General Capabilities

Since the general capabilities were introduced as part of the Australian Curriculum, ASMS has recognised their value in developing resilient, lifelong learners who are able to engage with and affect change in an evolving world. Capabilities development is an integral part of a 'curriculum for the future', and is recognised as such by a range of key educational bodies nationally and globally, and in academic literature.

The ASMS has sought to expand and tailor the general capabilities to greater reflect the range of student experiences in senior secondary school. To this end, we have developed a hybrid suite of dispositions which incorporates elements from the General Capabilities, the SACE Thrive agenda and the Flinders University Graduate Attributes.

What does this look like?

The ASMS graduate capabilites are:

- Analytical thinking
- Creativity
- Curiousity
- Mindful agency
- Motivation
- Resilience
- Community
- Humanitarianism and
- Operational capabilities

Summary

+ Development of the general capabilities and dispositions underpins learning design and is embedded in all ASMS learning programs
+ They are explored explicitly with students, enabling them to develop the appropriate metalanguage, thus promoting understanding and meaningful reflection
+ Descriptors of achievement beyond the year 10 level described by ACARA have been developed (by the school) and provide a framework for feedback and reflection on capabilities development in the senior secondary environment.
+ Students are prompted to reflect explicitly upon their capability and disposition development in all learning programs, particularly in the school's Learning Studies program
+ Students receive feedback (from teachers) on their capability and disposition development throughout their time at ASMS
+ Reflection on capabilities and disposition development is a focus in (biannual) Learning Conversations, further engaging parents in this process

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Case Study

Every year the ASMS hosts an International Science Fair. During this time, we welcome visitors from local, interstate and partner schools in the International Science Schools Network. In 2021, our international partners were forced to join us via online platforms, providing both challenges and opportunities to deeply explore intercultural understanding. Within a range of scientific challenges, teachers were asked to design learning that also enabled students to explore and develop their intercultural understanding. This was augmented by the ASMS's involvement in a research project undertaken by the University of South Australia concerning international education in South Australian schools.

The students utilised a tool jointly developed by ASMS teachers and university academics to insightfully reflect on their experiences during the event:

"I believe the Flinders University Museum of Art visit really broadened my understanding of the history of Indigenous art, allowing me to be a better and more informed advocate for Indigenous art. I also learnt a lot about my own culture, which will allow me to better communicate things about my identity to other people who may not know very much, or like me at the beginning of the International Science Fair, may not have had an opportunity to fully delve into learning about Indigenous Australia." - ASMS Student Reflection

"Through developing a deeper appreciation for certain things, judging people/things immediately seems like a more and more foreign concept. You learn to not make assumptions, and that alone can make interacting with people in the future so much better." - ASMS Student Reflection

Further reading & resources:

+ Beyond Uncertainty, OECD, SACE publications, Cultivating Capabilities

+ Scarino, Angela. (2009). Assessing intercultural capability in learning languages: Some issues and considerations. Language Teaching - LANG TEACH. 42. 10.1017/S0261444808005417.

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