**Capability Development in Community Studies**

1. Tick the specific skills from the 7 capabilities listed below that might apply to your community activity/ community application activity.
2. Review the examples you have ticked and select at least one capability in addition to Literacy and Numeracy which is most relevant to your community activity/ community application activity.
3. Highlight the specific skills that you wish to develop in the chosen capability/ies and the literacy and numeracy capabilities.

**Literacy**

Students develop their capability for literacy by, for example:

* communicating with a range of people in a variety of contexts
* asking questions, expressing opinions, and taking different perspectives into account
* using language with increasing awareness, clarity, accuracy, and suitability for a range of audiences, contexts, and purposes
* accessing, analysing, and selecting appropriate primary and secondary sources
* engaging with, and reflecting on, the ways in which texts are created for specific purposes and audiences
* composing a range of texts — written, oral, visual, and multimodal
* reading, viewing, writing, listening, and speaking, using a range of technologies
* developing an understanding that different text types (e.g. website, speech, newspaper article, film, painting, data set, report, set of instructions, or interview) have their own distinctive stylistic features
* acquiring an understanding of the relationships between literacy, language, and culture
* identifying the specific literacy skills required for the chosen community activity/community application activity.

**Numeracy**

Students develop their capability for numeracy by, for example:

* communicating ideas to a range of audiences, using appropriate language and representations such as symbols, tables, and graphs
* analysing information displayed in a variety of representations and translating information from one representation to another
* justifying the validity of the findings, using everyday language, when appropriate
* applying skills in estimating and calculating, to solve and model everyday problems using thinking, written, and digital strategies
* interpreting information given in numerical form in diagrams, maps, graphs, and tables
* visualising, identifying, and sorting shapes and objects in the environment
* interpreting patterns and relationships when solving problems
* recognising spatial and geographical features and relationships
* recognising and incorporating statistical information that requires an understanding of the diverse ways in which data are gathered, recorded, and presented.

**Information and Communication Technology Capability**

Students develop their capability for information communication and technology by, for example:

* understanding how contemporary information and communication technologies affect communication
* critically analysing the limitations and impacts of current technologies
* considering the implications of potential technologies
* communicating and sharing ideas and information, to collaboratively construct knowledge and digital solutions
* defining and planning information searches of a range of primary and secondary sources when investigating the community activity/community application activity or undertaking tasks in the area or field of study
* developing an understanding of hardware and software components, and operations of appropriate systems, including their functions, processes, and devices related to the area or field of study
* applying information and communication technology knowledge and skills to a range of methods to collect and process data, and transmit and produce information
* learning to manage and manipulate electronic sources of data, databases, and software applications
* applying technologies to design and manage projects.

**Critical and Creative Thinking**

Students develop their capability for critical and creative thinking by, for example:

* thinking critically, logically, ethically, and reflectively
* learning and applying new knowledge and skills
* accessing, organising, using, and evaluating information
* posing questions and identifying and clarifying information and ideas
* developing knowledge and understanding of a range of research processes
* understanding the nature of innovation
* recognising how knowledge changes over time and is influenced by people
* exploring and experiencing creative processes and practices
* designing features that are fit for function (e.g. physical, virtual, or textual)
* investigating the place of creativity in learning, the workplace, and community life
* examining the nature of entrepreneurial enterprise
* reflecting on, adjusting, and explaining their thinking, and identifying the reasons for choices, strategies, and actions taken, applying time management strategies
* setting challenging and achievable goals
* considering different possibilities, considering alternatives, and solving problems
* generating new ideas in specific contexts, seeing existing situations in new ways
* sorting out conflicting claims and weighing evidence
* making plans and being strategic.

**Personal and Social Capability**

Students develop their personal and social capability by, for example:

* developing a sense of personal identity
* reviewing and planning personal goals
* developing an understanding of, and exercising, individual and shared obligations and rights
* participating actively and responsibly in learning, work, and community life
* establishing and managing relationships in personal and community life, work, and learning
* developing empathy for and understanding of others
* making responsible decisions based on evidence
* working effectively in teams and handling challenging situations constructively
* building links with others, locally, nationally, and/or globally.

**Ethical Understanding**

Students develop their capability for ethical understanding by, for example:

* identifying and discussing ethical concepts and issues
* considering ethical and safe research processes, including respecting the rights and work of others, acknowledging sources, and observing protocols when approaching people and organisations
* appreciating the ethical and legal dimensions of research and information
* reflecting on personal ethics and honesty in experience and decision-making
* exploring ideas, rights, obligations, and ethical principles
* considering workplace safety principles, practices, and procedures
* developing ethical sustainable practices in the workplace and the community
* inquiring into ethical issues, selecting and justifying an ethical position, and understanding the experiences, motivations, and viewpoints of others
* debating ethical dilemmas and applying ethical principles in a range of situations
* taking responsibility to protect, maintain, and improve quality of life and environment for all members of society.

**Intercultural Understanding**

Students develop their capability for intercultural understanding by, for example:

* identifying, observing, analysing, and describing characteristics of their own cultural identities and those of others (e.g. group memberships, traditions, values, religious beliefs, and ways of thinking)
* recognising that culture is dynamic and complex and that there is variability within all cultural, linguistic, and religious groups
* learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others, and cultivate mutual respect
* developing skills to relate to and move between cultures
* acknowledging the social, cultural, linguistic, and religious diversity of a nation, including those of Aboriginal and Torres Strait Islander societies in Australia
* recognising the challenges of living in a culturally diverse society and of negotiating, interpreting, and mediating difference
* recognising, acknowledging, appreciating, and valuing the contribution of diverse cultural groups within a community
* learning to value and view critically their own cultural perspectives and practices and those of others
* communicating with others to analyse intercultural experiences critically