catholic education south australia

The Key Capabilities Continua

...for Living Learning Leading

Circular diagram — outer ring:

intentional curriculum learning and assessment design · moral, compassionate, ecologically aware · formative experiences inspired by Catholic faith · dialogue connecting the world and faith · spiritually aware and inspired by faith · Co-constructed

Inner segments:
- moral, compassionate, ecologically aware
- literate, numerate and effective communicators
- spiritually aware and inspired by faith
- self-aware, collaborative and socially adept
- intercultural and globally minded
- knowledgeable, inquisitive and innovative
- confident and careful creators and users of ICTs

Centre:
thriving people, capable learners, leaders for the world God desires

Dear children and young people,

You are capable and competent people, learners and leaders. You are made in God's image and are deeply valued for who you are - in and for the world God desires.

You have capabilities that you can use to help you live, learn and lead. Recognising and developing your capabilities enables you to be comfortable and confident in who you are, and ready to make a difference in our world.

Catholic Education South Australia have named key capabilities and created a resource to help you to reflect on, plan for and show evidence of the development of your capabilities.

The Key Capabilities Continua can be used in partnership with your teachers and your families to reflect on the experiences at school, at home and in your community where you grow and develop your capabilities.

Reflecting on your capabilities will support you to thrive throughout your life as a person, learner and leader.

