Physical, Personal & Social Learning

Health and Physical Education

The domain of Health and Physical Education provides students with the knowledge, skills and behaviours that enable them to achieve a degree of independence in developing and maintaining their physical, mental, social and emotional health. It emphasises the crucial role that supportive physical and social environments play in the development of the health of individuals and communities. It gives students opportunities to develop their physical and health skills and to apply those skills in different situations. Learning in Health and Physical Education offers students opportunities to:

- maintain good health and live a healthy lifestyle
- understand the role of physical activity in ensuring good health
- engage in appropriate areas of physical activity
- experience physical activity in outdoor and aquatic environments
- develop their skills of coordination, control, manipulation and movement
- compete against themselves and others and take part in challenging activities
- work individually and as part of a team
- explore basic health needs that must be met to maintain or promote their health and to help them grow and develop
- recognise human development as a continuous process involving changes and predictable stages
- understand how to make healthy food choices and the importance of eating a variety of foods
- identify those environments where they feel confident and those where they may be afraid for their safety and how to take actions to minimise harms
- become as independent as possible in caring for themselves and their needs

A healthy, physically active lifestyle is conducive to more effective participation in society and greater levels of success within and beyond school.

Interpersonal Development

The domain of interpersonal development 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.

This offers students opportunities to develop the knowledge, skills and behaviours that enable them to:

- build positive social relationships
- learn to play constructively together
- respect other people’s belongings and when appropriate, to share their own
- develop friendships with peers
- work together in a group, including taking turns and sharing and caring for equipment and resources, with teacher support
- manage and resolve conflicts and think of other people’s feelings and needs
Rationale

- recognise their actions have consequences for both themselves and others in social contexts
- learn and practise social conventions and how to act in socially responsible ways

Relationships with peers and adults at the school provide students with opportunities for 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.

Personal Learning

This domain provides students with the knowledge, skills and behaviours to be successful learners both at school and throughout their lives. The importance of the social dimension of learning is acknowledged through a focus on the development of the skills and behaviours to learn effectively with peers. This provides students with opportunities to:

- develop an understanding of their strengths and potential
- participate in a wide range of experiences, which involve a variety of learning styles
- develop resilience and confidence to support successful learning
- take some responsibility for managing their time and resources to complete short tasks
- explore the impact of various emotions on their learning
- develop strategies for recognising impulsive behaviour in themselves and others and consider the impact of such behaviour on their learning
- recognise and enact appropriate values within and beyond the school context

The achievement of successful outcomes requires the creation of a school and classroom culture where all students are respected and valued as individuals with the capacity to learn.

Civics and Citizenship

Civics and Citizenship involves the development of skills and behaviours which students need to interact with the community. Civics and Citizenship strengthens understanding and valuing of the self and develop a strong sense of personal identity in order to become confident citizens. Through Civics and Citizenship students develop an understanding of what it means to be an Australian and explore Australia’s role within the neighbouring region and the world.

Learning in Civics and Citizenship offers students opportunities to:

- understand their identity and their roles in their community
- know their rights and responsibilities
- make choices and decisions
- appreciate Australia’s role in the global community
- develop 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
**Rationale**

Civics and Citizenship develops understanding of the importance of personal identity within a community, what makes a community and how to engage with communities. Students apply their knowledge and skills in a range of community based activities.

**Discipline-Based Learning**

**The Arts**

The Arts are important for the exploration and communication of ideas, feelings and beliefs; as vehicles for intellectual, physical, social and emotional development and for enjoyment. They help students understand themselves and relate to others, forging important links between the home, school and the wider community. The Arts domain encompasses a diverse and ever-changing range of disciplines and forms that can be used to structure teaching and learning programs. These may include art, dance, drama, multimedia and music. This domain allows students to create and critically explore visual culture, performances and works that involve the fusion of traditional forms with digital media.

