



Physical, Personal and Social  
Learning Strand

# INTERPERSONAL DEVELOPMENT

REVISED EDITION JANUARY 2008



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### **Revised Edition January 2008**

This edition incorporates minor amendments to the domain introductions and learning focus statements to indicate their relationship with the National Statements of Learning.

# Physical, Personal and Social Learning

A curriculum designed to equip students for the challenging world of the twenty-first century needs to ensure that students develop as people who take increasing responsibility for their own physical wellbeing, learning, relationships with others and their role in the local, national and global community.

Within the Physical, Personal and Social Learning strand the learning domains are:

## Health and Physical Education

A healthy, physically active lifestyle is conducive to more effective participation in all that society has to offer and greater levels of success within and beyond school. This requires students to develop the knowledge, skills and behaviours that enable them to:

- maintain good health and live a healthy lifestyle
- understand the role of physical activity in ensuring good health
- engage in physical activity.

## Interpersonal Development

In our highly interconnected and interdependent world, students must learn to work with others by:

- building positive social relationships
- working and learning in teams
- managing and resolving conflicts.

## Personal Learning

As students progress through school they need to be encouraged and supported to take greater responsibility for their own learning and participation at school. This involves developing as individual learners who:

- acquire self knowledge and dispositions which support learning
- can learn with peers, including by seeking and responding appropriately to feedback
- increasingly manage their own learning and growth including by setting goals and managing resources to achieve these
- recognise and enact appropriate values within and beyond the school context.

## Civics and Citizenship

Students need to develop the knowledge, skills and behaviours that enable them to take action as informed, confident members of a diverse and inclusive Australian society. They need to understand the political and legal systems and processes and the history that underpins them. This involves a focus on students:

- understanding their identity and roles in their community
- knowing their rights and responsibilities as citizens
- appreciating Australia's role in the global community
- having the knowledge, skills and behaviours to participate in society and take responsible action in relation to other citizens and the environment at a local and broader level.

# Interpersonal Development

## Introduction

Learning in the Interpersonal Development domain supports students to initiate, maintain and manage positive social relationships with a range of people in a range of contexts. It is through the development of positive social relationships that individuals become linked to society, develop a sense of belonging and learn to live and work with others. In a pluralistic, multicultural society such as Australia, with varying interests, values and beliefs, it is essential that individuals learn to participate in groups whose members are from diverse backgrounds. In this domain there is a particular focus on developing students' capacity to work cooperatively as part of a team as this is widely acknowledged as being a core requirement for success in the workplace and in the community.

Building effective social relationships and relating well to others requires individuals to be empathetic, and to be able to deal effectively with their own emotions and inner moods. It also requires them to be aware of the social conventions and responsibilities that underpin the formation of effective relationships. All social relationships have the potential to create conflict. Students need to develop the skills and strategies to manage and resolve conflict in a sensible, fair and effective manner and not see it as something to avoid or eliminate.

Working cooperatively as part of a team requires the skills outlined above. In addition, it requires individuals to be able to balance commitment to the group and its norms with their own needs. This requires competence in presenting their own ideas and listening to those of others, approaching topics from different viewpoints, and understanding their specific role and responsibilities in relation to those of others and the overall team goal.

Relationships with peers and adults at the school provide students with opportunities for reflection and growth. Adults at the school can reinforce this learning by providing positive role models. Interactions should be positive, fair, respectful and friendly and be supported by a classroom culture which is open, honest and accepting.

The Interpersonal Development domain provides students with learning opportunities and experiences that will support their learning across the curriculum, particularly in relation to working in teams where collaboration and cooperation, sharing resources and completing agreed tasks on time are highlighted. Learning related to building social relationships encourages students to maintain positive learning environments across their learning programs.

## Structure of the domain

The Interpersonal Development domain is organised into six sections, one for each level of achievement from Level 1 to Level 6. Each level includes a learning focus statement and, where applicable, a set of standards organised by dimension.

### Learning focus

Learning focus statements are written for each level. These outline the learning that students need to focus on if they are to progress in the domain and achieve the standards at the levels where they apply. They suggest appropriate learning experiences from which teachers can draw to develop relevant teaching and learning activities.

### Standards

Standards define what students should know and be able to do at different levels and are written for each dimension. In Interpersonal Development, standards for assessing and reporting on student achievement apply from Level 1, although at this level they are not organised by dimension.

### Dimensions

Standards in the Interpersonal Development domain are organised in two dimensions:

- Building social relationships
- Working in teams.

#### Building social relationships

Learning in the *Building social relationships* dimension supports students to initiate, maintain and manage positive social relationships with a diverse range of people in a range of contexts. Students learn about and practise the social conventions which underpin relationships and learn how to act in socially responsible ways. Strategies for understanding, managing and resolving conflict are also an important focus.

#### Working in teams

In the *Working in teams* dimension students develop the knowledge, skills and behaviours to cooperate with others to contribute to the achievement of group goals. The focus is not only task achievement, but also on contributing to, and reflecting on, the learning which occurs through being part of a team.