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NEALS

The Key Capabilities Continua
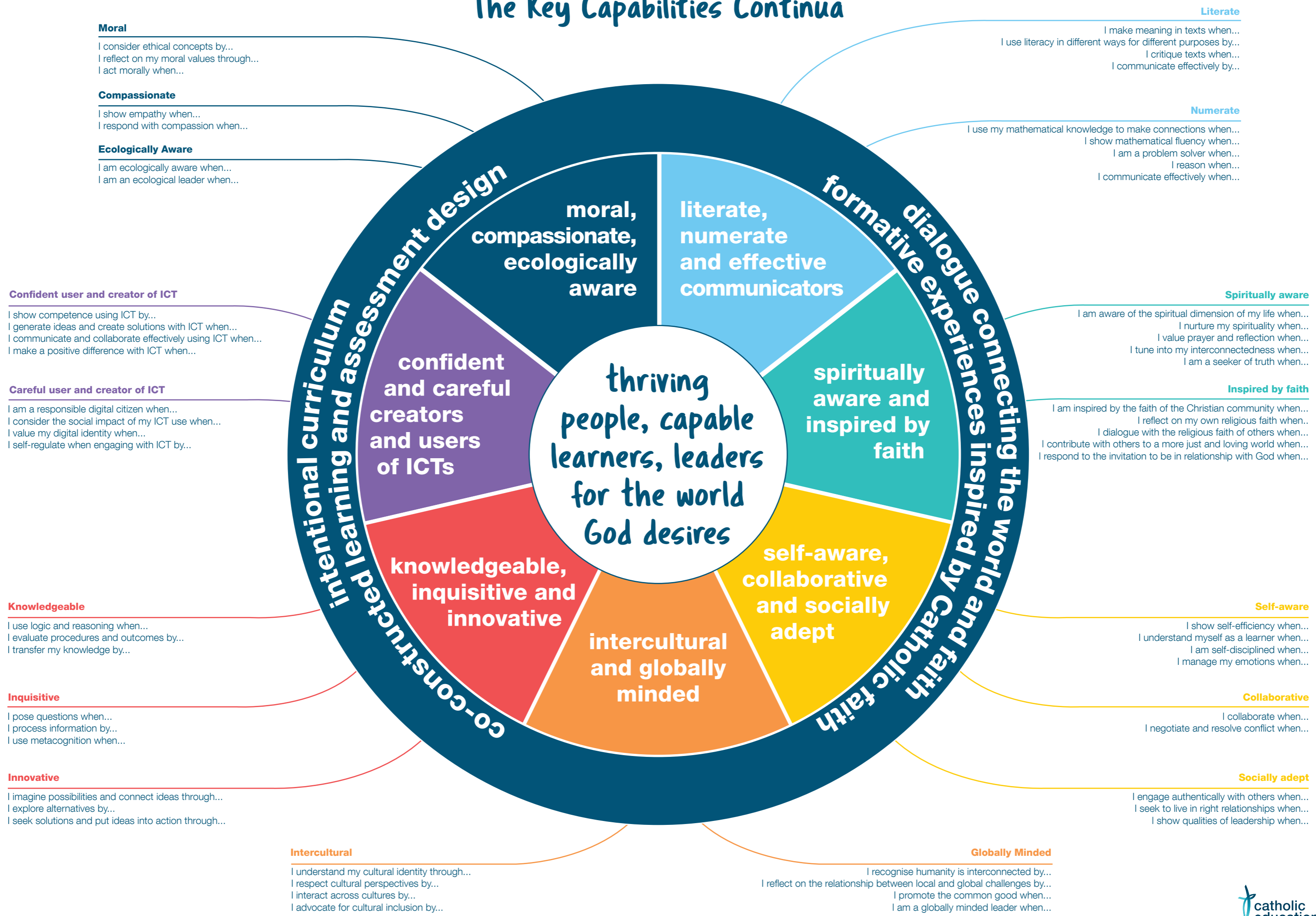
Moral

I consider ethical concepts by...
I reflect on my moral values through...
I act morally when...

Compassionate

I show empathy when...
I respond with compassion when...

Ecologically Aware

I am ecologically aware when...
I am an ecological leader when...

Literate

I make meaning in texts when...
I use literacy in different ways for different purposes by...
I critique texts when...
I communicate effectively by...

Numerate

I use my mathematical knowledge to make connections when...
I show mathematical fluency when...
I am a problem solver when...
I reason when...
I communicate effectively when...

Confident user and creator of ICT

I show competence using ICT by...
I generate ideas and create solutions with ICT when...
I communicate and collaborate effectively using ICT when...
I make a positive difference with ICT when...

Careful user and creator of ICT

I am a responsible digital citizen when...
I consider the social impact of my ICT use when...
I value my digital identity when...
I self-regulate when engaging with ICT by...

Spiritually aware

I am aware of the spiritual dimension of my life when...
I nurture my spirituality when...
I value prayer and reflection when...
I tune into my interconnectedness when...
I am a seeker of truth when...

Inspired by faith

I am inspired by the faith of the Christian community when...
I reflect on my own religious faith when..
I dialogue with the religious faith of others when...
I contribute with others to a more just and loving world when...
I respond to the invitation to be in relationship with God when...

Knowledgeable

I use logic and reasoning when...
I evaluate procedures and outcomes by...
I transfer my knowledge by...

Inquisitive

I pose questions when...
I process information by...
I use metacognition when...

Innovative

I imagine possibilities and connect ideas through...
I explore alternatives by...
I seek solutions and put ideas into action through...

Self-aware

I show self-efficiency when...
I understand myself as a learner when...
I am self-disciplined when...
I manage my emotions when...

Collaborative

I collaborate when...
I negotiate and resolve conflict when...

Socially adept

I engage authentically with others when...
I seek to live in right relationships when...
I show qualities of leadership when...

Intercultural

I understand my cultural identity through...
I respect cultural perspectives by...
I interact across cultures by...
I advocate for cultural inclusion by...

Globally Minded

I recognise humanity is interconnected by...
I reflect on the relationship between local and global challenges by...
I promote the common good when...
I am a globally minded leader when...

Wheel diagram

Outer ring (clockwise): dialogue connecting the world and faith: formative experiences inspired by Catholic faith · intentional curriculum: intentional learning and assessment design · Co-constructed

Segments:
- moral, compassionate, ecologically aware
- literate, numerate and effective communicators
- spiritually aware and inspired by faith
- self-aware, collaborative and socially adept
- intercultural and globally minded
- knowledgeable, inquisitive and innovative
- confident and careful creators and users of ICTs

Centre: thriving people, capable learners, leaders for the world God desires

Literate, Numerate and Effective Communicators

... reflecting on, planning for and showing evidence of the development of my key capabilities

I am

Literate (Making Meaning Through Texts) ▶▶▶▶

I make meaning in texts when…	Sharing my ideas and listening to others	Finding and exploring connections *e.g. connecting my experiences to texts, text to self, text to world*	Drawing from a range of strategies *e.g. inferencing, interpreting, summarising etc.*	Sourcing and analysing new information to gain clarity *e.g. asking critical questions, exploring contexts, comparing texts*	Discerning and applying appropriate strategies flexibly
I use literacy in different ways for different purposes by…	Seeking opportunities to engage with a wide variety of texts *e.g. singing, storytelling, role play, Godly play, drawing etc.*	Experimenting with different ways of engaging with texts *e.g. writing a message, creating a song, talking about story characters, making predictions about a story etc.*	Clearly knowing my purpose	Analysing the effect of literacy practices *e.g. how does the hidden marketing in social media influence me?*	Adeptly switching between literacy practices to suit purpose
I critique texts when…	Wondering about what I have seen or heard	Posing questions about the intention of the text *e.g. who created the text and why?*	Considering context and perspective *e.g. what was happening at the time the text was created? Whose perspective has voice?*	Evaluating the impact of contexts and perspectives *e.g. whose perspective is missing and what impact might this have? Whose purpose is being served?*	Analysing the values and attitudes being conveyed
I communicate effectively by…	Exchanging ideas, feelings and understandings	Considering the interests and needs of others when creating texts *e.g. sharing the talking and listening, using appropriate language*	Choosing the most appropriate communication strategies for my purpose	Evaluating my communication skills across contexts *e.g. listening, non-verbal communication, open-mindedness, showing empathy, giving and receiving feedback, picking the right medium*	Defining enablers and barriers and planning my communication approach *e.g. is there a language barrier in place and how will I address this?*

