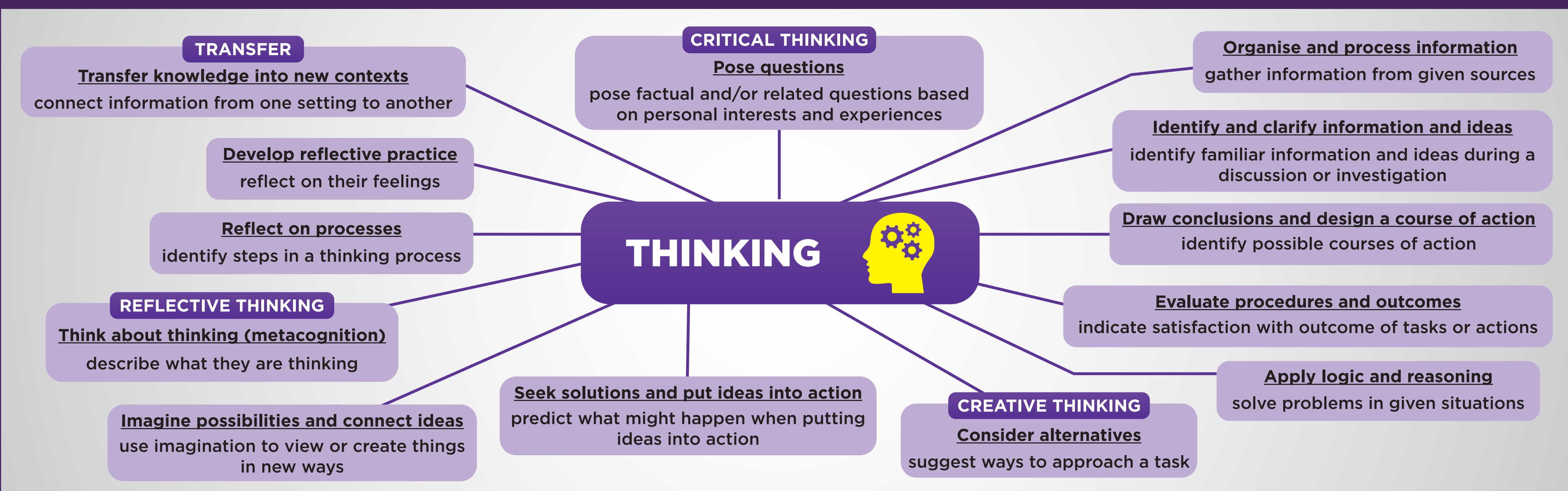
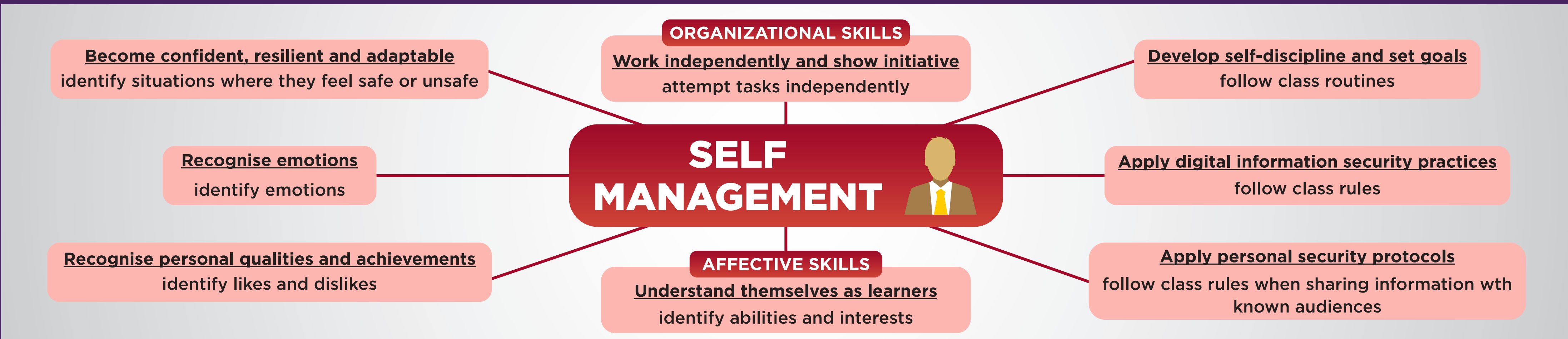
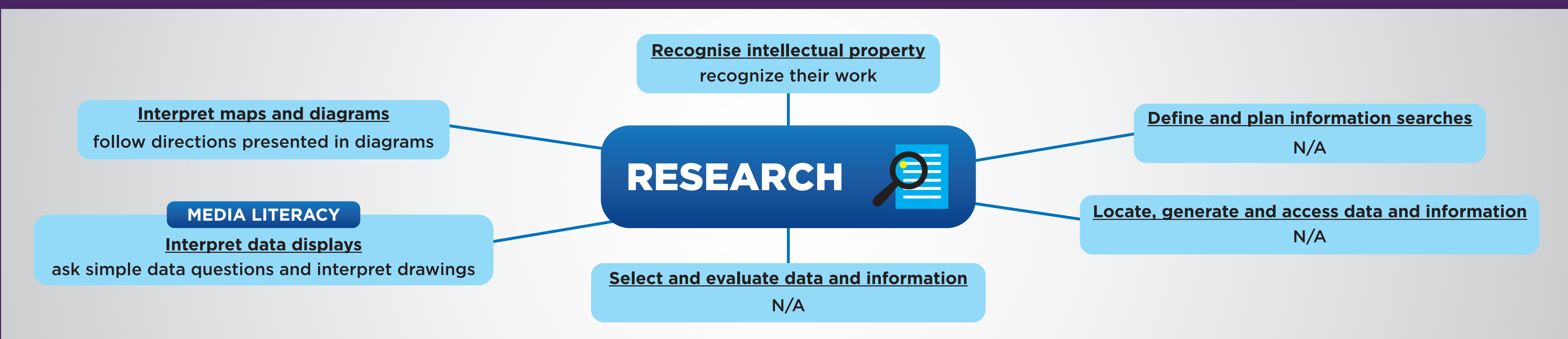
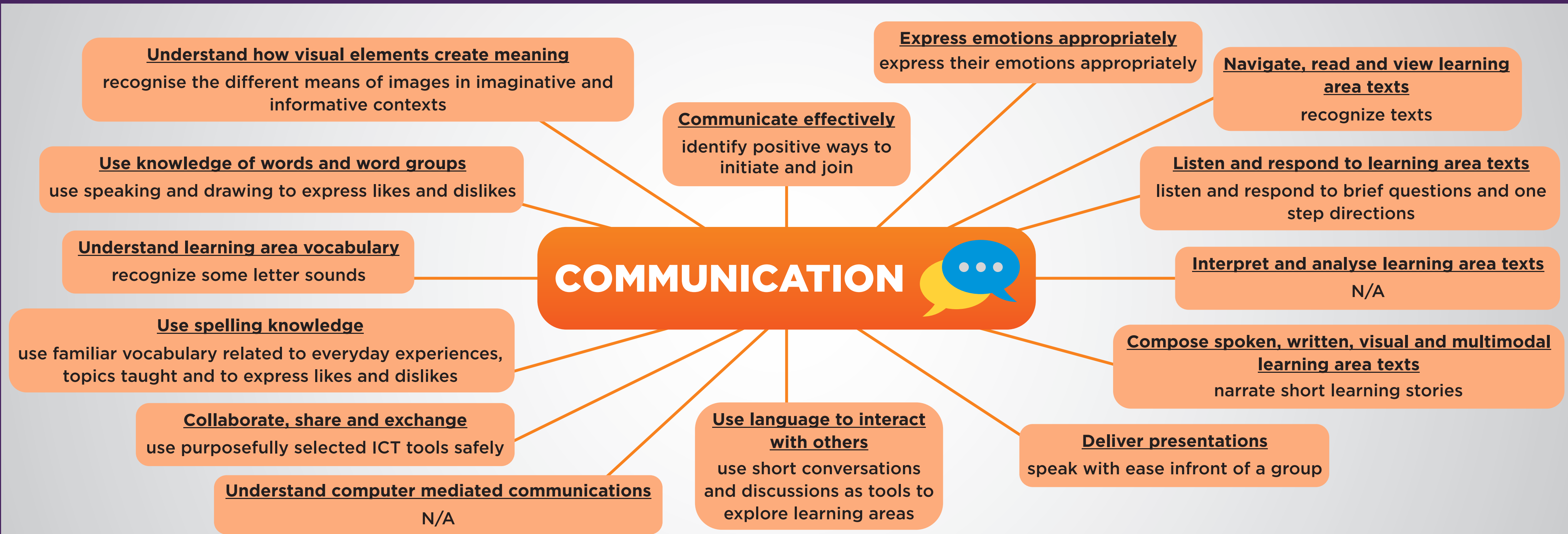




