

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, confident 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 effectively to resolve 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

WA Curriculum

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

<p>Australian Professional Standards for Teachers (AITSL)</p>	<p>Standard 1: Know students and how they learn</p> <ul style="list-style-type: none"> 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 <p>Standard 2: Know the content and how to teach it</p> <ul style="list-style-type: none"> 2.3: Curriculum, assessment and reporting <p>Standard 3: Plan for and implement effective teaching and learning</p> <ul style="list-style-type: none"> 3.6: Evaluate and improve teaching programs <p>Standard 5: Assess, provide feedback and report on student learning</p> <ul style="list-style-type: none"> 5.4: Interpret student data <p>Standard 6: Engage in professional learning</p> <ul style="list-style-type: none"> 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 <p>Standard 7: Engage professionally with colleagues, parents/carers and the community</p> <ul style="list-style-type: none"> 7.3: Engage with the parents/carers 7.4: Engage with professional teaching networks and broader communities
<p>Australian Professional Standard for Principals</p>	<p>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</p>

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