Numerate ▶▶▶▶

I use my mathematical knowledge to make connections when…	Engaging in play *e.g. doing puzzles, noticing patterns, water play*	Recognising how my skills can help me function in the world *e.g. using estimation skills to wrap a present, using my understanding of time to help plan a journey*	Linking related ideas to make meaning *e.g. seeing connections between the use of spaces in sports to better understand the sport*	Interpreting information to make inferences and draw conclusions	Transferring and adapting concepts *e.g. how far off are we going to be if we make an error in orienteering*
I show mathematical fluency when…	Recalling details I know *e.g. numbers, days of the week, shapes etc.*	Using a range of methods to solve problems	Showing flexibility and efficiency in my approaches to find solutions	Justifying my choice of appropriate methods	Manipulating known methods to efficiently find solutions *e.g. using measurement, time and frequency to solve a musical composition problem*
I am a problem solver when…	Noticing and wondering about mathematical problems *e.g. I wonder how many things can fit in the container?*	Experimenting and making mathematical predictions to help me solve problems *e.g. what size log do I need to create a bridge?*	Drawing on known mathematical strategies and justifying my choices	Forming and testing conjectures *e.g. if I take the train instead of the bus to sports training then I am more likely to get there in time (so I test both and compare)*	Investigating problem situations with agility and communicating solutions effectively *e.g. analysing and comparing the costs of streaming networks to make cost effective decisions*
I reason when…	Discussing my mathematical discoveries	Explaining my mathematical choices *e.g. I decided to ride my bike to the destination because it was too far to walk*	Using mathematics to logically justify my processes and conclusions	Using mathematics to evaluate the reasonableness and limitations of conclusions *e.g. using statistics to support a reasonable conclusion about a historical event or geographical decision*	Using mathematics to refine rational and concise arguments *e.g. using measurement data to support or critique a scientific argument*
I communicate effectively when…	Sharing mathematical concepts through my play *e.g. using mathematical words, exploring size*	Using mathematical language to express ideas *e.g. fairness, size, time*	Being clear and coherent when sharing mathematical ideas	Discussing mathematical ideas	Engaging purposefully in mathematical discourse *e.g. collaborating to create common understandings and theories*

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Spiritually Aware and Inspired by Faith

... reflecting on, planning for and showing evidence of the development of my key capabilities

I am

Spiritually Aware ▶▶▶▶

I am aware of the spiritual dimension of my life when…	Noticing how I feel when being still and calm *e.g. climbing trees, being with others, slowing down and being still*	Reflecting on questions about the world and God	Contemplating significant moments in my life through tuning into my inner world	Engaging with existential questions *e.g. questions about life and existence*	Reflecting on the gift of life experiences and the interconnectedness of life *e.g. reflecting on the mystery of life*
I nurture my spirituality when…	Recognising when I feel at peace	Doing things that make me feel at peace *e.g. being in prayer services or Mass, spending time with others, spending time in nature, helping others*	Responding to what is happening in my inner world *e.g. using creativity to express my inner thoughts and feelings, being aware of my feelings when praying*	Prioritising time for personal and shared spiritual nourishment *e.g. through reflecting in nature, praying, community service, celebrating Sacraments*	Aspiring to live a life of love and service
I value prayer and reflection when…	Being open to reflective moments	Appreciating opportunities for prayer and/or reflection	Seeking opportunities for prayer and/or reflection *e.g. at home, in my classroom, by myself or with others, in Church*	Prioritising time for regular prayer and/or reflection in my life	Inviting others into experiences of prayer and/or reflection
I tune into my interconnectedness when…	Noticing moments of connection *e.g. with others, with God, with the environment*	Reflecting on how I am interconnected *e.g. how am I interconnected with other people and creation?*	Recognising how my interconnectedness affects my action *e.g. my connection with God and humanity inspires me to care for others*	Seeking to be in right relationships with others, God and creation *e.g. taking responsibility for my actions, seeking and offering forgiveness*	Building solidarity with others, especially those who are vulnerable or suffering
I am a seeker of truth when…	Asking if something is true	Seeking trustworthy sources of truth *e.g. trusted adults, Gospel stories*	Engaging with the truth that the Catholic faith shares *e.g. reflecting on and seeking the meaning of Scriptural texts and Church teachings*	Recognising and discerning truth claims *e.g. who or what is making this claim? What wisdom does the Catholic tradition offer?*	Being committed to be a truth seeker and seeking to live with integrity *e.g. continuing to be open to and engage with Christian wisdom about truth*