## National Statements of Learning

The Victorian Essential Learning Standards (VELS) incorporate the opportunities to learn covered in the national [Statements of Learning](http://www.curriculum.edu.au/mceetya/the_statements_of_learning,11893.html) (www.curriculum.edu.au/mceetya/the\_statements\_of\_learning,11893.html). The Statements of Learning describe essential skills, knowledge, understandings and capacities that all young Australians should have the opportunity to learn by the end of Years 3, 5, 7 and 9 in English, Mathematics, Science, Civics and Citizenship and Information and Communication Technologies (ICT).

The Statements of Learning were developed as a means of achieving greater national consistency in curriculum outcomes across the eight Australian states and territories. It was proposed that they be used by state and territory departments or curriculum authorities (their primary audience) to guide the future development of relevant curriculum documents. They were agreed to by all states and territories in August 2006.

During 2007, the VCAA prepared a detailed map to show how the Statements of Learning are addressed and incorporated in the VELS. In the majority of cases, the VELS learning focus statements incorporate the Statements of Learning. Some Statements of Learning are covered in more than one domain. In some cases, VELS learning focus statements have been elaborated to address elements of the Statements of Learning not previously specified. These elaborations are noted at the end of each learning focus statement.

# Level 1

## Learning focus

As students work towards the achievement of Level 1 standards in Interpersonal Development, they interact with their peers, teachers and other adults in a range of contexts. They learn to play constructively together and are encouraged to develop friendships with peers.

Students learn to manage their impulses by developing habits and routines that help them to be a cooperative class member. They develop a vocabulary to describe the emotions they experience when interacting with others.

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. Through supported reflection on their own experiences of working with a partner, in small-group and whole-class situations, students share their thoughts on group collaboration and learn to describe and practise skills that contribute to the formation of positive relationships, and explain why these skills are desirable.

While playing games and participating in classroom activities, students practise listening to others and recording or retelling what others have said. With teacher support, they practise using these skills with their peers in a variety of contexts and begin to identify when it would be useful to apply these skills in other situations.

Students are supported to develop appropriate language to explain what happens and how they feel when experiencing conflict and/or bullying. They begin to understand how their actions affect others. Students learn that some people have special needs and to respect the rights, feelings and efforts of others.

## Standards

At this level standards are not organised by dimensions.

### Interpersonal Development

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.

# Level 2

## Learning focus

As students work towards the achievement of Level 2 standards in Interpersonal Development, they interact with their peers, older and younger students and adults, in a range of contexts. With teacher support, students reflect on personal qualities which contribute to the development and maintenance of friendships. They begin to develop and exhibit appropriate behaviours for maintaining positive social relationships.

Through activities such as reading, discussion and role-play, students learn to recognise and describe the feelings and emotional responses of others. They compare these with their own emotional responses and adjust their behaviour in response.

Students learn to recognise that their actions have consequences for both themselves and others in social contexts. They begin to think in terms of other people's feelings and needs, especially when resolving conflict or dealing with bullying; for example, by saying sorry or taking another person's point of view into consideration.

Students learn to work in teams to complete structured activities within a set timeframe (the teacher may select the teams and allocate roles and responsibilities). Students learn to stay on task and share resources fairly. In response to questions and prompts, they learn to reflect on the team's challenges and successes and their contribution to the team's effectiveness.

## Standards

### 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.

# Level 3

## Learning focus

As students work towards the achievement of Level 3 standards in Interpersonal Development, they interact with their peers, older and younger students, and adults in both informal and formal contexts. They develop their skills and strategies for getting to know and understand others within increasingly complex situations. With teacher support, they identify different types of friendships and relationships. They discuss the expectations they have of friendship and relationship groups and acknowledge the expectations that others have of them. They recognise that relationships change and that positive relationships do not depend on always agreeing with one another.

Students are encouraged to think about their values and how these affect their feelings and behaviour. They are supported to develop relationships based on respect and the valuing of individual differences; for example, speaking respectfully about others, listening and responding appropriately and encouraging others' contributions. They learn to respect other students' belongings and, when appropriate, to share their own.

Students begin to explore the link between their feelings and their behaviour. They learn about empathy and use this to begin to respond to the needs of others. Using prompts and questions, they develop skills in giving and accepting constructive feedback; for example, praising or making suggestions for improvement.

Students are introduced to a variety of strategies for dealing with conflict and bullying. By articulating the conflict to be resolved, they discuss options and outcomes and work with others to develop plans and procedures to reduce the possibility of conflict, avoid or resolve conflict.

In teams, students work towards the achievement of agreed goals within a set timeframe. With teacher assistance, they develop awareness of their role in the team and responsibilities in various situations, and interact with others accordingly. Students begin to be aware that different points of view may be valid. Using provided criteria, they reflect on the effectiveness of the teams in which they participate.

### National Statements of Learning

This Learning focus statement incorporates aspects of the National Statements of Learning for Civics and Citizenship, Year 3.

