

## Interpersonal Development

In Interpersonal Development, there is one point (0.5) at Level 1 for assessing student progress towards the Level 1 standard.

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### Interpersonal Development – Progressing towards Level 1

#### Progression Point 0.5

*At 0.5, the work of a student progressing towards the standard at Level 1 demonstrates, for example:*

#### Interpersonal Development

- behaviour that shows awareness of the safety of self and others
- behaviour that is helpful to peers, family members and teachers
- application of calming strategies such as being silent, waiting, smiling and relaxing
- cooperative behaviours that help them to participate in groups, games and other forms of play

### Interpersonal Development – Level 1

*At this level standards are not organised by dimension.*

At Level 1, students identify the qualities of a friend and demonstrate care for other students. They contribute to the development of positive social relationships in a range of contexts. They use appropriate language and actions when dealing with conflict. Students describe basic skills required to work cooperatively in groups.

## Interpersonal Development – Progressing towards Level 2

### Progression Point 1.25

*At 1.25, the work of a student progressing towards the standard at Level 2 demonstrates, for example:*

#### Building social relationships

- knowledge of appropriate behaviour in different contexts
- knowledge of the possible causes of general feeling states such as happiness, sadness, anger, peacefulness, fear and safety
- knowledge of the link between choice, behaviour and consequences; for example, choices between generous or selfish, inclusive or excluding behaviour
- behaviours that contribute to friendly play, and avoidance of those behaviours that may alienate or lead to conflict

#### Working in teams

- a willingness to share and take turns
- strategies for allocating speaking and listening time; for example, taking turns
- planning to complete group tasks within given time frames
- self reflection by identifying preferences, likes, dislikes, achievements and challenges

### Progression Point 1.5

*At 1.5, the work of a student progressing towards the standard at Level 2 demonstrates, for example:*

#### Building social relationships

- appropriate behaviour and awareness of the need to sometimes adapt their behaviour in different context
- awareness of how personal behaviour influences the feelings of others
- reflection on the consequences of their behaviour in social relationships
- strategies for dealing with differences that could lead to conflict

#### Working in teams

- knowledge of the different roles within the team
- concentration by following directions
- monitoring of group timelines
- engagement in discussions about group organisation and processes

### Progression Point 1.75

*At 1.75, the work of a student progressing towards the standard at Level 2 demonstrates, for example:*

#### Building social relationships

- reflection on the appropriateness of their behaviours in different contexts
- attempts to respond sensitively to the feelings of others
- knowledge of behaviours that promote positive social relationships
- knowledge of the need to modify their behaviour to resolve conflict

#### Working in teams

- a generous attitude that encourages the fair allocation of resources, opportunities and roles
- self control in listening and planning
- with teacher direction, evaluation of strategies for meeting group timelines
- reflection on their own contributions to team outcomes



### **Interpersonal Development – Level 2**

#### **Building social relationships**

At Level 2, students behave appropriately in a range of social situations. They identify the feelings and needs of other people. Students identify and accept that there are consequences for their actions. They take appropriate steps to resolve simple conflicts.

#### **Working in teams**

At Level 2, students work in teams in assigned roles, stay on task and complete structured activities within set timeframes. They share resources fairly. With teacher support, they describe their contribution to the activities of the team.

**Interpersonal Development – Progressing towards Level 3**
**Progression Point 2.25**

*At 2.25, the work of a student progressing towards the standard at Level 3 demonstrates, for example:*

**Building social relationships**

- inclusive behaviour that recognises similarities and acknowledges difference
- knowledge of the personal attributes that contribute to friendship
- development of behaviours that promote harmonious social relationships; for example, sharing, helping and listening
- recognition of the attitudes and behaviours that might cause conflict between peers

**Working in teams**

- recognition of the right of all team members to participate and feel accepted as a part of that group
- awareness of the team goals
- understanding of the need to allocate roles
- independent description of their own contribution to group tasks

**Progression Point 2.5**

*At 2.5, the work of a student progressing towards the standard at Level 3 demonstrates, for example:*