Inspired by Faith ▶▶▶▶

I am inspired by the faith of the Christian community when…	Noticing things about the Christian community *e.g. rituals, songs, stories, people*	Being open to learning about Catholic Christianity	Being involved in community activities of my Catholic school *e.g. social outreach, prayer groups, Mass and liturgy, leading school tours*	Examining how others live a life of Christian faith	Reflecting on the Christian community's leadership in matters of importance *e.g. sanctity of life, social justice, the environment, forgiveness*
I reflect on my own religious faith when…	Sharing what I believe	Wondering what I believe about God	Asking personal questions about faith *e.g. what is faith? What does faith mean to me and others?*	Contemplating the place of my religious identity in significant experiences *e.g. how does my religious identity (Christian, searching faith, etc.) affect the way I celebrate or grieve?*	Considering how my religious identity influences my decisions and actions *e.g. what is my faith calling me to do here?*
I dialogue with the religious faith of others when…	Noticing and being open to others' beliefs	Respectfully asking questions about faith perspectives of others *e.g. questions about practices, beliefs*	Listening to and sharing with others to seek understanding *e.g. making connections, noticing differences*	Engaging with and reflecting on my and others' faith perspectives *e.g. am I gaining new insights? How well can I communicate about my religious tradition?*	Being open to building new or clearer insights about faith *e.g. critiquing my own biases and prejudices to ensure that I am remaining dialogical*
I contribute with others to a more just and loving world when…	Being kind to others	Making loving choices *e.g. saying sorry and repairing relationships*	Prioritising just choices and actions *e.g. how did Jesus' actions seek justice? Are my actions respectful of self and others?*	Evaluating how my choices and leadership uphold the dignity of self, others and creation	Empowering others to prioritise action for justice and nonviolence
I respond to the invitation to be in relationship with God when…	Thinking about how God loves me *e.g. through the people who love me, through the gift of creation*	Recognising that I can have a growing relationship with God *e.g. learning from other people who believe in God, listening to and thinking about Bible stories*	Spending time to explore a relationship with God *e.g. talking with someone about faith, meditating, praying, reading Scripture*	Exploring faith through reflecting on my thoughts, feelings and actions *e.g. reflecting on acts of service, tuning into my intuition (gut feeling) when thinking about faith, celebrating Eucharist*	Deepening or critiquing my faith stance *e.g. in what ways am I living my faith? Or do I have an honest and searching faith stance? How open am I to an ongoing relationship with Jesus and God?*

Self-Aware, Collaborative and Socially Adept

... reflecting on, planning for and showing evidence of the development of my key capabilities

I am

Self Aware ▶▶▶▶

I show self-efficacy when... Believing in my own capabilities	Putting effort into trying new things	Being resilient when things are challenging *e.g. persisting, trying new ways ....*	Using failure as an opportunity to grow and learn	Focussing on how my self-belief can influence my successes *e.g. having a growth mindset helps me overcome hurdles*	Approaching challenges with optimism and tenacity
I understand myself as a learner when...	Recognising when I learn *e.g. celebrating when I can write my name*	Reflecting on what helps me learn *e.g. working with others, working independently, choosing when to have a go and when to ask for help*	Identifying my challenges as a learner and applying strategies to overcome them *e.g. I am hesitant to try new things, so I focus on my positive self-talk*	Using learning strategies flexibly to suit my needs	Endeavouring to be a life-long learner
I am self-disciplined when...	Taking responsibility *e.g. I put my things back*	Setting goals and working towards them	Using strategies to help me stay focused on my goals *e.g. using a time limit as motivation, being organised with what I need*	Critiquing my effectiveness in working towards my goals	Revising personal priorities and goals
I manage my emotions when...	Noticing and naming my emotions *e.g. recognising when I am excited, sad, angry...*	Recognising how my emotions affect me and others	Using strategies to help me control my emotions *e.g. using calming techniques such as breathing, mindfulness, listening to music*	Considering and reasoning my emotional responses *e.g. how are my emotions effecting how I express myself?*	Regulating emotional responses in order to look after myself and others *e.g. recognising how certain situations can trigger an extreme emotional response and putting strategies in place to care for my own well-being*

