

Personal and Social Capability – Resilience for Success

INTRODUCTION

Personal and social capability involves learners in a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.

Personal and social capability supports learners in becoming creative and confident individuals, a core of one of the Educational Goals of the Alice Springs (Mparntwe) Education Declaration (2019). Personal and social capability encompasses learners' personal/emotional and social/relational dispositions, intelligences, sensibilities and learning.

RATIONALE

This qualification is to recognise a learner's knowledge, skills, behaviours and disposition aligned to the Personal and Social Capability of the Australian Curriculum. This general capability is embedded across the curriculum and students also develop their capabilities through their lived experience. This qualification allows students to focus explicitly on this aspect of themselves, learn to identify key concepts and phenomena, apply these to action, and reflect on their performance.

A key indicator of success for young people is their degree of resilience or grit. Determination and perseverance have been regularly theorised and demonstrated to be as important at least as natural talent. This qualification is designed to enable students to understand the indicators of resilience and to explore strategies for developing this attribute.

LEARNING OUTCOMES

On successful completion of this qualification, learners will be able to:

- identify and recognise their own emotions
- respond constructively to challenging situations

- articulate the strategies used to persevere in the face of challenge or threat.

KEY SKILLS

- Recognise changes in emotional state
- Develop a vocabulary to describe emotions
- Take action to manage emotions
- Identify actions to promote resilience

KEY KNOWLEDGE

- The spheres of influence and control
- The neurological basis of emotions
- Key features of resilient people
- Strategies for enacting resilience

QUALIFICATION STRUCTURE

- Module 1 - Knowledge building
- Module 2 - Contextualising
- Module 3 - Reflection and Planning
- Module 4 - Action and Reflection.

WORK REQUIREMENTS

A body of work within an ePortfolio which will include:

1. A Journal: Comprising ongoing responses and reflections from throughout the qualification. The type of journal (oral, written, multimodal) will be determined by the learner in conjunction with the teacher.
2. A quiz: demonstrating accurate use of vocabulary to describe emotion, and a basic understanding of the basis of emotional responses
3. An annotated demonstration (live, video etc) of a strategy being successfully applied to manage a challenging situation in a social or work-related context. Annotations should demonstrate understanding of what the strategies are and why they are successful.

CAPABILITY STANDARDS

Capability standard 1: The learner can reflect on emotional responses to challenging situations in social or work-related contexts

Capability standard 2: The learner can predict the consequences of expressing emotions inappropriately in social or work-related contexts and devise measures to regulate behaviour

Capability standard 3: The learner can assess, adapt and modify personal strategies and plans in social or work-related situations and revisit tasks with renewed confidence Reflect on emotional responses to challenging situations in social or work-related contexts

RESULTS AVAILABLE

Has met/has not met the Capability Standards

This course is awaiting *Recognised Formal Learning* status from the Office of Tasmanian Assessment, Standards and Certification. Should this be agreed, this course may contribute credit points towards the Tasmanian Certificate of Education.