Learning through The Arts offers students opportunities to:
- demonstrate their ability in an area not dependent on language skills
- experiment and try new ideas where there are no right or wrong answers
- be involved in activities that may provide a fulfilling hobby or pastime and promote lifelong learning
- experience, experiment with and use colour, form, shape, space, texture and pattern
- explore different materials and processes
- respond to and communicate what they see, feel and think, on their own or working with others
- value and assess their own and others’ achievements

At Dandenong Valley School the Arts play an extensive role in supporting and enhancing many areas of the curriculum. They encourage the development of skills and the exploration of technologies, materials, forms and processes. They stimulate the exploration of ideas through holistic learning using cognitive, emotional, sensory, aesthetic, kinaesthetic and physical fields.

**Literacy**

The domain of Literacy is centred on the conscious and deliberate study of language in the variety of texts and contexts in which it is spoken, read, viewed and written. It is concerned with a wide range of texts and media in print and electronic forms. For success at school and beyond it is necessary for our students to understand and recognise how language works for them.

Learning in Literacy offers students opportunities to:
- develop the ability, to listen, to understand and to respond
- interact and communicate effectively with others in a range of social situations
- make choices, obtain information, question and be actively involved in decision making
- develop creativity and imagination
- have access to a wide range of literature to enrich and broaden their experience
Literacy encompasses all aspects of non verbal, verbal and written communication. Work in Literacy promotes learning across the curriculum and underpins pupils' achievements and participation in all aspects of their lives.

**Humanities**

The Humanities involve the study of human societies, people, and their cultures in the past and the present. Students learn about the concepts of time; chronology and sequencing; and change and continuity. Learning in The Humanities offers students opportunities to:

- become aware of, and understand their personal position in space
- become aware of, and interested in themselves and their immediate surroundings
- explore local then wider environments
- develop an interest in, and knowledge of, places and people beyond their immediate experience
- develop their awareness of environmental issues and explore how and why natural factors and human activities affect their lives

The Humanities develop in students the key ideas and concepts that enable them to understand the way in which people and societies have organised their world under particular conditions and made meaning of it.

**Numeracy**

Numeracy can provide pupils with powerful ways of exploring, investigating and understanding the world. The potential to apply the skills of making comparisons, identifying differences, investigating relationships and establishing connections reflects the importance of the subject across the curriculum. At the earliest stages of development, where thinking centres around concrete situations and events, students strive to make sense of experiences and sensations that involve changes in pattern, quantity, space and time. Such experiences help them approach problem situations flexibly, to move from random to trial and improvement responses, and on to anticipate and predict. Increasingly, pupils will plan and reflect and come to recognise and evaluate alternative solutions. In this way, mathematical skills and understanding build on the earliest perceptual and cognitive learning.

Learning in Numeracy offers students opportunities to:

- build on their awareness of events and actions to enable them to recognise changes in pattern, quantity and space
- use their developing awareness to anticipate and predict changes
- use their awareness and developing understanding of pattern, space, shape and number, to develop problem-solving skills that contribute to making choices, taking decisions and gaining control over their immediate environment
- extend mathematical skills, experiences and understanding which allows them to visualise, compare and estimate. For some pupils this will be achieved in abstract as well as concrete contexts
- begin to think about the strategies they use and explain them to others
- develop a powerful set of thinking tools to help them increase their knowledge and understanding of the world and to learn effectively across the curriculum
Rationale

Numeracy is vital in everyday life as it encourages logical reasoning and the ability to think in abstract ways.

Science

Learning science gives all students the opportunity to develop curiosity about the world we live in, to respond to and nourish such curiosity and to develop an understanding of their place in it.

Science offers students opportunities to:

- develop an awareness of, and interest in, themselves and their immediate surroundings and environment
- join in practical activities that link to ideas
- use their senses to explore and investigate
- develop an understanding of cause and effect

Through participation in science activities, students can explore their environment and develop understanding, at their conceptual level, of scientific ideas and values, living and nonliving things and events.