# ATL Scope and Sequence

## Preschool

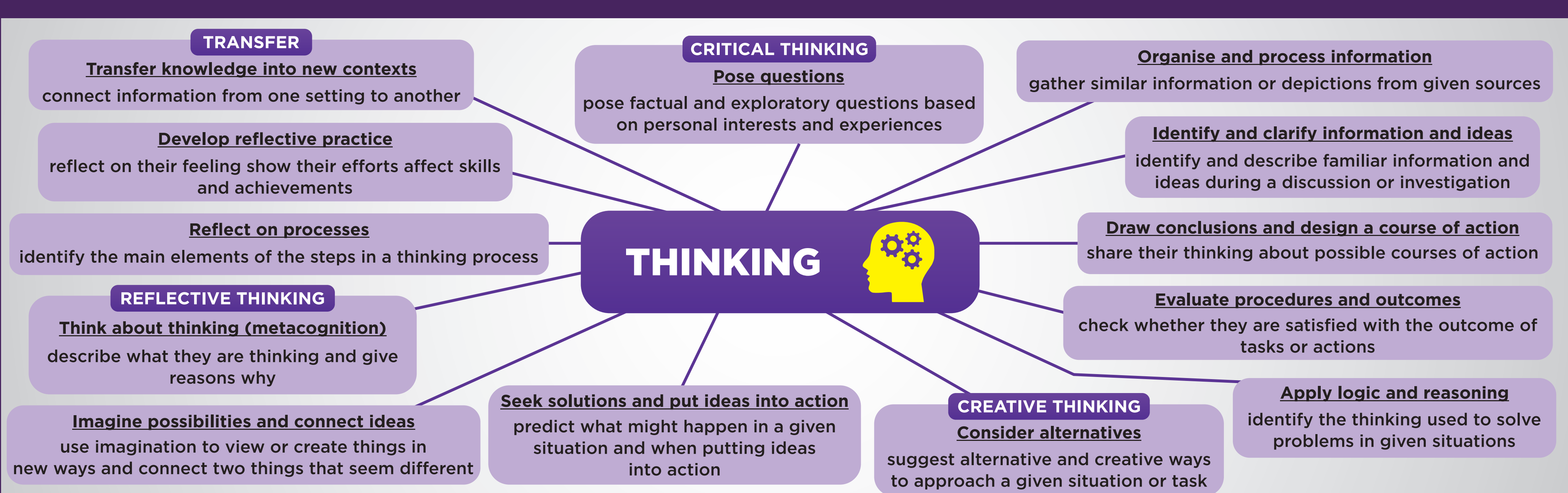
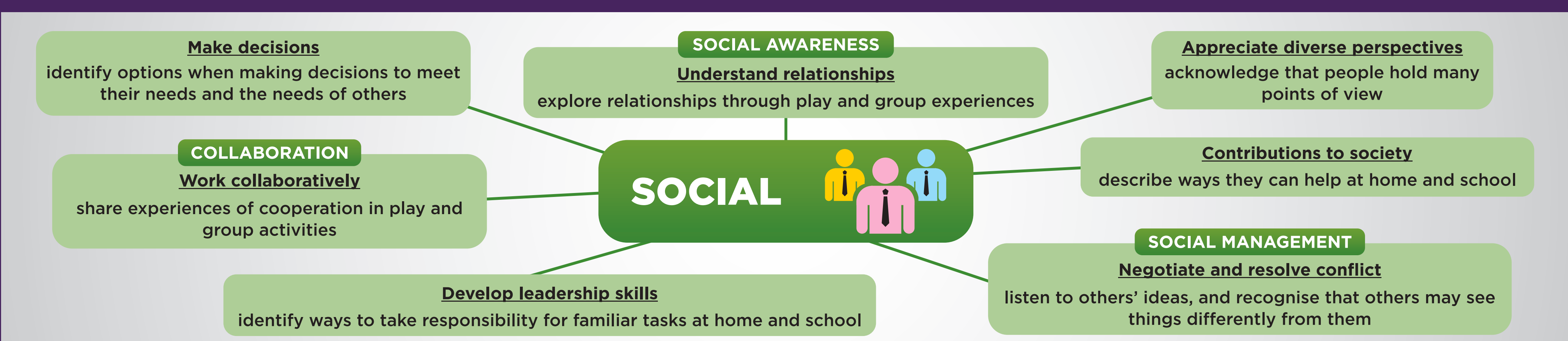
