation; collaboration; sharing; confidence; independence (learning and actions)
- Take responsibility for themselves and their actions
- Able to self-manage; self-regulate; problem solve; follow rules; adjust to change
- Show curiosity; respect for others and property; eagerness to explore new or unfamiliar things

Connections to key documents

| Early Years Learning Framework (EYLF) | **Outcome 1: Children have a strong sense of identity**
> Children are developing emerging autonomy, inter-dependence, resilience and sense of agency
Outcome 2: Children are connected with and contribute to their world
> Children develop a sense of belonging to a group or community and an understanding of the reciprocal rights and responsibilities necessary for active community participation
> Children respond to diversity with respect
> Children become aware of fairness
> Children become socially responsible and show respect for the environment
Outcome 3 – Children have a strong sense of wellbeing
> Children become strong in their social and emotional learning
Outcome 4 – Children are confident and involved learners
> Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
> Children transfer and adapt what they have learned from one context to another |
| National Quality Standard (NQS) | **Quality area 1: Educational program and practice**
1.1.1: Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators
Quality area 5: Relationships with children
5.1.1: Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confidents and included
5.2.1: Children are supported to collaborate, learn from and help each other
5.2.2: Each child is supported to regulate their own behavior, respond appropriately to the behaviour of others and communicate effectivity to response conflicts
Quality area 6: Collaborative partnership with families and communities
6.1.2: The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing
6.1.3: Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing
6.2.3: The service builds relationships and engages with its community
Quality area 7: Governance and Leadership
7.1.1: A statement of philosophy guides all aspects of the service's operations |

Australian Curriculum	# Health and physical education
	Strand: Personal, social and community health

Health and physical education

Strand: Personal, social and community health

> Sub-Strand: Being healthy, safe and active

> Sub-Strand: Communicating and interacting for health and wellbeing

General capabilities

Personal and social capability

Element: Self-awareness

> Sub-element: Develop reflective practice

Element: Social awareness

> Sub-element: Understand relationships

Element: Self-management

> Sub-element: Develop self-discipline and set goals

> Sub-element: Work independently and show initiative

> Sub-element: Become confident, resilient and adaptable

Element: Social management

> Sub-element: Community effectively

> Sub-element: Work collaboratively

> Sub-element: Make decisions

> Sub-element: Negotiate and resolve conflict

> Sub-element: Develop leadership skills

Ethical understanding

Element: Understanding ethical concepts and issues

> Sub-element: Recognise ethical concepts

Element: Reasoning in decision making and actions

> Sub-element: Reason and make ethical decisions

> Sub-element: Consider consequences

> Sub-element: Reflect on ethical action

Element: Exploring values, rights and responsibilities

> Sub-element: Examine values

> Sub-element: Explore rights and responsibilities

> Sub-element: Consider points of view

Australian Professional Standards for Teachers (AITSL)	**Standard 1: Know students and how they learn** **1.1:** Physical, social and intellectual development and characteristics of students **1.2:** Understand how students learn **1.5:** Differentiate teaching to meet the specific learning needs of students across the full range of abilities **1.6:** Strategies to support full participation of students with disability **Standard 2: Know the content and how to teach it** **2.3:** Curriculum, assessment and reporting **Standard 3: Plan for and implement effective teaching and learning** **3.6:** Evaluate and improve teaching programs **Standard 5: Assess, provide feedback and report on student learning** **5.4:** Interpret student data **Standard 6: Engage in professional learning** **6.2:** Engage in professional learning and improve practice **6.3:** Engage with colleagues and improve practice **6.4:** Apply professional learning and improve student learning **Standard 7: Engage professionally with colleagues, parents/carers and the community** **7.3:** Engage with the parents/carers **7.4:** Engage with professional teaching networks and broader communities
Australian Professional Standard for Principals	**Leading teaching and learning** **Leading improvement, innovation and change** **Leading the management of the school** **Engaging and working with the community** **Developing self and others**

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