Collaborative ▶▶▶▶

I collaborate when...	Learning and playing together with others	Using cooperative behaviours when working with others on a common goal *e.g. listening, turn-taking, respect, compromising*	Applying effective collaborative strategies *e.g. clear lines of communication, considering all points of view when making decisions, having a shared goal*	Valuing the skills and contribution of others	Maximising my own and others personal and interpersonal skills to contribute to common goals
I negotiate and resolve conflict when...	Listening to others	Recognising and valuing the viewpoints of others	Acknowledging the situation and identifying agreed goals	Working collaboratively toward resolutions *e.g. using a third party to mediate*	Tuning in and responding to warning signs of potential conflict *e.g. speaking with someone who has become withdrawn*

Socially Adept ▶▶▶▶

I engage authentically with others when...	Sharing experiences with others	Applying strategies to interact appropriately *e.g. turn taking, listening, cooperation, respect, eye contact*	Mindfully using inclusive behaviours *e.g. body language, greeting people, checking in if everyone is being included, showing interest in others*	Responding appropriately to varying social norms and expectations *e.g. call out or challenge social norms that are disrespectful, adapt my language to be appropriate to my workplace*	Endeavouring to interact with genuine sensitivity and respect
I seek to live in right relationships when...	Interacting positively with others	Making choices which nurture good relationships *e.g. being kind, fair, inclusive, forgiveness*	Prioritising respect of self and others in my relationships *e.g. being true to yourself and respectful to others*	Considering if the balance of power in my relationships is mutually respectful	Evaluating my role in various relationships and identifying areas for improvement
I show qualities of leadership when...	Initiating activity with others	Taking initiative and showing resourcefulness *e.g. doing something helpful without being asked*	Positively influencing others	Actively collaborating with others in developing a shared vision *e.g. working with others to design a renovation for our sporting club*	Inspiring others with humility *e.g. communicating passionately about a cause*

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Intercultural & Globally Minded

... reflecting on, planning for and showing evidence of the development of my key capabilities

I am

Intercultural ▶▶▶▶

I understand my cultural identity through...	Sharing who I am *e.g. my first language, my family's traditions, my hobbies*	Identifying aspects of myself that are particular to my cultural group *e.g. beliefs, stories, language, food, celebrations*	Reflecting on how my culture shapes who I am *e.g. my culture values music and I am learning a traditional instrument*	Examining how my cultural group is portrayed in society	Critically reflecting on how my culture enhances my role in society and the world *e.g. how does my cultural identity add value to the world?*
I respect cultural perspectives by....	Noticing similarities and differences among people	Listening to how others culturally identify themselves *e.g. beliefs, stories, language, food, celebrations*	Empathising with the cultural perspectives of others	Prioritising cultural respectfulness *e.g. engaging in culturally respectful protocols such as acknowledging traditional custodians of the land*	Leading others in cultural respectfulness
I interact across cultures by...	Responding in positive ways to similarities and differences among people	Openly communicating across cultures *e.g. how might I speak and listen to someone who uses another language?*	Using empathy to build relationships across cultures *e.g. actively listening, asking questions, recognising other viewpoints and values*	Being open to the benefits and challenges of cultural diversity	Engaging in dialogue to ensure I am being culturally appropriate
I advocate for cultural inclusion by....	Including others	Recognising the positive effects of being inclusive *e.g. naming new things I am experiencing when being with others*	Responding to opportunities for inclusion *e.g. celebrating significant cultural events in my community*	Challenging prejudice and promoting inclusion *e.g. campaigning against racial discrimination or alerting others to anti-discrimination laws*	Critiquing how organisations that I am a part of value cultural inclusion *e.g. how does my sports club or workplace value cultural inclusion?*

