Essential Learnings
Middle Years

Essential Learnings Team
Learning Outcomes and Curriculum
Department of Education and Childhood Services
FUTURES

What learning and understandings will we need to meet the challenges of the future?
Can we manage change?
Do we understand and accept the viewpoints of others?

Understanding patterns and connections within systems

*Can recognise patterns and connections within systems e.g. the school system, eco-systems, transport systems*

*Can relate to other people in work situations as well as social ones*

*Can manage and cope with rapid change*

*Is a creative thinker*

*Can transfer knowledge and understandings to new situations and circumstances*

*Is able to see connections between learning areas.*

*Can understand that change is natural and can happen over time.*

Understanding different viewpoints when thinking about and examining future challenges

*Is able to understand the points of view of others e.g. the views of those from a different culture, religion or background*
Can see future challenges and examine them from a range of different viewpoints e.g. from an indigenous point of view or from the point of view of an elderly person etc.

Is able to investigate and analyse the effects of change.

Is able to speak about and examine challenges for the future.

**Building scenarios of preferred futures**

Is able to consider the future in a variety of ways i.e. from a justice viewpoint, an aesthetic one and a logical one in order to gain new insights.

Is able to create new knowledge from insights of the past, understandings of the present and foresights of the future and can apply this when thinking about the future.

Draws on a range of cultures when considering future challenges.

**Demonstrating life long learning**

Takes responsibility for initiating aspects of own learning.

Is able to plan and develop time lines and set goals

Is able to measure/assess own learning.

Understands and can describe own learning style.

Understands and is able to take on a variety of roles in teams.

Is a self-managed learner.
IDENTITY

Who am I? Why am I who I am?
Who are we and how do we see each other?
How does our identity develop and change?
How can we learn to relate effectively to others?

Understanding self and others.

Can understand how culture and family contribute to forming identity i.e. the person you are

Respects people from cultures that are different from your own

Can describe aspects of their own identity, e.g. their cultural, emotional, intellectual identities

Understands what impacts on the identity e.g. family, peers, media, age, race, gender etc.

Respects different identities.

Understanding how identities are formed

Understands that identities are built around personal and social values, and how you feel about issues e.g. age, race, gender, culture, spirituality, location, work and position

Recognises and considers social situations which influence power, justice and injustice, and can give examples of ways in which groups can be advantaged or disadvantaged
Recognises the influence of modern cultural, media and communication technologies (e.g. video games) in the shaping of our identities

Is able to recognise practices that focus on improving equity for all people.

Is able to take action to address issues to do with harassment, racism etc.

Relating effectively to the identity of others

Examines ways that identity can change by recognising the importance of choices and pressures that are associated with these changes e.g. peer pressure, media advertising etc.

Understands how identity can be affected by power in relationships e.g. issues to do with harassment in a variety of situations

Is able to identify effective actions to take to tackle matters to do with harassment, racism, sexism etc.

Makes changes to those values and practices that are harmful to others.

Is able to relate to others in a range of situations e.g. social, learning, work and public contexts.
INTERDEPENDENCE

How are we connected to all systems in our world?
How can we understand the interdependence of all living things?
How can we take action for a socially just and sustainable world?

Understanding cultural and global connections.

Is able to appreciate and respect the variety of cultures to which people belong.

Demonstrates respect for diversity in cultural and social customs

Can understand that the nature of globalisation can be contradictory, that there can be both positive benefits and conflicts between what is good for the country and what is good for the globe e.g. issues to do with trading between countries

Can understand issues of human and community well being and is able to recognise actions that support local and global well being.

Understanding what is need for sustainable social and physical environments

Is able to manage conflict situations

Can understand that all living things are connected and interdependent
Appreciates that we need to live together in harmony to maintain the well being of our world

Can describe how human actions have had a positive or negative impact on other living systems or things e.g. new technologies that are developed, the introduction of a new species into an environment

**Acting cooperatively to achieve agreed outcomes**

Has the ability to develop and maintain rewarding relationships.

