

General Capabilities Observations

Sophie Peacock, Jennifer Missen and
Bronwyn Milgate - Daramalan College





Observation 1:

Choose the capability
according to the students'
needs



Sophie

Google

What is the cultural value of the Kosciuszko National Park?



All

News

Images

Maps

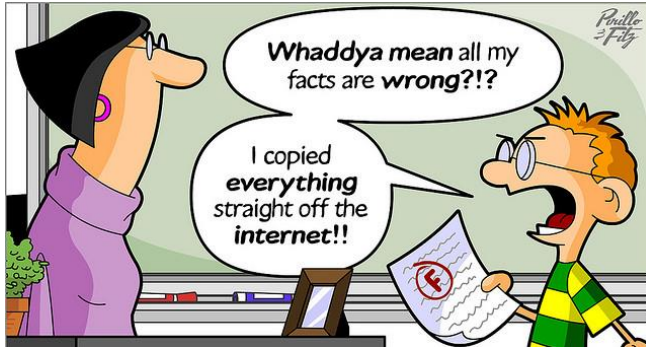
Videos

More

Settings

Tools

ICT: Investigating with ICT (define and plan searches)



ICT Capability

- Locate, retrieve or generate information using search facilities and organise information in meaningful ways
- Assess the suitability of data or information using appropriate own criteria

BUT BUT BUT



WHY?

Thinking critically

- Pose questions to probe assumptions and investigate complex issues
- Critically analyse information and evidence according to criteria such as validity and relevance
- Evaluate and justify the reasons behind choosing a particular problem-solving strategy



Maths

Playground Task

Your task is to design a playground. It must include **at least four pieces of equipment** – which must include **a see-saw** and **two slippery dips**. You are then to determine the following:

- The gradient of the slippery dips
- The midpoint of the see-saw
- The length of the slippery dip
- The length of the see-saw

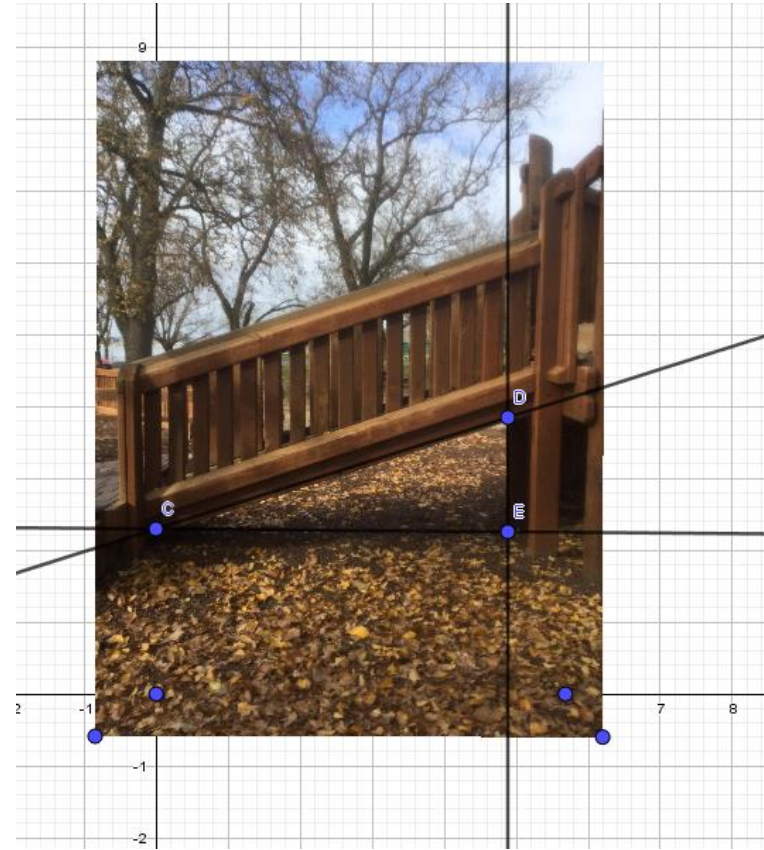
Optional:

- The gradient of the support for other pieces of equipment
- Other equipment – climbing frame, land forms,

In doing this, you will need to do some research about the appropriate measurements for the pieces of equipment. You are to take into account legal requirements, fun, whether someone will slide on a slippery dip or not, how the see-saw works and what makes a good see-saw.

The idea was...

That they would create something like this for several items and compare the gradients, midpoints and distances.





Focus for Personal and Social Capability

Self-awareness

- make a realistic assessment of their abilities and achievements, and prioritise areas for improvement

Self-management

- critique their effectiveness in working independently by identifying enablers and barriers to achieving goals
- select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals



Observation 2:

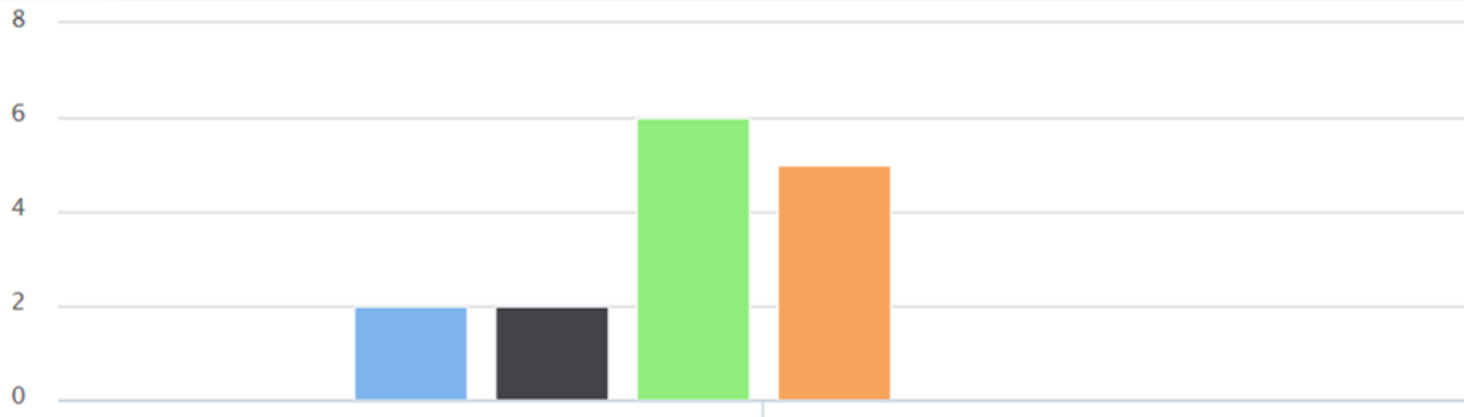
Effective teaching of the capabilities
requires a distinctive planning shift

Poll



How confident were you with graphing using X and Y intercepts ON THE TEST? ⋮

Posted by Ms Jenny Missen 1 month ago



■ Very confident – I know how to do that!

■ Quite confident – I can do that most of the time without help.

■ Okay – but I might need help.

■ Not confident – but I can try with help.

■ I don't want to draw lines and I don't like lines.

■ I have no idea what this question is asking.





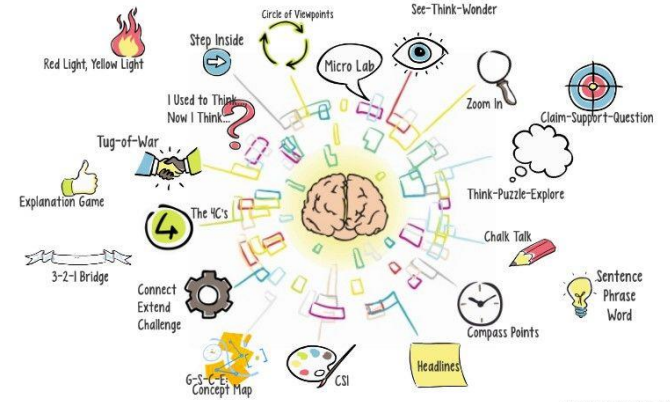
Observation 3:

Resources and support are needed to
enable the effective teaching of
capabilities in the classroom

SUPER LIBRARIAN



VISIBLE THINKING ROUTINES





Observation 4:

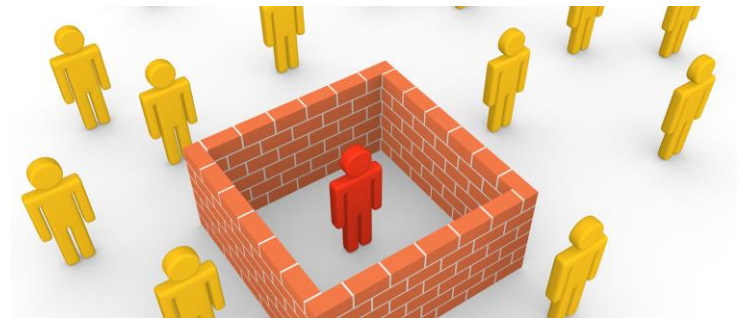


Change happens when you target
the skills





Observation 5:



The General Capabilities need to be
embedded across the school





Introducing teaching through the General Capabilities

- Faculty PD
- Teachmeets
- Building resources and experience

Sub-element	Level 1 Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year 8, students:	Level 6 Typically, by the end of Year 10, students:
Applying social and ethical protocols and practices when using ICT element						
Recognise intellectual property	recognise ownership over their own digital work	recognise ownership of digital products that others produce and that what they create or provide can be used or misused by others	acknowledge when they use digital products created by someone else, and start to indicate the source	identify the legal obligations regarding the ownership and use of digital products and apply some referencing conventions	apply practices that comply with legal obligations regarding the ownership and use of digital products resources	identify and describe ethical dilemmas and consciously apply practices that protect intellectual property
	Putting name on digital work	Looking for who has created an image/document/website	Add the url/author to a bibliography	<p>Begin using basic bibliography for all digital content – identify author on sites/images</p> <p>Some understanding of creative commons – recognise symbol</p> <p>Recognise copyright symbol and what it means</p> <p>Understand concept of plagiarism</p>	<p>Create bibliographies</p> <p>Understanding CC and all rights reserved</p> <p>Recognise copyright symbols and what they mean</p> <p>Understand legal implications of using work of others</p> <p>Understanding how to protect their own work online</p> <p>http://creativecommons.org.au/know-your-rights/</p> <p>http://www.smartcopying.edu.au/open-education/creative-commons/creative-commons-information-pack-for-teachers-and-students/what-is-creative-commons-</p> <p>https://creativecommons.org.au/learn/howto/</p> <p>http://www.smartcopying.edu.au/information-sheets/schools</p>	<p>Seeking author/creator's permission for use of material</p> <p>Understanding the concept of branding when using someone's work without consent</p> <p>Understanding the implications of pirating of artistic work</p> <p>https://www.copyright.com.au/about-copyright/moral-rights/</p> <p>Understand copyright laws when using images, content</p> <p>Attribute correctly</p> <p>Protect own work: https://creativecommons.org/share-your-work/</p> <p>In-text referencing and following correct format for bibliographies</p>