Globally Minded ▶▶▶▶

I recognise humanity is interconnected by...	Noticing when I feel a sense of belonging	Exploring the importance of community	Considering how I am a citizen of the local and global community	Identifying enablers and barriers to human connection *e.g. individualism, apathy, collaboration, inclusion, social movements*	Recognising how interconnected communities can influence positive change *e.g. sporting communities who raise awareness of a health issue or social issue*
I reflect on the relationship between local and global challenges by...	Recognising local challenges *e.g. exploring how to attract butterflies to our garden*	Exploring how some local challenges might also be global challenges	Recognising that we share a common home and that local actions can impact globally *e.g. how does shipping waste to other countries affect our common home?*	Evaluating our shared responsibility to the common good *e.g. recognising the wrongs done to First Nation's people can contribute to equity and equality*	Exploring how utilising my democratic rights can contribute to the common good *e.g. how can my political vote make a difference in the world?*
I promote the common good when...	Caring about other people and the environment	Building peaceful and inclusive relationships *e.g. going with my class to engage with local nursing home residents*	Working to improve the wellbeing of all people and places *e.g. engage with a St Vincent de Paul or Caritas project to address local and global challenges*	Creating opportunities to take informed action *e.g. using a social media platform to campaign for zero hunger*	Critically evaluating how actions for collective wellbeing are making an impact *e.g. how can we know that people's lives are being improved by outreach, charity or social media campaigns?*
I am a globally minded leader when...	Sharing my ideas about making our world better	Working with others to make our world better *e.g. working together to plant trees*	Promoting a shared responsibility for positive action for our world *e.g. modelling the principles of Catholic Social Teaching*	Utilising my sphere of influence to make positive change in the world *e.g. how can I use my personal, local, digital and global connections to influence for the common good?*	Discerning how our actions are building a more just, peaceful, inclusive and sustainable world

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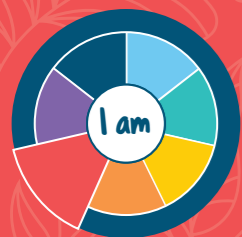
Knowledgeable, Inquisitive and Innovative

... reflecting on, planning for and showing evidence of the development of my key capabilities

I am

Knowledgeable (making or building knowledge) ▶▶▶▶

|					
I use logic and reasoning when...	Sharing my thinking *e.g. drawing my thinking, thinking out loud, talking with others about my thinking, suggesting reasons*	Considering all the possibilities and options carefully	Using a variety of thinking strategies to help me reason/think things through *e.g. collaborative thinking, exploring perspectives, synthesising*	Analysing the reasoning I have used to come to a conclusion *e.g. is it sound? Is there enough evidence available to justify my conclusion?*	Examining counter-arguments to my reasoning
I evaluate procedures and outcomes by...	Showing how I feel about what I have achieved or engaged in *e.g. showing that I am pleased or disappointed with an outcome/solution*	Checking whether the outcome is what I wanted it to be *e.g. did my construction turn out how it was supposed to?*	Explaining and justifying procedures and outcomes *e.g. a product, performance or approach*	Evaluating effectiveness of procedures considering both expected and unexpected outcomes *e.g. did my research / investigation reach the expected conclusions and if not, what does that mean going forward?*	Identifying alternative procedures and evaluating for effectiveness in achieving desired outcomes *e.g. recognising where processes in my workplace lack efficiency and evaluating alternative ways of performing the task*
I transfer my knowledge by...	Using my ideas in different ways	Connecting what I know from one situation to make new meaning in another similar situation *e.g. I know that authors use techniques to engage the audience and I can use those in my writing*	Applying what I know from one situation to an unrelated situation to provide a different perspective *e.g. considering a historical or ecological perspective when planning for a re-development of land in the community*	Justifying decisions made in deliberately transferring information from one context to another *e.g. giving reasons for applying a Christian perspective to developing an argument*	Interchanging alternative knowledge to assist the creation of new ideas *e.g. how will an idea be different if I apply scientific knowledge or artistic knowledge?*

Inquisitive ▶▶▶▶

I pose questions when...	Exploring and experimenting with ideas *e.g. verbally such as I wonder, how can I? What happens if? Or non-verbally such as exploring how objects can work*	Identifying, comparing and clarifying information	Investigating causes and consequences *e.g. how can I make sense of this? Why might this have happened?*	Examining assumptions and misunderstandings *e.g. what assumptions do people make about issues such as unemployment, what would Catholic Social Teaching say about these assumptions?*	Critically analysing complex issues and abstract ideas
I process information by....	Representing ideas or understandings *e.g. through a picture, using concrete resources or imaginative play*	Finding similarities and differences *e.g. finding patterns, noticing similarities between stories*	Organising information according to category, relevance or priority *e.g. facts vs opinions, trustworthy sources, chronological order, importance*	Analysing information according to criteria *e.g. how well reasoned is it? Is it valid, reliable, relevant, does it contain bias?*	Critiquing information using perspectives *e.g. considering the value of the information in the big picture or by focusing in on specific details*
I use metacognition when... Think about my thinking	Responding to questions about my learning *e.g. what do I think will happen? What am I wondering about? How has my thinking changed?*	Describing my thinking and identifying the thinking strategies I use *e.g. work backwards, think with someone else, make a diagram*	Reflecting on the processes I use to come to conclusions and adjusting my thinking if necessary *e.g. trying out other strategies to test my conclusions*	Assessing assumptions or exploring opposing viewpoints in my thinking	Exploring and correcting weaknesses in my thinking processes *e.g. habits I have developed such as negative self-talk, not thinking divergently*

