

## What are the Capabilities?

Choose one or more capability relevant to your topic of research. Reflect on this capability and its relevance to your research project in your folio.

### Literacy

You develop your 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
- understanding that different text types, such as a website, speech, newspaper article, film, painting, data sets, reports, set of instructions, interview, have their own distinctive stylistic features
- understanding the relationships between literacy, language, and culture.

### Numeracy

You develop your 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
- understanding patterns and relationships when solving problems
- understanding spatial and geographical features and relationships
- interpreting and incorporating statistical information that requires an understanding of the diverse ways in which data are gathered, recorded, and presented.

### Information and Communication Technology

You develop your capability for information and communication technology by, **for example**:

- understanding how contemporary information and communication technologies affect communication
- critically analysing the limitations and impacts of present 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 research questions
- developing an understanding of hardware and software components, and operations of appropriate systems, including their functions, processes, and devices
- 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

You develop your 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, textual)
- understanding the place of creativity in learning, the workplace, and community life
- understanding entrepreneurial enterprise
- reflecting on, adjusting and explaining their thinking and identifying the reasons for choices, strategies, and actions taken.

## Personal and Social Capability

You develop your capability for personal and social understanding by, **for example:**

- developing a sense of personal identity
- reviewing and planning personal goals
- understanding 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 Capability

You develop your capability for ethical understanding by, **for example:**

- understanding 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.

## Intercultural Understanding Capability

You develop your capability for intercultural understanding by, **for example:**

- identifying, observing, analysing and describing characteristics (e.g. group memberships, traditions, values, religious beliefs, ways of thinking) of their own cultural identities and those of others
- 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 cultural diverse society and of negotiating, interpreting, and mediating difference.