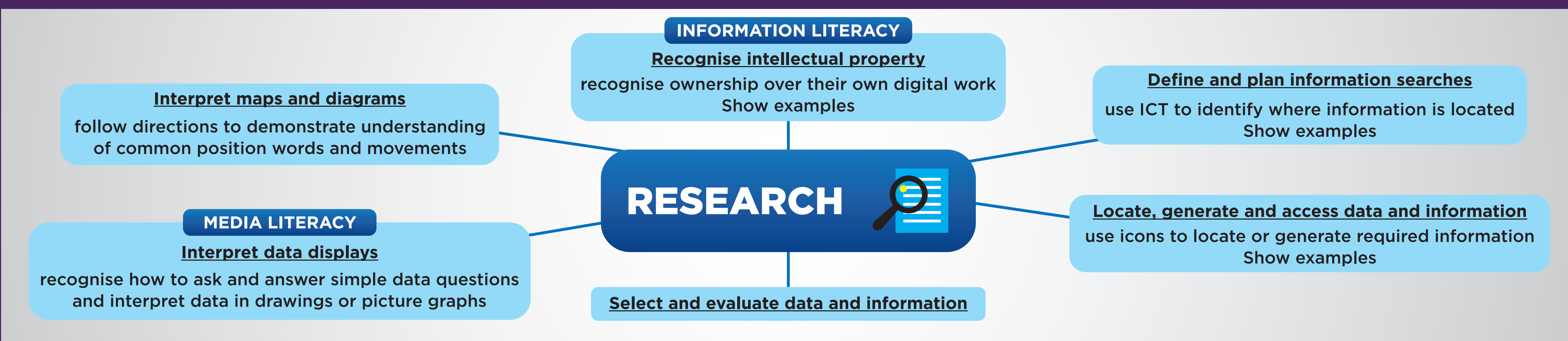
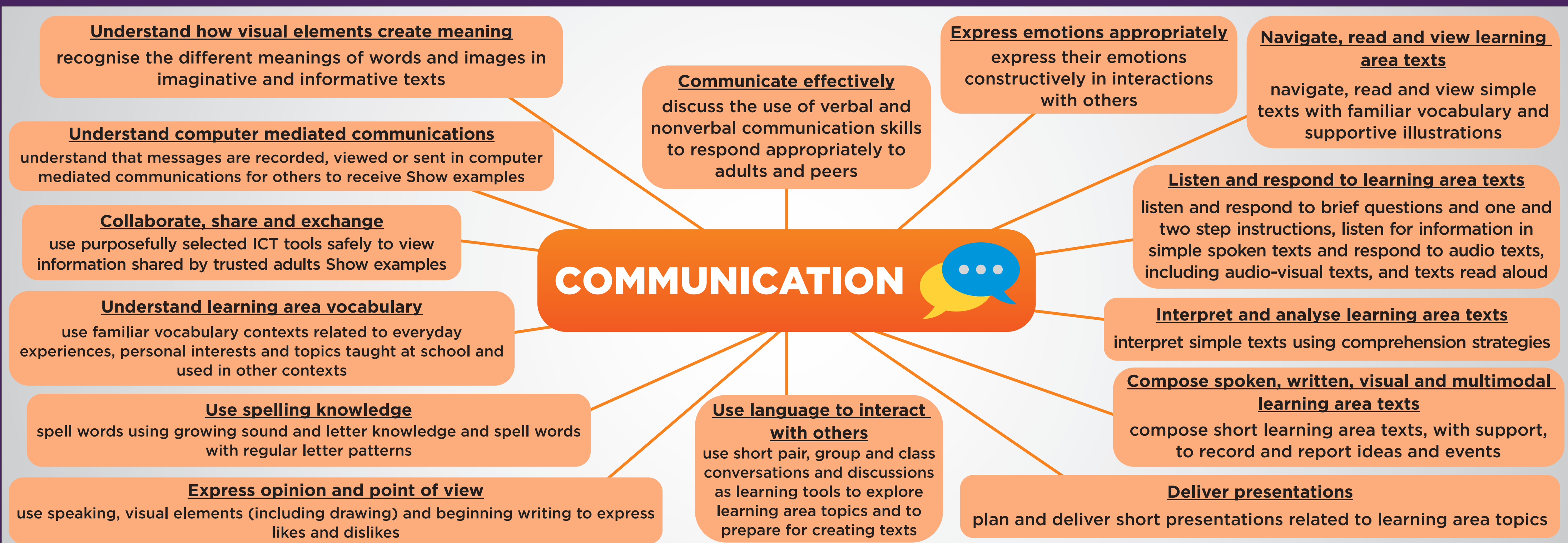