**Building social relationships**

- awareness of the need to consider the feelings and opinions of others
- recognition of, and appropriate responses to, the friendly behaviour of others; for example, giving a compliment, saying thank you or inviting participation in group activities
- respect for different needs when maintaining harmonious social relationships
- awareness of strategies for reducing conflict with peers

**Working in teams**

- effective communication skills when sharing information among team members
- understanding of task guidelines and roles to be performed to achieve team goals
- use of strategies for clarifying expectations of roles; for example, asking questions and offering explanations
- use of strategies for monitoring the group's progress when attempting to complete tasks

**Progression Point 2.75**

*At 2.75, the work of a student progressing towards the standard at Level 3 demonstrates, for example:*

**Building social relationships**

- use of strategies for adapting their behaviour in response to the needs of others
- use of strategies for bonding with others in the development of friendship; for example, providing them with appropriate feedback
- use of strategies for responding to different needs when attempting to maintain harmonious social relationships; for example, discussing, giving and encouraging
- positive behaviour that aims to reduce conflict with peers; for example, offering to share materials

**Working in teams**

- support of other team members and positive response to support offered by others
- planning of tasks to achieve team goals
- flexibility; for example, performing various roles, including following and leading
- awareness of strategies for evaluating their own and others' contributions to agreed goals



### **Interpersonal Development – Level 3**

#### **Building social relationships**

At Level 3, students demonstrate respect for others and exhibit appropriate behaviour for maintaining friendships with other people. They support each other by sharing ideas and materials, offering assistance, giving appropriate feedback and acknowledging individual differences. They work with others to reduce, avoid and resolve conflict.

#### **Working in teams**

At Level 3, students cooperate with others in teams for agreed purposes, taking roles and following guidelines established within the task. They describe and evaluate their own contribution and the team's progress towards the achievement of agreed goals.

**Interpersonal Development – Progressing towards Level 4**
**Progression Point 3.25**

*At 3.25, the work of a student progressing towards the standard at Level 4 demonstrates, for example:*

**Building social relationships**

- awareness of how diversity can influence social behaviour; for example, differences in culture, abilities or economic status
- knowledge of behaviour that constitutes bullying
- awareness of another's feelings through observation, discussion and thoughtfulness
- knowledge of potential sources of conflict in their social relationships

**Progression Point 3.5**

*At 3.5, the work of a student progressing towards the standard at Level 4 demonstrates, for example:*

**Building social relationships**

- awareness of strategies for recognising and responding appropriately in diverse contexts; for example, supporting someone with a disability or from a different culture
- exploration, analysis and recognition of the feelings of a bullying victim; for example, through role plays
- awareness of perspectives of others (walking in their shoes); for example, through storytelling
- negotiating skills in discussions and/or for avoiding conflict in diverse social relationships

**Progression Point 3.75**

*At 3.75, the work of a student progressing towards the standard at Level 4 demonstrates, for example:*

**Building social relationships**

- respect of diverse traditions and practices; for example, different religious beliefs or celebrations
- knowledge of the consequences of bullying behaviour
- awareness of responses to actions that display empathy
- solution-focused strategies for engaging with others to manage and/or resolve conflict in social situations; for example, focusing on outcomes

**Working in teams**

- understanding of their own role in a task, as well as the roles of other team members
- personal and shared responsibilities for achieving tasks
- positive questioning that helps to develop plans and goals; for example, asking someone to elaborate on an idea
- encouragement of others

**Working in teams**

- flexibility when team roles are being allocated; for example, being prepared to take on a supportive role
- problem solving strategies for overcoming difficulties to achieve tasks
- skills in developing a shared understanding of tasks and team plans
- readiness to give and accept constructive feedback about performance

**Working in teams**

- explanation of the challenges that are inherent in each group role
- adaptable behaviour for overcoming difficulties to achieve tasks
- active listening, which includes using encouraging body language, asking questions and providing feedback in group discussions
- reflective behaviour that informs opinions about group performance and the quality of outcomes



### **Interpersonal Development – Level 4**

#### **Building social relationships**

At Level 4, students demonstrate, through their interactions in social situations, respect for a diverse range of people and groups. Students describe the impact of bullying. They accept and display empathy for the points of view and feelings of their peers and others. They identify and use a variety of strategies to manage and resolve conflict.