Science capability extends our understanding of science beyond what affects us to include what we can’t see, feel, hear or touch but can only imagine. It is multidimensional consisting of dispositional facets (interest and curiosity), operational facets (creativity and problem-solving) and cognitive facets (reasoning and critical thinking).

Interdisciplinary Learning

Communication

Communication is central to our capacity to construct meaning and to convey information and understanding to others in a range of ways and a variety of settings. This domain assists students to develop awareness that language and discourse differ across domains and that there is a need to learn appropriate formats for each. Successful communication involves developing the knowledge, skills and behaviours that empower students to respond to and make meaning of a range of communication forms. It also requires students to develop the knowledge, skills and behaviours to effectively present information, ideas and opinions in a range of forms (for example, verbal, written, graphic, multimedia, performance) appropriate to their purpose and audience.

Design, Creativity & Technology

The domain of Design, Creativity and Technology emphasises participation in designing, creating and evaluating materials and processes. It provides practical learning experiences that make it accessible to all students. Students use knowledge and understanding from across the domains and apply and consolidate them in practical activities. Designing and making real products that can be used can give students a sense of achievement and improve their self-esteem. They benefit from
seeing their own progress and taking greater responsibility for their own learning as they begin to evaluate the quality of their work.

Design, Creativity and Technology offers students opportunities to:

- focus on design problems that are meaningful to them
- work on personally-motivated design tasks where they take ownership of their work and of their own learning
- develop and use design and technology skills, knowledge and processes, including proposing, experimenting, learning from results to create new and/or improved products and/or systems
- use tools, equipment, materials and components safely and creatively to make quality products or systems
- understand that design, creativity and technology leads to innovation
- assess the outcomes of design and technology processes and products in relation to environmental, social and economic factors

This domain involves experiential, practical and applied knowledge. It encourages students to be problem-solvers, as individuals and as members of a team. Students combine an understanding of design, functionality, aesthetics, social, cultural, economic and environmental issues with practical skills.

**Information and Communication Technology**

Information and communications technology (ICT) is the hardware and software that enables data to be digitally processed, stored and communicated. ICT can be used to access, process, manage and present information; construct new understanding; and communicate with others. Information and Communications Technology, as an interdisciplinary domain, focuses on providing students with the tools to transform their learning and to enrich their learning environment.

ICT offers students the opportunities to:

- work with increasing confidence and independence on skills across the domains
- develop new thinking and learning skills that produce creative and innovative insights
- develop more productive ways of working and solving problems individually and collaboratively
- access a wide range of ideas and information
- create information products that demonstrate their understanding of concepts, issues, relationships and processes
- express themselves in contemporary and relevant ways
- communicate to solve problems and to share knowledge
- understand the implications of the use of ICT and their responsibilities as users.

This domain enables students to focus on the task to be accomplished rather than on the technology they are using to do the work. Through the selection and application of appropriate equipment, techniques and procedures, they process data and information to create information products in forms that are meaningful for themselves and their audience. These products effectively demonstrate their
Rationale

knowledge and understanding of the concepts, issues, relationships and processes that are the subject of the task.

Thinking

For students to become independent they need to solve problems by using knowledge, memory and thinking skills. They need to take part in activities that motivate, challenge and stimulate attention. Early problem solving requires an understanding of cause and effect.

Key thinking skills include:

Perception:
- perceiving and interacting with the world
- recognising opportunities, e.g. taking part in group attempts to solve problems,
- recognising and identifying problems, e.g. a favourite toy out of reach

Problem solving:
- breaking down a problem into elements, e.g. a meal which involves buying food, cooking, serving and clearing away.
- thinking through the relevant features of a problem, e.g. what to do when faced with a broken bike.
- planning ways to solve a problem, e.g. talking about previous solutions to similar problems
- remembering how to solve a problem, e.g. using strategies such as rehearsal or a symbol script
- evaluating how a plan worked, e.g. did the coat fit in the bag?
- recognising when existing plans and strategies need changes, e.g. realising that lunch box needs to be removed from bag before the coat will fit in.