# ATL Scope and Sequence

## Pre-Primary







# ATL Scope and Sequence

## Grades 1 & 2

### COMMUNICATION

**Understand how visual elements create meaning**  
describe how images add to, contradict or multiply the meanings of words in a text, and compare images with the accompanying print text

**Understand computer mediated communications**  
understand that computer mediated communications may be received later by the receiver Show examples

**Collaborate, share and exchange**  
use purposefully selected ICT tools safely to share and exchange information with appropriate local audiences Show examples

**Understand learning area vocabulary**  
use mostly familiar vocabulary, with a steady introduction of new vocabulary in learning area contexts

**Use spelling knowledge**  
spell topic words, new words with regular letter patterns and some common irregular words, and recognise meaning relationships between words such as "play", 'playing', 'playground'

**Express opinion and point of view**  
identify and use language that expresses feelings and opinions, and compares and evaluates people and things

**Communicate effectively**  
discuss the use of verbal and nonverbal communication skills to respond appropriately to adults and peers

**Express emotions appropriately**  
describe ways to express emotions to show awareness of the feelings and needs of others

**Navigate, read and view learning area texts**  
navigate, read and view texts with illustrations and simple graphics

**Listen and respond to learning area texts**  
listen to two or more step instructions for undertaking learning tasks, listen for information about topics being learned in spoken and audio texts, including audio-visual texts, and respond to texts read aloud

**Interpret and analyse learning area texts**  
interpret and use texts to explore topics, gather information and make some obvious inferences using comprehension strategies

**Compose spoken, written, visual and multimodal learning area texts**  
compose and edit a small range of learning area texts

**Deliver presentations**  
plan, rehearse and deliver short presentations on learning area topics, incorporating some visual and multimodal elements

**Use language to interact with others**  
use pair, group and class discussions as learning tools to explore learning area topics, to represent ideas and relationships, and to prepare for creating texts

### RESEARCH

#### INFORMATION LITERACY

**Recognise intellectual property**  
recognise ownership of digital products that others produce and that what they create or provide can be used or misused by others Show examples

**Interpret maps and diagrams**  
give and follow directions on maps and diagrams of familiar locations

#### MEDIA LITERACY

**Interpret data displays**  
collect and describe data on a relevant issue based on one variable and display as lists, tables or picture graphs

**Select and evaluate data and information**  
explain the usefulness of located data or information Show examples

**Locate, generate and access data and information**  
locate information from a given set of digital sources Show examples

**Define and plan information searches**  
use ICT to identify, record and classify textual and graphic information to show what is known and what needs to be investigated Show examples

### SELF MANAGEMENT

#### ORGANIZATIONAL SKILLS

**Work independently and show initiative**  
work independently on routine tasks and experiment with strategies to complete other tasks where appropriate

**Develop self-discipline and set goals**  
set goals in learning and personal organisation by completing tasks within a given time

**Apply digital information security practices**  
follow class rules about applying selected standard guidelines and techniques to secure digital information Show examples

**Apply personal security protocols**  
follow class guidelines when sharing personal information and apply basic social protocols when using ICT to communicate with known audiences Show examples

#### AFFECTIVE SKILLS

**Understand themselves as learners**  
discuss their strengths and weaknesses as learners and identify some learning strategies to assist them

**Become confident, resilient and adaptable**  
undertake and persist with short tasks, within the limits of personal safety

**Recognise emotions**  
compare their emotional responses with those of their peers

**Recognise personal qualities and achievements**  
identify and describe personal interests, skills and achievements and explain how these contribute to family and school life

### SOCIAL

#### SOCIAL AWARENESS

**Understand relationships**  
identify ways to care for others, including ways of making and keeping friends

**Appreciate diverse perspectives**  
describe similarities and differences in points of view between themselves and people in their communities

**Contributions to society**  
describe how they contribute to their homes, classrooms and local communities, and how others care for and assist them

#### SOCIAL MANAGEMENT

**Negotiate and resolve conflict**  
practise solving simple interpersonal problems, recognising there are many ways to solve conflict

#### COLLABORATION

**Make decisions**  
practise individual and group decision making in situations such as class meetings and when working in pairs and small groups

#### Work collaboratively

identify cooperative behaviours in a range of group activities

**Develop leadership skills**  
discuss ways in which they can take responsibility for their own actions

### THINKING

#### CRITICAL THINKING

**Pose questions**  
pose questions to identify and clarify issues, and compare information in their world

**Organise and process information**  
organise information based on similar or relevant ideas from several sources

**Identify and clarify information and ideas**  
identify and explore information and ideas from source materials

**Draw conclusions and design a course of action**  
identify alternative courses of action or possible conclusions when presented with new information

