Lanyon High School

Year 8 — Pastoral Care - Australian Curriculum: Personal and Social Capability (2020)

Identify curriculum	**Achievement standard**	**In the Australian Curriculum, students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. Personal and social capability involves students in a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.** **Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them. The development of personal and social capability is a foundation for learning and for citizenship.** **Personal and social capability encompasses students' personal/emotional and social/relational dispositions, intelligences, sensibilities and learning. It develops effective life skills for students, including understanding and handling themselves, their relationships, learning and work.** **When students develop their skills in any one of these elements, it leads to greater overall personal and social capability, and also enhances their skills in the other elements. In particular, the more students learn about their own emotions, values, strengths and capacities, the more they are able to manage their own emotions and behaviours, and to understand others and establish and maintain positive relationships.**			
	Year level description	The Pastoral Care curriculum will focus on creating and building positive relationships and self image. The aim is to prepare students with the skills necessary to effectively participate in our community and the broader world, whilst exploring personal image, focus and creativity to affect change.			
Teaching and learning	**Term overview**	**Term 1**	**Term 2**	**Term 3**	**Term 4**
		Positive Partnerships Students will participate in activities designed to reteach and remind them about the Lanyon Way as well as where to go to get help when needed. They will participate in activities designed to build relationships and connections with staff, peers and our community, including Positive Behaviours for Learning (PBL), circle time, etc. They will will focus on various aspects of developing and maintaining positive and healthy relationships, focusing on digital safety and restorative practices. **Pathways** Throughout their four years at Lanyon High School, students will work continuously to develop a Pathways plan and update it regularly. This plan aims to guide students toward their futures in a structured way. They will complete activities such as goal setting and developing learner profiles.	**Cyber Safety** Students will continue to build on the respectful relationships work in term one, shifting the focus to Cyber Safety. They will analyse case studies of incidences of cyber bullying, harassment and discrimination and their impacts, with the aim of developing management strategies and personal values. Students will develop an understanding of appropriate strategies for reporting and seeking help. **Pathways Planning** Students will continue to update their Pathways Planning document with a focus on identifying personal strengths, learning styles and creating future goals and directions.	**Positive Psychology** Students will identify their role within their community for affecting positive change and create campaigns and actions to do so. They will examine and compare their personal situation with that of other teens in the broader world to gain a sense of perspective. They will explore options for campaigns and actions that create change, with a focus on public speaking and presentation skills. **Pathways Planning** Students will continue to update their Pathways Planning document with a focus on identifying personal strengths, learning styles and creating future goals and directions.	**What's My Brand?** Students will explore their personal morals and values and why they are important to them and others. They will develop an understanding of how their values fit within the broader community to create perceptions and personal image. They will start to identify what and who they want to be followed by how they get there. **Pathways Planning** Students will continue to update their Pathways Planning document with a focus on identifying personal strengths, learning styles and creating future goals and directions.
	Cross curriculum priorities				
	General capabilities	Ethical behaviour Personal and social capability	Literacy Personal and social capability ICT capability Ethical behaviour	Personal and social capability ICT capability	Personal and social capability Ethical behaviour
	Key to general capabilities and	Literacy Numeracy ICT capability Critical and creative thinking Ethical behaviour Personal and social capability Intercultural understanding			

	cross-curriculum priorities	Aboriginal and Torres Strait Islander histories and cultures			Asia and Australia's engagement with Asia			Sustainability							
Develop assessment	**Assessment**	**Term 1**			**Term 2**			**Term 3**			**Term 4**				
		Week	**Assessment instrument**		**Week**	**Assessment instrument**		**Week**	**Assessment instrument**		**Week**	**Assessment instrument**			
		7	Pathways		3	Pathways		3	Pathways		5	Focus Board			
		10	Digital Workbook		4	Journal Reflection		10	TED TALK Video		8	Pathways			
Make judgments and use feedback	**Moderation**	**Term 1**			**Term 2**			**Term 3**			**Term 4**				
		Week 1 - Unit orientation/planning **Week 9 - Review unit/term. PC teachers to bring work samples. Annotate good samples for documentation**			**Week 1 - Unit orientation/planning** **Week 9 - Review unit/term. PC teachers to bring work samples. Annotate good samples for documentation**			**Week 1 - Unit orientation/planning** **Week 9 - Review unit/term. PC teachers to bring work samples. Annotate good samples for documentation**			**Week 1 - Unit orientation/planning** **Week 9 - Review unit/term. PC teachers to bring work samples. Annotate good samples for documentation**			