Innovative ▶▶▶▶

I imagine possibilities and connect ideas through...	Exploring new ideas through collaborative play	Discovering connections between things or ideas	Expanding on or combining ideas in a variety of ways to create new possibilities *e.g. re-designing a product which incorporates a new purpose or function*	Exploring connections and ideas using abstract mechanisms *e.g. symbolism, analogy*	Applying systems thinking to explore complex ideas or problems *e.g. exploring the interconnections between targeted approaches when designing an exercise program*
I explore alternatives by....	Exploring a variety of resources to help me solve a problem or explore an idea	Trying out different creative ways to solve a problem or explore an idea	Using creative thinking strategies *e.g. ideation, elaborating on ideas, collaborative thinking*	Seeking a variety of information to inform planning or draw conclusions *e.g. considering existing research, experimentation, previously drawn conclusions*	Speculating, adapting and modifying ideas when circumstances change *e.g. responding to community feedback when designing blueprints for a new common area*
I seek solutions and put ideas into action through...	Investigating ideas or problems using trial and error *e.g. experimenting to find the right equipment when building in the sandpit*	Investigating options and predicting possible outcomes	Experimenting, assessing and testing options to identify the most effective solutions	Predicting, identifying and testing possible consequences *e.g. assessing risks and contingencies*	Taking calculated risks and reflecting on impact of action *e.g. in what ways was the course of action successful or a failure and what learning can I take from this?*
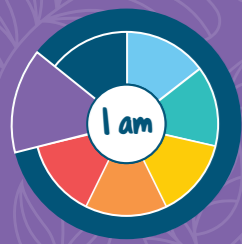
Confident and Careful Creator and User of ICT

... reflecting on, planning for and showing evidence of the development of my key capabilities

I am

Confident User and Creator of ICT ▶▶▶▶

I show competence using ICT by...	Exploring technologies through play *e.g. taking photos, using apps*	Applying simple ICT skills in context *e.g. locating a file on a device, using a search engine*	Considering appropriate tools for my purpose *e.g. which platform will be the most effective for investigating or sharing my ideas?*	Purposefully utilising appropriate ICT skills and tools *e.g. video link up to access expertise, using technology to compose a piece of music*	Discerning implications and possibilities of new ICTs developments
I generate ideas and create solutions with ICT when...	Recognising that I can create with ICT	Experimenting with ICT as a creative tool *e.g. designing, composing, reflecting*	Generating and testing ideas and options *e.g. create a green screen video*	Transferring and adapting ideas and options *e.g. experimenting with troubleshooting processes*	Investigating and applying new technologies to create solutions
I communicate and collaborate effectively using ICT when...	Sharing ICT with others *e.g. creating, learning or playing together*	Connecting and co-creating with others through ICT *e.g. exploring a website or co-editing a document*	Applying appropriate strategies and protocols *e.g. choosing the best method to use to communicate with different audiences*	Evaluating strategies for effective communication and collaboration	Leading collaborative ventures *e.g. initiating an online 'think tank'*
I make a positive difference with ICT when...	Using ICT to help make sense of the world	Exploring ways I can use ICT for good *e.g. creating something which brings joy to others*	Prioritising dignity and respect *e.g. using positive language, alerting others to incidents of cyberbullying*	Choosing actions which contribute to the common good *e.g. prioritising inclusivity, considering environmental impact*	Developing new ideas with ICT which could benefit our world

Careful User and Creator of ICT ▶▶▶▶

I am a responsible digital citizen when...	Following guidelines when using ICT	Applying guidelines to be safe and fair when using ICT *e.g. only visiting trusted sites, taking steps if I feel worried, respecting other peoples' work*	Making decisions that are safe and respectful *e.g. recognising intellectual property and copyright, using respectful language, adhering to age limits on sites*	Thinking critically about rights and responsibilities *e.g. are the rights of all citizens being respected by my actions and the actions of others online?*	Enacting ethical digital citizenship
I consider the social impact of my ICT use when...	Noticing how my ICT use can affect others *e.g. are others feeling left out?*	Being considerate of the needs of others when using ICT *e.g. volume, attention, relationships*	Recognising the benefits or risks to my relationships *e.g. messages can be misinterpreted*	Appreciating that my online actions can have an extensive reach or ongoing impact *e.g. one video can be used or manipulated for a different purpose*	Making plans for positive social impact *e.g. use social media to raise awareness*
I value my digital identity when...	Learning safe ways to use ICT	Recognising that others can see what I do and share through ICT	Applying caution with my personal information *e.g. keeping my identity private when online, protecting access to my sensitive information on devices*	Minimising risks to protect my identity *e.g. protecting passwords, being alert to possible scams*	Discerning my various digital identities *e.g. work identity, social identity, study*
I self-regulate when engaging with ICT by...	Noticing how much I use ICT	Recognising how using ICTs can affect my body or my feelings *e.g. am I being affected by what I am viewing? How is my posture affecting my body?*	Responding to my physical, social and emotional wellbeing when engaging with ICTs	Applying sustainable self-control strategies for my wellbeing *e.g. adhering to limits I have set for myself around usage and engagement*	Critiquing how my values are being challenged or affirmed through my ICT use

