**Personal Development Skills (PDS)**

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

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| **Unit 1 – Healthy Individuals**  **Outcome 1 - Personal identity and emotional intelligence**  In this area of study, students will be introduced to the concepts of personal identity and emotional intelligences in differing contexts. Students will explore the elements of emotional intelligence (self-awareness, self-regulation, motivation, empathy and social skills), and develop and apply strategies relating to personal identity and emotional intelligence.  **Key Knowledge**   * the concept of personal identity * personal identity and emotional intelligence within different contexts, such as education, employment, social, family and online * the elements of emotional intelligence: self-awareness, self-regulation, motivation, empathy, social skills * strategies to develop and apply the elements of emotional intelligence in relation to self, such as resilience, effective communication, a strengths-based approach, problem-solving, conflict resolution and self-management * strategies to develop and apply metacognitive skills relating to personal identity and emotional intelligence.   **Key Skills**   * identify and explain key concepts, factors and principles relating to personal identity and emotional intelligence * apply the elements of emotional intelligence when working independently and/or collaboratively * apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and/or collaboratively * discuss and evaluate key concepts relating to personal identity and emotional intelligence.   **Outcome 2 – Community health and wellbeing**  In this area of study, students will explore concepts of health and wellbeing for individuals and groups, the factors that affect wellbeing and the characteristics of inclusive and cohesive communities. They will investigate activities and support services that aim to improve individual and group wellbeing within the community.  **Key Knowledge**   * the concept of health and wellbeing for individuals and groups * factors affecting wellbeing such as emotional, social, physical, cultural, economic, environmental and geographic * characteristics of inclusive and cohesive communities * activities and community support services that aim to improve health and wellbeing for individuals and groups within the community * requirements for undertaking various individual or group activities or voluntary work in the community; for example fees, skills, levels of fitness, equipment, space, qualifications * key elements for designing, implementing and evaluating an activity that aims to improve health and wellbeing.   **Key Skills**   * describe the concepts and factors relating to individual and group health and wellbeing * outline the requirements and elements related to designing, implementing and evaluating an activity or voluntary work in the community * propose and justify a suitable individual or group activity * apply communication, critical thinking, problem-solving, decision-making and planning skills when designing an activity that aims to improve health and wellbeing * apply communication, critical thinking, problem-solving and metacognitive skills when implementing an activity that aims to improve health and wellbeing.   **Outcome 3 - Promoting a healthy life**  In this area of study, students will investigate key advancements in technology and the impact of technology on individuals and society. They will explore how technology is used to facilitate health promotion programs and understand the importance of using strategies to assess the reliability, validity and accuracy of health and wellbeing-related information.  **Key Knowledge**   * the effect of technology on individuals and society, such as communication, lifestyle, employment, citizenship, democracy, culture, safety and security, social connectedness, transportation, environment, medicine and/or science * the positive and negative impacts of technology on personal identity, health and wellbeing, cultural engagement and social connectedness * strategies to assess the reliability, validity and accuracy of information relating to health and wellbeing * health promotion programs that use technology to reach target audience * strategies to determine the effectiveness of health-promotion programs.   **Key Skills**   * describe and explain concepts relating to technology, assessing information and health-promotion * discuss and analyse the impact of technology on personal identity, health and wellbeing and social connectedness * apply strategies to critically analyse information relating to health and wellbeing * apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and/or collaboratively to design, implement and evaluate a health-promotion activity. |
| **Unit 2 – Connecting with the community**  **Outcome 1 – What is community?**  In this area of study, students will explore the concept of community at a local, national and global level. They will understand the characteristics that influence how communities are formed, different groups within community, factors that influence groups, and also consider the role of citizenship. Students investigate community participation and recognise that there are a range of ways to participate in community life.  **Key Knowledge**   * the concept of community at a local, national and global level * characteristics that influence the formation of community, such as geography and demographics * different groups within the community * the roles, rights and responsibilities of citizens * community engagement, including active citizenship, leadership, empathy and connection to culture * strategies to promote community participation * the influence of social, cultural, environmental and economic factors on groups within the community, including indigenous communities.   **Key Skills**   * describe and explain concepts relating to community and citizenship * analyse the formation of community and the factors that influence groups within the community * apply strategies to promote community participation * apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and/or collaboratively to promote community participation.   **Outcome 2 – Community cohesion**  In this area of study, students will examine issues affecting local, national and global communities, both in the current context and in anticipation of future challenges, to understand differing perspectives and the impact on community cohesion.  **Key Knowledge**   * overview of a range of challenges affecting local, national and global communities, within the current context and future challenges * differing perspectives relating to cultural, social, environmental and/or economic issues * the impact of particular issues on social cohesion and health and wellbeing within communities * barriers and enablers to communities working together to solve problems * strategies to foster diversity, inclusion and cohesion within communities.   **Key Skills**   * outline concepts relating to issues and challenges within the community * discuss and analyse differing perspectives relating to issues and the impact of issues on community cohesion * apply and evaluate strategies relating to problem-solving and diversity, inclusion and cohesion within communities * apply communicating, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and/or collaboratively to address issues or challenges affecting a local, national and global community.   **Outcome 3 – Engaging and supporting community**  In this area of study, students will consider the concept of community engagement and recognise the benefits and challenges of community engagement to address a range of issues  **Key Knowledge**   * the concept of community engagement * community engagement as an approach to address cultural, social, environmental and/or economic issues or initiatives * key features of effective community engagement such as prioritising the needs of the community, building local autonomy, local leadership, capacity building, flexibility, developing partnerships and sharing information * benefits and challenges of community engagement.   **Key Skills**   * describe and explain concepts relating to community engagement * compare, analyse and evaluate community features relating to community engagement * propose and justify a suitable individual or group activity * apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and/or collaboratively to develop, implement and evaluate a community engagement initiative. |
| **Unit 3 - Leadership and teamwork**  This unit considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts.  **Outcome 1 -** **Social awareness and interpersonal skills**  In this area of study, students will examine the characteristics of social awareness and a range of interpersonal skills to facilitate respectful interactions with others. They will investigate the contexts and settings in which people demonstrate social awareness and apply interpersonal skills (both in everyday life and when using digital technologies), and the processes people use to research a range of issues  **Key Knowledge**   * characteristics of social awareness, such as appreciating diversity, understanding different perspectives, empathy, contribution to society, relationships and consideration of social, cultural and ethical norms * interpersonal skills to support effective and respectful interactions with others, including verbal and non-verbal communication, collaboration, negotiation, conflict resolution, decision making and leadership * processes to engage in research of cultural, social, environmental and/or economic issues * influences on the development of social awareness and interpersonal skills * contexts and settings in which people demonstrate social awareness and interpersonal skills in everyday life * characteristics of effective leadership * strategies to demonstrate social awareness and apply interpersonal skills when using digital technologies.   **Key Skills**   * describe concepts relating to social awareness and interpersonal skills * compare and analyse characteristics, influences and settings, and contexts relating to social awareness and interpersonal skills * apply and evaluate strategies relating to social awareness and interpersonal skills when using digital technologies * demonstrate the skill of leadership in communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and/or collaboratively to demonstrate social awareness and interpersonal skills in a real-life scenario or simulation.   **Outcome 2 – Effective leadership**  In this area of study, students will investigate the concept of leadership and the qualities of effective, ethical leaders.  **Key Knowledge**   * characteristics of effective leadership * contexts and settings in which people demonstrate leadership to address issues or concerns in local and global communities * contexts and settings in which people demonstrate leadership during times of change * leadership styles, such as autocratic, charismatic, transformational, distributed and laissez-faire * the influence of social awareness and application of interpersonal skills when demonstrating leadership * critical and creative thinking relating to leadership, including ethics and democracy * fostering innovation to address issues, solve problems and achieve goals * processes to design, implement and evaluate an activity relating to a specific goal.   **Key Skills**   * describe concepts relating to leadership * discuss, compare and analyse contexts and settings related to leadership and leadership styles * apply and evaluate leadership styles and related skills * apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and/or collaboratively to demonstrate leadership in a real-life scenario or simulation.   **Outcome 3 – Effective teamwork**  In this area of study, students will examine leadership and collaboration within teams. They will demonstrate the characteristics and attributes of effective team leaders and team members, and reflect on personal contribution and leadership potential as they participate in a team or group activity.  **Key Knowledge**   * attributes and skills required to lead a team, and to be an effective member of a team * the development of key characteristics of effective teamwork, including communication, motivation, management, interpersonal relationships and ethical behaviours * individual attributes when working within a team such as motivation, reliability, persistence and adaptability for the development of collective goals that benefit a community or group * steps in problem-solving, including the stages of identifying a problem or issue; setting goals; researching and planning possible responses; and putting a solution into action * metacognitive strategies for reflection and evaluation of individual contributions to a team, the effectiveness of teamwork and the overall outcome of an activity.   **Key Skills**   * describe concepts relating to effective teamwork * discuss, compare and analyse characteristics and attributes relating to effective teamwork * analyse personal skills that contribute to effective teamwork * apply and evaluate strategies relating to problem-solving, reflection and evaluation when working within a team * apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working within a team as part of a real-life scenario or simulation. |
| **Unit 4 - Community project**  This unit focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project.  **Outcome 1 - Planning a community project**  In this area of study, students will complete an extended community project that addresses an environmental, cultural, economic or social issue.  **Key Knowledge**   * the process in of planning and designing a community project, including selecting and explaining an area of concern within a local, national or global community * key considerations when selecting an area of concern to address in a community project * the objectives to be achieved in the project * key resources related to the project (such as time, materials, technology) * methods for sourcing appropriate references to research the area of concern including articles, reports, data, tables and/or diagrams * relevant stakeholders and community partners, and appropriate methods to engage or consult with community stakeholders * previous and current responses to the area of concern * key actions and strategies to be implemented in the project * processes for allocating team member responsibilities * developing a budget and timeline for the community project * developing a contingency and risk management plan * the type of evidence the team will collect during the implementation of the community project.   **Key Skills**   * outline and explain concerns of significance to a local, national and/or global community * analyse considerations that influence the selection of an area of concern to address in a community project * identify, describe and develop elements of the design process for a community project * apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently or collaboratively to plan and design a community project in an appropriate format * document and communicate the community project design in an appropriate format.   **Outcome 2 - Implementing a community project**  In this area of study, students will implement a detailed plan for the selected community project and consider the key elements and key considerations when implementing a plan of action through to completion.  **Key Knowledge**   * key elements when implementing a community project, such as: emotional intelligence, interpersonal skills, effective leadership, effective team practices * process to achieve planned objectives * key considerations when implementing a community project such as health, safety, wellbeing and ethical considerations * stakeholder engagement and relationship management * time management * active and proactive participation * strategies to achieve desired objectives * contingency planning and how to apply a contingency plan if required * collecting evidence relating to the implementation of the community project * documenting and communicating the community project implementation in an appropriate format.   **Key Skills**   * explain and apply key elements when implementing a community project * outline, analyse and apply key considerations when implementing a community project * apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and collaboratively to implement a community project in an appropriate format.   **Outcome 3 - Evaluating a community project**  In this area of study, students will evaluate the outcomes of the completed community project. They will become familiar with strategies to effectively communicate reflections and findings, and engage with audiences.  **Key Knowledge**   * key components to evaluate the design and implementation of the community project * metacognitive strategies and reflective processes relating to the design and implementation phases of the community project * critical and creative thinking skills to identify strengths, weaknesses and opportunities relating to the overall outcomes of the community project * effective strategies to communicate key evaluation points to a target audience * documenting and communicating the evaluation of the community project in an appropriate format.   **Key Skills**   * outline and apply reflective processes to evaluate the design and implementation phase of the community project * explain and apply critical and creative thinking skills to evaluate the overall outcomes of the community project * apply communication, critical thinking, problem-solving, decision-making and metacognitive skills when working independently or collaboratively to evaluate a community project in an appropriate format. |