


St Therese's Primary School, Cranbourne	System Update: 19.09.2019	
Version 0.1	Date of Next Review: 19.09.2021	

# St Therese's Primary School

## Capabilities Policy

### **CRITICAL AND CREATIVE THINKING CAPABILITY**

#### **OVERVIEW**

Responding effectively to environmental, social and economic challenges requires young people to be creative, innovative, enterprising and adaptable, with the motivation, confidence and skills to use critical and creative thinking purposefully. Explicit attention to and application of thinking skills enable students to develop an increasingly sophisticated understanding of the processes they can employ whenever they encounter both the familiar and unfamiliar, to break ineffective habits and build on successful ones, building a capacity to manage their thinking.

Thinking that is productive, purposeful and intentional is at the centre of effective learning and the creation of new knowledge, with the progressive development of knowledge about thinking and the practice of using thinking strategies fostering students' motivation for, and management of, their own learning.

#### **AIMS**

Critical and creative thinking capability at St Therese's aims to ensure that students develop:


- understanding of thinking processes and an ability to manage and apply these intentionally
- skills and learning dispositions that support logical, strategic, flexible and adventurous thinking
- confidence in evaluating thinking and thinking processes across a range of familiar and unfamiliar contexts.

### **ETHICAL CAPABILITY**

#### **OVERVIEW**

The Ethical Capability curriculum explores what it means for both an individual and society to live well. Students examine what we ought to do, how we ought to live, what kind of society we should have and what kind of person one should be. These questions concern individuals alone and relationships between people, and between people and environmental, social and economic systems

Building capability in ethical understanding supports the development of informed citizenship at local, regional and global levels.

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## **AIMS**

The Ethical Capability curriculum at St Therese's aims to develop knowledge, understandings and skills to enable students to:

- Analyse and evaluate ethical issues, recognising areas of contestability
- Identify the bases of ethical principles and ethical reasoning
- Engage with the challenges of managing ethical decision making and action for individuals and groups
- Cultivate open-mindedness and reasonableness

## **INTERCULTURAL CAPABILITY**

### **OVERVIEW**

Intercultural interactions have become a part of everyday life in our increasingly multicultural and globalised world. Developing intercultural knowledge, skills and understandings is an essential part of living with others in the diverse world of the twenty-first century. The Intercultural capability curriculum assists young people to become responsible local and global citizens, equipped for living and working together in an interconnected world.

The Intercultural capability enables students to learn to value their own cultures, languages and beliefs, and those of others. Students learn about diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

### **AIM**

Students at St Therese's develop understandings and skills to;


- demonstrate an awareness of and respect for cultural diversity within the community
- reflect on how intercultural experiences influence attitudes, values and beliefs
- recognise the importance of acceptance and appreciation of cultural diversity for a cohesive community.

## **PERSONAL AND SOCIAL CAPABILITIES**

### **OVERVIEW**

Personal and Social capabilities enable students to understand themselves and others and manage relationships. It allows students to recognise and regulate emotions, develop empathy, build positive relationships, work effectively in teams and on their own.

### **AIM**

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Students at St Therese's develop understandings and skills to;

- recognise, understand and evaluate the expression of emotions
- demonstrate an awareness of their personal qualities and the factors that contribute to resilience
- develop empathy for and understanding of others and recognise the importance of supporting diversity for a cohesive community
- understand how relationships are developed and use interpersonal skills to establish and maintain respectful relationships
- work effectively in teams and develop strategies to manage challenging situations constructively.

## IMPLEMENTATION

- The four capabilities are taken from the Victorian Curriculum F-10. teachers will devise yearly planners using the Victorian Curriculum F-10 prescribed content and achievement standards, activities, resources and progression points
- The teaching and learning programs will build on students' interests, strengths, goals and learning needs, to ensure engagement and successful learning for the four capabilities over a two year cycle
- Personal and Social Capability is taught each year throughout all terms and especially within the Learning to Learn units of work at the beginning of each school year
- The capabilities will be taught within the context of relevant Victorian Curriculum F-10 Learning Areas and the Religious Education Curriculum - 'To Live in Christ Jesus'
- Final judgements against the Victorian Curriculum progression points will be moderated by teachers and reported in half and end of year parent reports
- Students who have additional learning needs will have a modified program as necessary. This will be outlined and recorded in individual teachers' work-programs and in ILPs. All modifications to programs will be clearly communicated to parents by classroom teachers and in consultation with the Learning Diversity Leader