**Evaluate procedures and outcomes**  
evaluate whether they have accomplished what they set out to achieve

**Apply logic and reasoning**  
identify reasoning used in choices or actions in specific situations

#### CREATIVE THINKING

**Consider alternatives**  
identify and compare creative ideas to think broadly about a given situation or problem

**Seek solutions and put ideas into action**  
investigate options and predict possible outcomes when putting ideas into action

#### REFLECTIVE THINKING

**Think about thinking (metacognition)**  
describe the thinking strategies used in given situations and tasks

**Imagine possibilities and connect ideas**  
build on what they know to create ideas and possibilities in ways that are new to them

**Reflect on processes**  
outline the details and sequence in a whole task and separate it into workable parts

**Develop reflective practice**  
reflect on what they have learnt about themselves from a range of experiences at home and school

**Transfer knowledge into new contexts**  
use information from a previous experience to inform a new idea





# ATL Scope and Sequence

## Grades 3 & 4

### COMMUNICATION

**Understand how visual elements create meaning**  
identify the effects of choices in the construction of images, including framing and composition

**Understand computer mediated communications**  
understand that computer mediated communications are directed to an audience for a purpose. Show examples

**Collaborate, share and exchange**  
use appropriate ICT tools safely to share and exchange information with appropriate known audiences Show examples

**Understand learning area vocabulary**  
use growing subject-specific vocabulary to read, discuss and write about learning area topics

**Use spelling knowledge**  
spell topic words, more complex irregular words, regular words and word families containing known letters and letter clusters, and use strategies for attempting unknown words

**Express opinion and point of view**  
differentiate between the language of opinion and feeling and the language of factual reporting or recording

**Communicate effectively**  
identify communication skills that enhance relationships for particular groups and purposes

**Express emotions appropriately**  
identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations

**Navigate, read and view learning area texts**  
navigate, read and view different types of texts with illustrations and more detailed graphics

**Listen and respond to learning area texts**  
listen to spoken instructions with some detail for undertaking learning area tasks, listen to and identify key information in spoken and audio texts, including audio-visual texts, and respond to texts read aloud

**Interpret and analyse learning area texts**  
interpret literal information and make inferences to expand topic knowledge using comprehension strategies

**Compose spoken, written, visual and multimodal learning area texts**  
compose and edit a range of learning area texts

**Deliver presentations**  
plan, rehearse and deliver presentations on learning area topics, incorporating some learned content and appropriate visual and multimodal elements

**Use language to interact with others**  
use pair, group and class discussions about learning area topics as learning tools to explore and represent ideas and relationships, test possibilities and to prepare for creating texts

### INFORMATION LITERACY

#### Recognise intellectual property

acknowledge when they use digital products created by someone else, and start to indicate the source Show examples

#### Interpret maps and diagrams

interpret information, locate positions and describe routes on maps and diagrams using simple scales, legends and directional language

### MEDIA LITERACY

#### Interpret data displays

collect record and display data as tables, diagrams, picture graphs and column graphs

### RESEARCH

#### Select and evaluate data and information

explain why located data or information was selected Show examples

#### Define and plan information searches

use ICT to plan an information search or generation of information, recognising some pattern within the information, Show examples

#### Locate, generate and access data and information

locate, retrieve or generate information from a range of digital sources Show examples

### ORGANIZATIONAL SKILLS

#### Work independently and show initiative

consider, select and adopt a range of strategies for working independently and taking initiative

#### Develop self-discipline and set goals

explain the value of self-discipline and goal-setting in helping them to learn

#### Apply digital information security practices

independently apply standard guidelines and techniques for particular digital systems to secure digital information Show examples

#### Apply personal security protocols

apply standard guidelines and take action to avoid the common dangers to personal security when using ICT and apply appropriate basic social protocols when using ICT to communicate with unknown audiences Show examples

### AFFECTIVE SKILLS

#### Understand themselves as learners

identify and describe factors and strategies that assist their learning

#### Become confident, resilient and adaptable

persist with tasks when faced with challenges and adapt their approach where first attempts are not successful

#### Recognise emotions

describe the influence that people, situations and events have on their emotions

#### Recognise personal qualities and achievements

describe personal strengths and challenges and identify skills they wish to develop

### SELF MANAGEMENT

### SOCIAL AWARENESS

#### Understand relationships

describe factors that contribute to positive relationships, including with people at school and in their community

#### Appreciate diverse perspectives

discuss the value of diverse perspectives and describe a point of view that is different from their own

#### Contributions to society

identify the various communities to which they belong and what they can do to make a difference

### SOCIAL MANAGEMENT

#### Negotiate and resolve conflict

identify a range of conflict resolution strategies to negotiate positive outcomes to problems

#### Make decisions

contribute to and predict the consequences of group decisions in a range of situations

### COLLABORATION

#### Work collaboratively

describe characteristics of cooperative behaviour and identify evidence of these in group activities

### SOCIAL

#### Develop leadership skills

discuss the concept of leadership and identify situations where it is appropriate to adopt this role

### THINKING

### TRANSFER

#### Transfer knowledge into new contexts

transfer and apply information in one setting to enrich another

#### Develop reflective practice

reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback

#### Reflect on processes

identify pertinent information in an investigation and separate into smaller parts or ideas

### REFLECTIVE THINKING

#### Think about thinking (metacognition)

reflect on, explain and check the processes used to come to conclusions

#### Imagine possibilities and connect ideas

expand on known ideas to create new and imaginative combinations

### CRITICAL THINKING

#### Pose questions

pose questions to expand their knowledge about the world

#### Organise and process information

collect, compare and categorise facts and opinions found in a widening range of sources