#### **Working in teams**

At Level 4, students work effectively in different teams and take on a variety of roles to complete tasks of varying length and complexity. They work cooperatively to allocate tasks and develop timelines. Students accept responsibility for their role and tasks. They explain the benefits of working in a team. They provide feedback to others and evaluate their own and the team's performance.

**Interpersonal Development – Progressing towards Level 5**
**Progression Point 4.25**

*At 4.25, the work of a student progressing towards the standard at Level 5 demonstrates, for example:*

**Building social relationships**

- knowledge of events that cause suffering among people of other communities and nations
- knowledge of peer influence and its positive and negative consequences
- knowledge of a range of strategies for maintaining peer relationships
- emotional control when dealing with conflict; for example, identifying triggers

**Progression Point 4.5**

*At 4.5, the work of a student progressing towards the standard at Level 5 demonstrates, for example:*

**Building social relationships**

- awareness of how people of other cultures may think and feel about significant events
- knowledge of the factors that can determine power imbalances between peers; for example, gender
- use of a range of coping strategies to achieve social outcomes; for example, positive self talk or making a plan
- awareness of strategies for responding to the emotions of others when experiencing conflict with them; for example, through clarification of point of view

**Progression Point 4.75**

*At 4.75, the work of a student progressing towards the standard at Level 5 demonstrates, for example:*

**Building social relationships**

- behaviour that is mindful of how people of other cultures may think and feel about significant events
- use of strategies for managing peer influence and its consequences
- evaluation of the effectiveness of coping strategies in diverse social contexts
- use of strategies to resolve conflicts; for example, through role-play

**Working in teams**

- questioning and clarification skills when exploring the ideas of other team members
- knowledge of planning, organisational and goal-setting tools
- sensitivity to the feelings of other team members
- cooperative and supportive behaviour that encourages harmony
- knowledge of criteria, such as meeting deadlines and equal distribution of tasks, for evaluating team performance

**Working in teams**

- supportive and cooperative attitudes and behaviours
- prioritising of group tasks and time management
- use of negotiating skills in resolving group conflict
- use of strategies for engaging all team members; for example, allocating team roles or asking questions
- monitoring of team progress against performance criteria

**Working in teams**

- development of shared team goals; for example, through collaboration
- use of strategies for monitoring of individual and group progress; for example, checking progress against a work plan
- use of strategies for coping with team difficulties; for example, listening and negotiation
- use of strategies for supporting all team members to achieve tasks; for example, providing encouragement or mentoring
- use of the outcomes of evaluation to reflect on and improve the strategies used by the team



### **Interpersonal Development – Level 5**

#### **Building social relationships**

At Level 5, students demonstrate respect for the individuality of others and empathise with others in local, national and global contexts, acknowledging the diversity of individuals. They recognise and describe peer influence on their behaviour. Students select and use appropriate strategies to effectively manage individual conflict and assist others in resolution processes.

#### **Working in teams**

At Level 5, students accept responsibility as a team member and support other members to share information, explore the ideas of others, and work cooperatively to achieve a shared purpose within a realistic timeframe. They reflect on individual and team outcomes and act to improve their own and the team's performance.

**Interpersonal Development – Progressing towards Level 6**

**Progression Point 5.25**

*At 5.25, the work of a student progressing towards the standard at Level 6 demonstrates, for example:*

**Building social relationships**

- self awareness in monitoring behaviour in diverse social contexts
- knowledge of diverse social conventions such as appropriate dress and manners
- awareness of that there are a range of influences that determine people’s values and beliefs
- awareness of the influence of, for example, values, sexuality, power, gender and culture, when using strategies to avoid and/or resolve conflict

**Progression Point 5.5**

*At 5.5, the work of a student progressing towards the standard at Level 6 demonstrates, for example:*