## Standards

### **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.

# Level 4

## Learning focus

As students work towards the achievement of Level 4 standards in Interpersonal Development, they develop skills and behaviours for connecting with a variety of groups, including peer and community groups. Students participate in a range of classroom activities where they explore the similarities and differences in the values and beliefs of a range of individuals and groups. They begin to reflect on what this may mean for themselves when building and maintaining relationships with a diverse range of people. They explore and discuss behaviours which demonstrate sensitivity to cultural differences in their interactions with others.

Students compare their beliefs and values with others, and consider how these influence feelings and behaviour. Through discussion and activities such as role-play, they reflect on inclusion, belonging and tolerance. They consider how it feels to be excluded from a group. They identify examples of bullying in a range of contexts. They explore the impact of bullying on people's sense of self-worth and are assisted to identify, discuss and use different strategies to reduce, avoid and resolve bullying.

Students begin to recognise and discuss the influence that peers can have on their behaviour and consider response options.

Students explore a range of contexts, both within and beyond school, in which individuals are required to work effectively as part of a team. They discuss appropriate knowledge, skills and behaviours in these contexts and the importance of developing these.

Working in different teams, students are provided with opportunities to complete tasks of varying length and complexity. In doing so, they learn to identify the characteristics of members in effective teams and to develop descriptions for particular roles such as leader, recorder and participant. Students contribute to the development of and use criteria for evaluating their own and the team's effectiveness in team work.

### **National Statements of Learning**

This Learning focus statement incorporates aspects of the National Statements of Learning for Civics and Citizenship, Year 5.

## Standards

### **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.

# Level 5

## Learning focus

As students work towards the achievement of Level 5 standards in Interpersonal Development, they develop positive relationships through understanding and respecting others. They participate in activities which enable them to identify the differing values and beliefs held by individuals in local, national and global contexts, and reflect on the impact these may have on relationships.

They learn how to manage their emotions and behaviour in their relationships, especially with peers. They consider the needs of others and ways of responding with appropriate sensitivity, learning to adapt their behaviour and language to suit different settings. Exploring appropriate scenarios, students learn that while they need to value friendship and respect confidentiality, in certain circumstances confidentiality may need to be breached. They manage their impulses to encourage harmonious collaborations and relationships.

In a variety of forums, students investigate various forms of bullying and the consequences for the bully and the victim. They also explore other forms of conflict in both local and broader contexts. Through experience and reflection, students come to understand the need for empathy for others. They develop and practise appropriate skills in conflict resolution. Students explore how peers may influence the way they respond to others. They continue to identify strategies to build and maintain positive social relationships; for example, by acknowledging and celebrating the diversity of individuals, recognising peer influence on their own behaviour, showing sensitivity to cultural diversity, recognising and accommodating others' strengths and weaknesses and acknowledging the existence and possible implications of different values and beliefs.

Students work in teacher- and student-selected teams to complete short- and long-term tasks of varying complexity. When selecting team members, they are encouraged to recognise differing capabilities and are increasingly able to select a team which acknowledges the advantage of including students with a variety of learning and thinking styles.

In their teams, students gain experience in a variety of different roles and reflect on those roles which they prefer. They participate in tasks which require them to build knowledge cooperatively to achieve a shared purpose, and reflect on the contribution they have made and how it could be improved. They also consider how the effectiveness of the team could be improved.

### National Statements of Learning

This Learning focus statement incorporates aspects of the National Statements of Learning for Civics and Citizenship, Year 7.

## Standards

### **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.

# Level 6

## Learning focus

As students work towards the achievement of Level 6 standards in Interpersonal Development, they develop their knowledge of local and global values and beliefs and consider the idea of values as social constructs and principles. They explore barriers to achieving positive relationships, especially between groups with differing values and beliefs, and discuss the importance of empathy. They explore strategies that they and others could use to overcome these barriers, and practise using such strategies and reflecting on their effectiveness.

They learn to consider feelings and behaviour in a broader context that is influenced by social conventions and cultures. They understand individual and group behaviour in the context of motivating factors when students participate in activities, including role-plays, which allow them to explore the impact of peers on relationships. They explore strategies to manage peer influence and to develop positive relationships with a wide range of peers, gaining confidence in stating clearly their own views and opinions, and the rationale for these. They develop specific skills and a variety of strategies to prevent or resolve conflict, and explore the nature of conflict resolution in a range of contexts. They learn to recognise when conflict, including conflict in workplaces, is likely to occur, and learn to be proactive in initiating strategies to avoid and/or resolve it.

Students take opportunities to work in diverse teams within and beyond school, including the workplace, to complete tasks with several interrelated components. Some of these tasks are managed by the team, with limited teacher input. This allows students to take responsibility for selecting a team that is likely to function effectively, allocating tasks, assigning and taking leadership roles, determining timelines and action plans, and monitoring and evaluating task achievement. Where required, students initiate strategies to deal with any problems they encounter. They assess their own contribution to the team and provide useful feedback to peers. Students also reflect on the success of team management and learning in achieving agreed goals.

Students may be involved in acting as peer mediators for younger students with minimal guidance once initial training is completed.

### National Statements of Learning

This Learning focus statement incorporates aspects of the National Statements of Learning for Civics and Citizenship, Year 9.

## Standards

### **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.

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