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Moral, Compassionate, Ecologically Aware

... reflecting on, planning for and showing evidence of the development of my key capabilities

I am

Moral ▶▶▶▶

I consider ethical concepts by… Ethical concepts are those agreed benchmarks that a community or society holds as important Examples of concepts include goodness, fairness, tolerance, honesty, respect, equality, truth, justice…	Becoming aware of ethical ideas *e.g. noticing when something is unfair*	Identifying and describing ethical concepts	Examining how ethical concepts influence my actions and outcomes *e.g. do I choose a range of players for my team in order to give everyone a go?*	Critiquing generalised statements about ethical concepts *e.g. is stealing always wrong? Is freedom of speech everyone's right?*	Critically evaluating how ethical frameworks are applied in complex decision-making situations *e.g. natural law, utilitarianism, relativism etc.*
I reflect on my moral values through… Moral values are the values that help make me a 'good person'	Noticing what is important to me and others *e.g. I like to have a turn and so do other people*	Identifying what is important to us in living as good people *e.g. is being kind and including others important to us?*	Naming my moral values and how they are formed *e.g. through my family, through reflection on stories, Jesus' teaching, life experiences etc.*	Discerning when my moral values are being challenged	Continuously critiquing my moral values and where they come from
I act morally when… Morality is the freely chosen behaviour of the person who is responsible for what he or she does, and in doing so, is accountable to God and other human beings	Exploring together what is the right thing to do *e.g. naming good choices*	Choosing carefully what is the right thing to do *e.g. listening to what my heart is telling me, considering the consequences for myself and others*	Informing my conscience *e.g. using trusted sources of wisdom such as trusted adults/friends, the teachings of Jesus or prayer to discern the right thing to do*	Applying reasoning to and acting from my informed conscience	Adhering to my informed conscience with integrity in complex situations *e.g. I choose to buy clothing that was ethically made as I believe in fairness, respect and equality for workers who make this clothing*

Compassionate ▶▶▶▶

I show empathy when…	Recognising when someone may be hurt or sad	Imagining and describing the feelings of others	Acknowledging other people's suffering from their perspective *e.g. putting myself in another person's shoes to better understand their feelings*	Managing my emotions to support others *e.g. making sure that my emotions don't get in the way when supporting someone else*	Altruistically engaging with the welfare of others *e.g. volunteering to respond to a need in the community*
I respond with compassion when…	Expressing concern for others	Showing care and kindness *e.g. for people in need in my classroom, community or wider world*	Taking action to ease the suffering of others *e.g. actions which respond to the most vulnerable people such as preparing food for the hungry*	Applying self-compassion *e.g. reflecting on my own failings or mistakes with forgiveness and love*	Leading others to stand in solidarity with those in need

Ecologically Aware ▶▶▶▶

I am ecologically aware when…	Noticing the importance of other living things	Recognising that I can have an impact on our common home *e.g. when I am mindful of treating plants or trees as a home for animals*	Valuing the interconnection we have with our common home *e.g. considering how we share, respect and protect natural resources*	Acknowledging how ecological issues impact the most vulnerable *e.g. how does access to quality water impact ecosystems, animals, plants and communities?*	Drawing inspiration from the positive actions of other ecological leaders *e.g. the encyclical Laudato Si' written by Pope Francis*
I am an ecological leader when…	Caring for living things *e.g. sharing responsibility for a common plant or pet*	Making choices that affect our common home in a positive way *e.g. turning off taps, using reusable containers have a positive effect on creation*	Promoting a shared responsibility for caring for our common home *e.g. encouraging my family to recycle their mobile phones*	Responding to complexities with resilience and hope *e.g. leading by example to combat the throw away culture*	Inspiring others to be in right relationship with all of creation *e.g. collaborating with others to lead social change or raise political awareness*

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