#### Identify and clarify information and ideas

identify main ideas and select and clarify information from a range of sources

#### Draw conclusions and design a course of action

draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion

#### Evaluate procedures and outcomes

explain and justify ideas and outcomes

### CREATIVE THINKING

#### Consider alternatives

explore situations using creative thinking strategies to propose a range of alternatives

#### Apply logic and reasoning

identify and apply appropriate reasoning and thinking strategies for particular outcomes





# ATL Scope and Sequence

## Grades 5 & 6

### COMMUNICATION



#### Understand how visual elements create meaning

explain how analytical images such as figures, diagrams, tables, maps and graphs contribute to understanding of factual information in texts

#### Understand computer mediated communications

understand that particular forms of computer mediated communications and tools are suited to synchronous or asynchronous and one-to-one or group communications Show examples

#### Collaborate, share and exchange

select and use appropriate ICT tools safely to share and exchange information and to safely collaborate with others Show examples

#### Use spelling knowledge

spell topic words and use word origins, base words, prefixes and suffixes when spelling new words

#### Understand learning area vocabulary

use vocabulary, including subject-specific vocabulary from a range of learning areas and vocabulary that expresses shades of meaning

#### Use knowledge of words and word groups

expand and sharpen ideas through careful choice of verbs and phrases and elaborated tenses

#### Communicate effectively

identify and explain factors that influence effective communication in a variety of situations

#### Express emotions appropriately

explain the influence of emotions on behaviour, learning and relationships

#### Navigate, read and view learning area texts

navigate, read and view subject-specific texts with some challenging features and a range of graphic representations

#### Listen and respond to learning area texts

listen to detailed spoken instructions for undertaking learning tasks, listen to spoken and audio texts, including audio-visual texts, and respond to and interpret information and opinions presented

#### Interpret and analyse learning area texts

interpret and analyse information and ideas, comparing texts on similar topics or themes using comprehension strategies

#### Compose spoken, written, visual and multimodal learning area texts

compose and edit learning area texts

#### Deliver presentations

plan, research, rehearse and deliver presentations on learning area topics, selecting appropriate content and visual and multimodal elements to suit different audiences

#### Use language to interact with others

use pair, group and class discussions and informal debates as learning tools to explore ideas and relationships, test possibilities, compare solutions and to prepare for creating texts

### INFORMATION LITERACY

#### Recognise intellectual property

identify the legal obligations regarding the ownership and use of digital products and apply some referencing conventions Show examples

#### Define and plan information searches

use a range of ICT to identify and represent patterns in sets of information and to pose questions to guide searching for, or generating, further information Show examples

#### Interpret maps and diagrams

identify and describe routes and locations, using grid reference systems and directional language such as north or north east

### MEDIA LITERACY

#### Interpret data displays

collect, compare, describe and interpret data as 2-way tables, double column graphs and sector graphs, including from digital media

### RESEARCH



#### Select and evaluate data and information

assess the suitability of data or information using a range of appropriate given criteria Show examples

#### Locate, generate and access data and information

locate, retrieve or generate information using search engines and simple search functions and classify information in meaningful ways

### ORGANIZATIONAL SKILLS

#### Work independently and show initiative

assess the value of working independently, and taking initiative to do so where appropriate

#### Develop self-discipline and set goals

analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals

#### Become confident, resilient and adaptable

devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety

#### Recognise emotions

explain how the appropriateness of emotional responses influences behaviour

#### Recognise personal qualities and achievements

describe the influence that personal qualities and strengths have on their learning outcomes

### SELF MANAGEMENT



### AFFECTIVE SKILLS

#### Understand themselves as learners

identify preferred learning styles and work habits

#### Apply digital information security practices

independently apply strategies for determining and protecting the security of digital information and assess the risks associated with online environments Show examples

#### Apply personal security protocols

identify the risks to identity, privacy and emotional safety for themselves when using ICT and apply generally accepted social protocols when sharing information in online environments, taking into account different social and cultural contexts Show examples

### SOCIAL AWARENESS

#### Understand relationships

identify the differences between positive and negative relationships and ways of managing these

#### Appreciate diverse perspectives

explain how means of communication differ within and between communities and identify the role these play in helping or hindering understanding of others

#### Make decisions

identify factors that influence decision making and consider the usefulness of these in making their own decisions

### COLLABORATION

#### Work collaboratively

contribute to groups and teams, suggesting improvements in methods used for group investigations and projects

### SOCIAL



#### Develop leadership skills

initiate or help to organise group activities that address a common need

#### Contributions to society

identify a community need or problem and consider ways to take action to address it

### SOCIAL MANAGEMENT

#### Negotiate and resolve conflict

identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations

### THINKING



### CRITICAL THINKING

#### Pose questions

pose questions to clarify and interpret information and probe for causes and consequences

#### Organise and process information

analyse, condense and combine relevant information from multiple sources

#### Identify and clarify information and ideas

identify and clarify relevant information and prioritise ideas

#### Draw conclusions and design a course of action

scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action

#### Evaluate procedures and outcomes

evaluate the effectiveness of ideas, products, performances, methods and courses of action against given criteria

### CREATIVE THINKING

#### Consider alternatives

identify situations where current approaches do not work, challenge existing ideas and generate alternative solutions

#### Apply logic and reasoning

assess whether there is adequate reasoning and evidence to justify a claim, conclusion or outcome

### TRANSFER

#### Transfer knowledge into new contexts

apply knowledge gained from one context to another unrelated context and identify new meaning

#### Develop reflective practice

monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential

#### Reflect on processes

identify and justify the thinking behind choices they have made

### REFLECTIVE THINKING

#### Think about thinking (metacognition)

reflect on assumptions made, consider reasonable criticism and adjust their thinking if necessary

#### Imagine possibilities and connect ideas

combine ideas in a variety of ways and from a range of sources to create new possibilities