Works effectively as a member of a team to achieve own goals as well as shared ones

Understands and values the differences in people’s needs, interests and abilities

Considers ways to achieve ideal social and physical environments.

**Taking civic action to benefit the community**

Shares experiences about how they have made a difference in the communities they are part of e.g. a peer tutoring experience, SRC membership

Takes action as a citizen to benefit the community.

Works with others in mutually beneficial ways.

Identifies ways to benefit community development and takes suitable action.
THINKING

What creative thinking is needed to solve problems now and in the future?
How can we learn to assess our own and others’ learning?
How can we learn to think ethically about issues, events and actions?

Using a wide range of thinking styles

*Knows how to learn in different situations and for different reasons*

*Can understand and know themselves as a thinkers and learners and are able to talk about their learning.*

*Can express a full range of thinking styles e.g. uses multiple intelligences like visual, spatial, spiritual, musical.*

*Understands that meaningful learning can happen through questioning and recognising connections with previous and other learning*

*Is a keen and discriminating thinker e.g. asks questions like How is it that things are the way they are? What are the circumstances here? Whose interests are being served? How could things be different?*

*Takes risks in thinking, is creative and imaginative*

*Uses higher level thinking skills such as analysis, evaluation and synthesis.*

*Takes risks in thinking.*
Is able to present points of view with examples of thinking and reasoning behind them.

**Drawing on thinking from other times and cultures**

Is able to draw on thinking from different cultures.

**Listens, to values other points of view**

Can understand that certain ways of thinking are valued differently in different cultures e.g. the ways indigenous people view their environment.

**Demonstrating enterprising qualities**

Is practical and able to think expansively. Does not always present ideas from a single point of view

Uses thinking for problem solving and exploring possibilities.

Is able to access, plan, organise and present information

Is able to work cooperatively with others in teams

Is able to apply learning to real life situations.

**Demonstrating initiative and risk taking in producing solutions to problems in our world**

Examines and experiments with ideas to understand what they mean

Gathers a range of evidence to support their beliefs and ideas
Shows initiative and calculated risk-taking in coming up with solutions for modern issues

Actually develops some of these solutions in practice.
COMMUNICATION

How do we make meaning from the various communications happening in our world? How can we learn to combine, design and create using new complex communication technologies?

Understanding the complex and powerful relationships between language and how this plays a crucial role in communication

Is able to use language effectively to communicate ideas, information, values and feelings in groups and other social situations

Is aware of the power and purpose of different ways of communicating e.g. through visual images, media presentations, advertising etc.

Is able to adapt communication for different people in different situations

Is aware that language and data can be used for change or to control others, to exclude or include people and can be used to advantage or disadvantage people.

Understanding how communication works

Is able to examine communications for different layers of meaning

Appreciate that all communication can involve issues of power and control and can ask the crucial questions like Who benefits? What is left out?
Is able to deconstruct and reconstruct texts

Evaluates technological developments in terms of whether it is efficient, whether the content is suitable and whether it has creative potential

Is able to debate issues in a variety of settings to different audiences.

Making effective use of language, mathematical and information and communication technology tools

Uses different media and technologies to produce verbal, visual and other texts

Can read and interpret a range of texts

Uses a range of tools to solve problems

Researches, collects, plans and organises information and shares it with others

Is able to suit the use of media to audience and situation

Explores different forms of communication e.g. group discussion, posters, public forums and multimedia texts

Using communication in a variety of ways to achieve outcomes

Is respectful, open and confident when communicating with others

Uses tact, care and appropriate timing in communication with others
Is able to set up a safe communication environment – seeks responses from others, is friendly and has a pleasant manner when relating to an audience or group

Can vigorously contest issues when this is appropriate

Is able to actively engage in dialogue with others

Is an active listener

Is able to appreciate that others may have different beliefs and understandings from them

Is able to scrutinise different communications for layers if meaning.

Has the ability to deconstruct and reconstruct texts.

Engages in critical debate.

Produces a range of visual, verbal and other texts using different media and technologies.

Researches, collects, plans and organises information and shares findings with others.

Contributes to safe communication situations e.g. seeks responses, considers audience, is open and respectful.