



Standard SIX

Title

Support personal development and participation in society

Scope

Teachers plan and implement learning experiences that support students' personal development and active engagement with the world, including the world beyond school.

Practice

Teachers apply professional knowledge and understanding of learners, the curriculum and teaching and learning to:

- identify, gather and analyse relevant information on students to set learning goals that promote personal development and social participation
- create learning environments in which students are supported in developing personal identity, values, a positive self-image, health and wellbeing, sound relations and empathy with others
- plan and implement learning activities that foster lifelong learning and active citizenship and establish linkages between school, the world of work and the broader community
- create opportunities for students so that they may assess their personal interests and competencies and use this information to set personal study, work and leisure goals and critically assess further education, training, leisure, lifestyle and work options
- provide learning experiences that focus on events, situations and locations beyond the immediate school environment and, where appropriate, establish learning partnerships involving the school, business, industry and community agencies
- provide opportunities for students to purposefully use a range of communication tools and participate through ICT in local, national or global communities
- provide opportunities for students to develop enterprising behaviours, such as taking intellectual risks, testing ideas and using initiative, and apply these in contexts both within and beyond the school
- support students by providing appropriate pastoral care, across a range of activities, in an ethical and professional manner that observes students' rights to safety and confidentiality
- actively participate in and support the co-curricular program of the school through participation in planned activities that are designed to enhance students' personal, performing, academic and social capabilities

Knowledge

Teachers know and understand:

- the characteristics and needs of learners in early, middle and senior phases of learning
- strategies for identifying students' learning styles, interests, prior learning and life experiences
- techniques for supporting students in developing personal identity, a positive self-image, health and wellbeing, sound relations and empathy with others
- strategies for engaging young people in discussion of matters related to personal development, post-school options and health, lifestyle and human relations
- how globalisation and the changing nature of work, education and leisure may impact on students' post-school options
- post-school options for young people, including education and training pathways, work, leisure and lifelong learning
- the potential of ICT to connect with the world beyond the school
- learning partnerships involving school, industry, higher education and community agencies
- strategies for promoting active citizenship
- relevant legislation and school and employing authority policies related to ethical and professional behaviour, privacy and confidentiality, and the provision of pastoral care.

Values

Teachers are committed to:

- fostering the social, emotional and physical development of students
- maintaining ethical and professional relations with students and their families, caregivers and communities
- creating learning partnerships that foster the active and full social participation of students.