# ATL Scope and Sequence

## Grades 7 & 8

### COMMUNICATION

#### Understand how visual elements create meaning

analyse the effects of different visual elements upon the reader/viewer, and how visual texts such as advertisements and informative texts draw on and allude to other texts to enhance meaning

#### Understand computer mediated communications

understand that there are various methods of collaboration through computer mediated communications that vary in form and control  
Show examples

#### Collaborate, share and exchange

select and use appropriate ICT tools safely to lead groups in sharing and exchanging information, and taking part in online projects or active collaborations with appropriate global audiences  
Show examples

#### Use spelling knowledge

spell specialist topic words and use knowledge of word origins, base words, prefixes and suffixes and unusual letter combinations to spell correctly

#### Understand learning area vocabulary

use a wide range of new specialist and topic vocabulary to contribute to the specificity, authority and abstraction of texts

#### Use knowledge of words and word groups

control a range of simple, compound and complex sentence structures to record, explain, question, argue, describe and link ideas, evidence and conclusions

#### Communicate effectively

analyse enablers of and barriers to effective verbal, nonverbal and digital communication

#### Express emotions appropriately

forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour

#### Navigate, read and view learning area texts

navigate, read and view a variety of challenging subject-specific texts with a wide range of graphic representations

#### Listen and respond to learning area texts

listen to extended spoken and audio texts, including audio-visual texts, respond to and interpret stated and implied meanings, and evaluate information and ideas

#### Interpret and analyse learning area texts

interpret and evaluate information, identify main ideas and supporting evidence, and analyse different perspectives using comprehension strategies

#### Compose spoken, written, visual and multimodal learning area texts

compose and edit sustained learning area texts

#### Deliver presentations

plan, research, rehearse and deliver presentations on learning area topics, sequencing selected content and multimodal elements for accuracy and their impact on the audience

### INFORMATION LITERACY

#### Recognise intellectual property

apply practices that comply with legal obligations regarding the ownership and use of digital products resources  
Show examples

#### Define and plan information searches

use a range of ICT to analyse information in terms of implicit patterns and structures as a basis to plan an information search or generation  
Show examples

#### Locate, generate and access data and information

locate, retrieve or generate information using search facilities and organise information in meaningful ways

### RESEARCH

#### Select and evaluate data and information

assess the suitability of data or information using appropriate own criteria  
Show examples

### MEDIA LITERACY

#### Interpret data displays

compare, interpret and assess the effectiveness of different data displays of the same information

#### Interpret maps and diagrams

create and interpret 2D and 3D maps, models and diagrams

### ORGANIZATIONAL SKILLS

#### Work independently and show initiative

critique their effectiveness in working independently by identifying enablers and barriers to achieving goals

#### Develop self-discipline and set goals

select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals

#### Apply digital information security practices

independently apply strategies for determining the appropriate type of digital information suited to the location of storage and adequate security for online environments  
Show examples

#### Apply personal security protocols

identify and value the rights to identity, privacy and emotional safety for themselves and others when using ICT and apply generally accepted social protocols when using ICT to collaborate with local and global communities  
Show examples

### SELF MANAGEMENT

### AFFECTIVE SKILLS

#### Understand themselves as learners

identify and choose a range of learning strategies appropriate to specific tasks and describe work practices that assist their learning

#### Become confident, resilient and adaptable

assess, adapt and modify personal and safety strategies and plans, and revisit tasks with renewed confidence

#### Recognise emotions

examine influences on and consequences of their emotional responses in learning, social and work-related contexts

#### Recognise personal qualities and achievements

make a realistic assessment of their abilities and achievements, and prioritise areas for improvement

### SOCIAL AWARENESS

#### Understand relationships

describe the differences between positive and negative relationships and ways of managing these

#### Appreciate diverse perspectives

acknowledge the values, opinions and attitudes of different groups within society and compare to their own points of view

#### Contributions to society

analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities

### SOCIAL MANAGEMENT

#### Negotiate and resolve conflict

assess the appropriateness of various conflict resolution strategies in a range of social situations

#### Make decisions

assess individual and group decision-making processes in challenging situations

### COLLABORATION

#### Work collaboratively

assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives

#### Develop leadership skills

plan school, community and service projects, applying effective problem-solving and team-building strategies, and making the most of available resources to achieve goals

### SOCIAL

### TRANSFER

#### Transfer knowledge into new contexts

justify reasons for decisions when transferring information to similar and different contexts

#### Develop reflective practice

predict the outcomes of personal and academic challenges by drawing on previous problem solving and decision making strategies and feedback from peers and teachers

#### Reflect on processes

evaluate and justify the reasons behind choosing a particular problem-solving strategy

### REFLECTIVE THINKING

#### Think about thinking (metacognition)

assess assumptions in their thinking and invite alternative opinions

#### Imagine possibilities and connect ideas

draw parallels between known and new ideas to create new ways of achieving goals

### CRITICAL THINKING

#### Pose questions

pose questions to probe assumptions and investigate complex issues

#### Organise and process information

critically analyse information and evidence according to criteria such as validity and relevance

#### Identify and clarify information and ideas

clarify information and ideas from texts or images when exploring challenging issues

#### Draw conclusions and design a course of action

differentiate the components of a designed course of action and tolerate ambiguities when drawing conclusions

#### Evaluate procedures and outcomes

explain intentions and justify ideas, methods and courses of action, and account for expected and unexpected outcomes against criteria they have identified

### CREATIVE THINKING

#### Consider alternatives

generate alternatives and innovative solutions, and adapt ideas, including when information is limited or conflicting

