

Social competence domain



Key concepts

- Demonstrate cooperation; collaboration; sharing; confidence; independence (learning and actions)
- Able to self-manage; self-regulate; problem solve; follow rules; adjust to change
- Take responsibility for themselves and their actions
- Show curiosity; respect for others and property; eagerness to explore new or unfamiliar things



Connections to key documents

Early Years Learning Framework (EYLF)

Outcome 1: Children have a strong sense of identity

- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency

Outcome 2: Children are connected with and contribute to their world

- Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment

Outcome 3: Children have a strong sense of wellbeing

- Children become strong in their social, emotional and mental wellbeing

Outcome 4: Children are confident and involved learners

- Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children transfer and adapt what they have learned from one context to another

National Quality Standard (NQS)

Quality area 1: Educational program and practice

- 1.1.1: Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators

Quality area 5: Relationships with children

- 5.1.1: Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included
- 5.2.1: Children are supported to collaborate, learn from and help each other
- 5.2.2: Each child is supported to regulate their own behavior, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts

Connections to key documents

National Quality Standard (NQS)	Quality area 6: Collaborative partnerships with families and communities 6.1.2: The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing 6.1.3: Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing 6.2.3: The service builds relationships and engages with its community
WA Curriculum	Health and Physical Education Strand: Personal, social and community health • Sub-strand: Being healthy, safe and active • Sub-strand: Communicating and interacting for health and wellbeing General Capabilities Personal and Social Capability Element: Self-awareness • Sub-element: Develop reflective practice Element: Social awareness • Sub-element: Contribute to civil society • Sub-element: Understand relationships Element: Self-management • Sub-element: Develop self-discipline and set goals • Sub-element: Work independently and show initiative • Sub-element: Become confident, resilient and adaptable Element: Social management • Sub-element: Communicate effectively • Sub-element: Work collaboratively • Sub-element: Make decisions • Sub-element: Negotiate and resolve conflict Ethical Understanding Element: Understanding ethical concepts and issues • Sub-element: Recognise ethical concepts Element: Reasoning in decision making and actions • Sub-element: Consider consequences Element: Exploring values, rights and responsibilities • Sub-element: Consider points of view Intercultural Understanding Element: Interacting and empathising with others • Sub-element: Consider and develop multiple perspectives • Sub-element: Empathise with others

Connections to key documents

Aboriginal Cultural Standards Framework	Relationships Leadership Teaching Learning Environment Resources
Australian Professional Standards for Teachers (AITSL)	Standard 1: Know students and how they learn 1.1: Physical, social and intellectual development and characteristics of students 1.2: Understand how students learn 1.3: Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4: Strategies for teaching Aboriginal and Torres Strait Islander students 1.5: Differentiate teaching to meet the specific learning needs of students across the full range of abilities 1.6: Strategies to support full participation of students with disability Standard 2: Know the content and how to teach it 2.3: Curriculum, assessment and reporting Standard 3: Plan for and implement effective teaching and learning 3.6: Evaluate and improve teaching programs 3.7: Engage parents/carers in the educative process Standard 4: Create and maintain supportive and safe learning environments 4.1: Support student participation Standard 5: Assess, provide feedback and report on student learning 5.1: Assess student learning 5.3: Make consistent and comparable judgements 5.4: Interpret student data Standard 6: Engage in professional learning 6.2: Engage in professional learning and improve practice 6.3: Engage with colleagues and improve practice 6.4: Apply professional learning and improve student learning Standard 7: Engage professionally with colleagues, parents/carers and the community 7.3: Engage with the parents/carers 7.4: Engage with professional teaching networks and broader communities
Australian Professional Standard for Principals (AITSL)	Leading teaching and learning Developing self and others Leading improvement, innovation and change Leading the management of the school Engaging and working with the community

The links between the AEDC domains and key documents are a guide only. Additional links can be explored and applied.

Find out more at www.aedc.gov.au and www.education.wa.edu.au/aedc-resources-for-educators

© Department of Education Western Australia 2025 (see: <https://www.education.wa.edu.au/copyright> and <https://www.education.wa.edu.au/disclaimer> for full details).

Developed in partnership between the Western Australian Department of Education, the Association of Independent Schools Western Australia, Catholic Education of Western Australia, the New South Wales Department of Education and the South Australian Department for Education. The partners acknowledge the assistance and expertise of The Kids Research Institute Australia in the development of the resources.