

# INTERPERSONAL DEVELOPMENT

## Building social relationships – Concepts and skills chart

This chart identifies and, in some cases, elaborates the key concepts and skills in the standards.

Key concepts and skills	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>Understanding social conventions</b>	<p>Identify the qualities of a friend.</p> <p>Contribute to the development of positive social relationships in a range of contexts, such as interacting with peers, teachers and other adults.</p>	<p>Behave appropriately in a range of social situations such as with peers, older and younger students and adults.</p> <p>Identify and accept that there are consequences for their actions, both for themselves and for others.</p>	<p>Exhibit appropriate behaviour for maintaining friendships with other people.</p> <p>Support each other by sharing ideas and materials, offering assistance and giving appropriate feedback.</p>	<p>Demonstrate, through their interactions in social situations, respect for a diverse range of people and groups, including peers and community groups.</p>	<p>Recognise and describe peer influence on their behaviour.</p>	<p>Demonstrate awareness of complex social conventions and behave appropriately when interacting with others.</p>
<b>Building empathy</b>	<p>Demonstrate care for other students by respecting the rights, feelings and efforts of others.</p>	<p>Identify the feelings and needs of other people, and compare these with their own emotional responses.</p>	<p>Demonstrate respect for each other and acknowledge individual differences.</p>	<p>Accept and display empathy for the points of view and feelings of peers and others.</p>	<p>Demonstrate respect for the individuality of others and empathise with others in local, national and global contexts.</p> <p>Acknowledge the diversity of individuals.</p>	<p>Describe how local and global values and beliefs determine their own and others' social relationships.</p>
<b>Managing conflict</b>	<p>Use appropriate language and actions when dealing with conflict.</p>	<p>Take appropriate steps to resolve simple conflicts, for example by saying sorry or taking another person's point of view into consideration.</p>	<p>Work with others to reduce, avoid and resolve conflict.</p>	<p>Describe the impact of bullying.</p> <p>Identify and use a variety of strategies to manage and resolve conflict.</p>	<p>Select and use appropriate strategies to effectively manage individual conflict and assist others in conflict resolution processes.</p> <p>Acknowledge the diversity of individuals.</p>	<p>Evaluate their own behaviour in relationships, identify potential conflict and employ strategies to avoid and/or resolve it.</p>

## INTERPERSONAL DEVELOPMENT

### Working in teams – Concepts and skills chart

This chart identifies and, in some cases, elaborates the key concepts and skills in the standards.

Key concepts and skills	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>Working as a team member</b>	<p>At this level there are no relevant elements of the standards for this skill.</p> <p>The Level 1 learning focus statement – <a href="http://vels.vcaa.vic.edu.au/essential/personal/development/level1.html#1">http://vels.vcaa.vic.edu.au/essential/personal/development/level1.html#1</a> suggests learning experiences such as: 'With teacher support, students begin to identify and develop the skills required to work together in a group, including taking turns, and sharing and caring for equipment and resources.'</p>	Work in teams in assigned roles, stay on task, complete structured activities within set timeframes and share resources fairly.	Cooperate with others in teams for agreed purposes, taking roles and following guidelines established within the task.	<p>Work effectively in different teams, take on a variety of roles to complete tasks of varying length and complexity.</p> <p>Accept responsibility for their role and tasks.</p> <p>Work cooperatively to allocate tasks and develop timelines.</p>	<p>Support other members to share information. Explore the ideas of others.</p> <p>Accept responsibility as a team member.</p> <p>Work cooperatively to achieve a shared purpose within a realistic timeframe.</p>	<p>Work collaboratively, negotiate roles and delegate tasks to complete complex tasks in teams.</p> <p>Working with the strengths of a team achieve agreed goals within set timeframes, respecting and building on the ideas and opinions of team members.</p>
<b>Reflecting on the contribution to the team</b>	Describe basic skills required to work cooperatively in groups.	In response to questions and prompts, describe their contribution to the activities of the team.	Describe and evaluate their own contribution and the team's progress towards the achievement of agreed goals.	<p>Explain the benefits of working in a team.</p> <p>Provide feedback to others and evaluate their own and the team's performance.</p>	Reflect on individual and team outcomes and act to improve their own and the team's performance.	<p>Clearly record their reflections on the effectiveness of learning in a team.</p> <p>Develop and implement strategies for improving their own contribution to achieving team goals.</p>