#### Apply logic and reasoning

identify gaps in reasoning and missing elements in information

### THINKING

#### Seek solutions and put ideas into action

predict possibilities, and identify and test consequences when seeking solutions and putting ideas into action





# ATL Scope and Sequence

## Grades 9 & 10

### COMMUNICATION

**Understand how visual elements create meaning**  
evaluate the impact of different visual choices in the composition of images, including symbolic images and movement of camera or light, to achieve different nuances

**Understand computer mediated communications**  
understand that computer mediated communications have advantages and disadvantages in supporting active participation in a community of practice and the management of collaboration on digital materials Show examples

**Collaborate, share and exchange**  
select and use a range of ICT tools efficiently and safely to share and exchange information, and to collaboratively and purposefully construct knowledge Show examples

**Use spelling knowledge**  
use knowledge of a wide range of English spelling conventions to spell unusual and technical words correctly and to deduce the meanings of unfamiliar words and spell unknown words

**Understand learning area vocabulary**  
use subject-specific vocabulary to express abstract concepts, and refine vocabulary choices to discriminate between shades of meaning

**Use knowledge of words and word groups**  
develop higher order concepts in academic texts through language features that compact and generalise ideas

**Communicate effectively**  
formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks

**Express emotions appropriately**  
consider, control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices

**Navigate, read and view learning area texts**  
navigate, read and view a wide range of more demanding subject-specific texts with an extensive range of graphic representations

**Listen and respond to learning area texts**  
listen to a range of extended spoken and audio texts, including audio-visual texts, and respond to, interpret and evaluate ideas, information and opinions

**Interpret and analyse learning area texts**  
interpret, evaluate and synthesise information within and between texts, comparing and contrasting information using comprehension strategies

**Compose spoken, written, visual and multimodal learning area texts**  
compose and edit complex learning area texts

**Deliver presentations**  
plan, research, rehearse and deliver presentations on more complex issues and learning area topics, combining visual and multimodal elements creatively to present ideas and information and support opinions and engage and persuade an audience

**Use language to interact with others**  
use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, compare solutions, evaluate information and ideas, refine opinions and arguments in preparation for creating texts

### INFORMATION LITERACY

**Interpret maps and diagrams**  
create and interpret maps, models and diagrams using a range of mapping tools

**MEDIA LITERACY**  
**Interpret data displays**  
evaluate media statistics and trends by linking claims to data displays, statistics and representative data

### RESEARCH



**Recognise intellectual property**  
identify and describe ethical dilemmas and consciously apply practices that protect intellectual property Show examples

**Define and plan information searches**  
select and use a range of ICT independently and collaboratively, analyse information to frame questions and plan search strategies or data generation Show examples

**Locate, generate and access data and information**  
use advanced search tools and techniques or simulations and digital models to locate or generate precise data and information that supports the development of new understandings Show examples

**Select and evaluate data and information**  
develop and use criteria systematically to evaluate the quality, suitability and credibility of located data or information and sources Show examples

### ORGANIZATIONAL SKILLS

**Become confident, resilient and adaptable**  
evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations

**Recognise emotions**  
reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts

**Recognise personal qualities and achievements**  
assess their strengths and challenges and devise personally appropriate strategies to achieve future success

**Work independently and show initiative**  
establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes

### SELF MANAGEMENT



**AFFECTIVE SKILLS**  
**Understand themselves as learners**  
evaluate the effectiveness of commonly used learning strategies and work practices and refine these as required

**Develop self-discipline and set goals**  
critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts

**Apply digital information security practices**  
use a range of strategies for securing and protecting information, assess the risks associated with online environments and establish appropriate security strategies and codes of conduct Show examples

**Apply personal security protocols**  
independently apply appropriate strategies to protect rights, identity, privacy and emotional safety of others when using ICT, and discriminate between protocols suitable for different communication tools when collaborating with local and global communities Show examples

### SOCIAL AWARENESS

**Make decisions**  
develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making

**COLLABORATION**  
**Work collaboratively**  
critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks

**Understand relationships**  
explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships

**Appreciate diverse perspectives**  
articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views

**Contributions to society**  
plan, implement and evaluate ways of contributing to civil society at local, national regional and global levels

**SOCIAL MANAGEMENT**  
**Negotiate and resolve conflict**  
generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts

### SOCIAL



**Develop leadership skills**  
propose, implement and monitor strategies to address needs prioritised at local, national, regional and global levels, and communicate these widely

### THINKING



**TRANSFER**  
**Transfer knowledge into new contexts**  
identify, plan and justify transference of knowledge to new contexts

**Develop reflective practice**  
reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill set that contribute to or limit their personal and social capability

**Reflect on processes**  
balance rational and irrational components of a complex or ambiguous problem to evaluate evidence

**REFLECTIVE THINKING**  
**Think about thinking (metacognition)**  
give reasons to support their thinking, and address opposing viewpoints and possible weaknesses in their own positions

**Imagine possibilities and connect ideas**  
create and connect complex ideas using imagery, analogies and symbolism

**Seek solutions and put ideas into action**  
assess risks and explain contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action

**CRITICAL THINKING**  
**Pose questions**  
pose questions to critically analyse complex issues and abstract ideas

**Organise and process information**  
critically analyse independently sourced information to determine bias and reliability

**Identify and clarify information and ideas**  
clarify complex information and ideas drawn from a range of sources

**Draw conclusions and design a course of action**  
use logical and abstract thinking to analyse and synthesise complex information to inform a course of action

**Evaluate procedures and outcomes**  
evaluate the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria they have defined.

**CREATIVE THINKING**  
**Consider alternatives**  
speculate on creative options to modify ideas when circumstances change

**Apply logic and reasoning**  
analyse reasoning used in finding and applying solutions, and in choice of resources