**Building social relationships**

- empathy in monitoring and responding to the behaviour of others in diverse social contexts
- awareness of appropriate behaviour when in diverse social contexts; for example, showing attentiveness and thoughtfulness
- understanding of the relationship between values, beliefs and accepted social practices
- knowledge and skills in the employment of a range of strategies for managing differences in social relationships

**Progression Point 5.75**

*At 5.75, the work of a student progressing towards the standard at Level 6 demonstrates, for example:*

**Building social relationships**

- self efficacy and self regulation in managing their behaviour in diverse social contexts; for example, positive self talk and self confidence when approaching new situations positively
- successful strategies for adapting their behaviour in diverse social contexts
- knowledge of accepted and diverse social practices and their effect on relationships
- knowledge and skills for evaluating, modifying and/or changing strategies when resolving conflict in social relationships

**Working in teams**

- application of questioning and listening skills to explore the attributes of all team members when allocating roles
- positive and helpful attitudes and behaviour when working in a team
- use of strategies for exploring different perspectives and ideas
- acknowledgment of the contributions of all team members
- careful attention to detail and clear recording processes

**Working in teams**

- assertiveness and self-efficacy skills to articulate personal attributes when allocating roles; for example having the self confidence to take on new roles
- use of strategies for motivating group members and working towards task completion
- use of strategies when creating ideas and solving problems
- engagement of all team members in group processes; for example, in the development of performance evaluation criteria
- monitoring and evaluating of group processes and task performance

**Working in teams**

- use of negotiating skills in the allocation of roles according to team requirements
- resilience when working toward task achievement
- collaborative, solution-focused approaches to maximising performance and achieving team goals
- knowledge and skills for articulating team strengths and challenges
- use of strategies for bringing about change in response to evaluations; for example, changing the roles in the team



### **Interpersonal Development – Level 6**

#### **Building social relationships**

At Level 6, students demonstrate awareness of complex social conventions, behaving appropriately when interacting with others. They describe how local and global values and beliefs determine their own and others' social relationships. They evaluate their own behaviour in relationships, identify potential conflict and employ strategies to avoid and/or resolve it.

#### **Working in teams**

At Level 6, students work collaboratively, negotiate roles and delegate tasks to complete complex tasks in teams. Working with the strengths of a team they achieve agreed goals within set timeframes. Students describe how they respect and build on the ideas and opinions of team members and clearly articulate or record their reflections on the effectiveness of learning in a team. They develop and implement strategies for improving their contributions to achieving the team goals.

**Interpersonal Development – Progressing beyond Level 6**
**Progression Point 6.25**

*At 6.25, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:*

**Building social relationships**

- knowledge of sensitive social issues, such as excessive drinking, and their influence on personal relationships
- knowledge of protective and risk factors that have personal and social consequences
- use of strategies for managing socially stressful situations

**Working in teams**

- adaptable behaviours in overcoming difficulties and achieving team outcomes
- solution-focused team strategies for time management and task achievement
- skills for measuring team performance

**Progression Point 6.5**

*At 6.5, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:*

**Building social relationships**

- understanding of the many social influences, such as values, culture, gender and power, that may affect relationships
- understanding of the social consequences of behaviour.
- behaviour towards others that motivates and builds confidence in them

**Working in teams**

- use of strategies for motivating self and other team members; for example, setting goals, providing constructive feedback and asking high order questions
- the building of team resilience when managing difficulties
- harmonious implementation of role changes in response to team evaluations

**Progression Point 6.75**

*At 6.75, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:*

**Building social relationships**

- behaviour that encourages diverse groups in the community to contribute to an inclusive and harmonious environment
- modelling pro-social behaviour that builds protection and reduces risk among peers
- strategic leadership that promotes a socially supportive school environment; for example, peer leadership and restorative strategies such as sharing feelings about an issue or incident

**Working in teams**

- strategic leadership; for example, group facilitation, coaching and mentoring
- behaviour that motivates self and others to achieve their goals
- high expectations of team processes and outcomes