

# Communicating

**Communicating is the ability to openly and honestly share information in a way that creates mutual understanding about thoughts, intentions and ideas between all parties involved.**

The ability to communicate can include:

- **Receiving information:** Understanding and mentally processing verbal or written communication
- **Listening:** The ability to actively understand information provided by the speaker, and displaying interest in the topic discussed
- **Giving information:** Giving written or verbal communication in way that can be best understood by those receiving the communication
- **Storytelling:** The ability to tell stories that persuade, motivate and/or inspire as well as bringing the sharing of knowledge to life through examples and illustrations



| Learners show communicating at Early Level by:                                                                                                                                                                                                                                                                                                                                                                                                                 | Learners show communicating at First Level by:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Learners show communicating at Second Level by:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Learners show communicating at Third/Fourth Level by:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Learners show communicating in Senior Phase by:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <ul style="list-style-type: none"> <li>• enjoying listening to and recalling stories with friends, and using their imagination to tell their own stories</li> <li>• expressing themselves through play and storytelling, and talking about their learning</li> <li>• talking about memories and experiences</li> <li>• learning to use words to suit different purposes</li> <li>• listening to and following directions to be part of an activity.</li> </ul> | <ul style="list-style-type: none"> <li>• communicating with increasing confidence in a variety of ways verbally and digitally</li> <li>• listening to others, sharing ideas and experiences, and showing curiosity when exploring different points of view</li> <li>• listening to and exploring other people's stories, and asking questions about the world around them</li> <li>• adapting their language and behaviour to suit different situations</li> <li>• asking appropriate questions about an activity to make sure they understand the purpose of the task.</li> </ul> | <ul style="list-style-type: none"> <li>• communicating confidently in a variety of familiar and unfamiliar situations, in a range of different ways</li> <li>• posing interesting questions that do not have straightforward answers</li> <li>• using what they see and hear to form and justify opinions, and find out more information</li> <li>• sharing, explaining, and justifying their own views, and beginning to use language to influence others</li> <li>• asking more focused questions in order to understand a task and to be able to plan activity.</li> </ul> | <ul style="list-style-type: none"> <li>• seeking out questions to explore and problems to solve by experimenting with ideas and questions</li> <li>• communicating confidently through different means such as verbal, written and digital resources</li> <li>• listening carefully and valuing other opinions and ideas and using these to develop their own thinking</li> <li>• listening to other points of view and reaching agreement through compromise</li> <li>• analysing and evaluating tasks and information independently by listening and questioning.</li> </ul> | <ul style="list-style-type: none"> <li>• using appropriate and more complex language to question and explore ideas, and explain solutions to problems clearly and concisely</li> <li>• valuing other people's opinions and ideas, and combining these with information from different sources to create new ideas and solutions</li> <li>• using effective, more complex language to explain their own views and thoughts</li> <li>• confidently asking questions, and exploring and discussing alternatives when planning a way forward in and out of school.</li> </ul> |

# Feeling

**Feeling is considering the impact on other people by being able to take a range of different thoughts, feelings and perspectives into account.**

Examples of demonstrating feeling include:

- **Empathy:** The ability to take the perspective of others into account in order to understand their feelings and motivations
- **Social conscience:** A sense of responsibility and concern for wider society



| Learners show feeling at Early Level by:                                                                                                                                                                                                                   | Learners show feeling at First Level by:                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Learners show feeling at Second Level by:                                                                                                                                                                                                                                                                                                                                                                                                             | Learners show feeling at Third/Fourth Level by:                                                                                                                                                                                                                                                                                                                                                                                                               | Learners show feeling in Senior Phase by:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <ul style="list-style-type: none"> <li>• showing kindness and being sensitive towards others</li> <li>• being aware of how actions can affect others</li> <li>• expressing genuine concern and responsibility for others and the wider society.</li> </ul> | <ul style="list-style-type: none"> <li>• recognising and respecting other people's feelings and emotions</li> <li>• showing kindness and having an understanding that their own actions have an impact on the feelings of others</li> <li>• being aware of what kind of actions and events can impact on other people's feelings in a positive or negative way</li> <li>• having a growing awareness of global issues and developing interests in how to help these issues at a local level.</li> </ul> | <ul style="list-style-type: none"> <li>• showing kindness and respect in interactions with others, including those who may have different ideas or values</li> <li>• being aware that other people's feelings and emotions may impact on the way they speak or behave and being able to respond sensitively</li> <li>• growing aware and having an understanding of global issues, and how we can impact positively on sustainable change.</li> </ul> | <ul style="list-style-type: none"> <li>• showing kindness and respect in interactions with others in a wide range of contexts and circumstances including those who may have different ideas or values</li> <li>• being sensitive to other people's feelings or abilities and suggesting changes to an approach in group work if necessary</li> <li>• developing a deeper understanding of global issues and expressing opinions in a logical way.</li> </ul> | <ul style="list-style-type: none"> <li>• showing kindness and respect to other people in all contexts and circumstances</li> <li>• seeking information to explore and build on their understanding and opinions of people and the world outside of their immediate environment /influences</li> <li>• comparing different ways of working in order to accommodate other people during group work</li> <li>• seeking information from a variety of different sources to compare and build on knowledge and understanding of complex global issues.</li> </ul> |

# Collaborating

**Collaborating is working with others. It is about working in coordination with others to convey information or tackle problems.**

The ability to collaborate includes:

- **Relationship building:** The ability to identify and initiate connections and to develop and maintain them in a way that is of mutual benefit to both one's self and others
- **Teamworking and collaboration:** Working with others towards shared goals. Creating group synergy in pursuing collective goals
- **Social perceptiveness:** Being aware of others' reactions and understanding why they react as they do
- **Cultural competence:** Sensitivity to and awareness of different cultural settings



| Learners show collaborating at Early Level by:                                                                                                                                                                                                                                                                                                                                                      | Learners show collaborating at First Level by:                                                                                                                                                                                                                                                                                                                                                                                                     | Learners show collaborating at Second Level by:                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Learners show collaborating at Third/Fourth Level by:                                                                                                                                                                                                                                                                                                                                                                                                          | Learners show collaborating in Senior Phase by:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <ul style="list-style-type: none"> <li>● engaging in creative play and working well with friends and less familiar people</li> <li>● listening to others in a group</li> <li>● being able to join in with others in a one-to-one situation or part of a group</li> <li>● being aware of how their actions can affect others</li> <li>● learning to use words to suit different purposes.</li> </ul> | <ul style="list-style-type: none"> <li>● becoming more adept at taking turns and working within a group to complete a task</li> <li>● listening to and valuing other's opinions and learning from shared modelled behaviour</li> <li>● developing habits of collaborative learning</li> <li>● recognising and respecting other people's feelings and ideas</li> <li>● adapting their language and actions to suit different situations.</li> </ul> | <ul style="list-style-type: none"> <li>● working within a group taking on different roles and tasks</li> <li>● learning to understand, respond to and build on feedback from others</li> <li>● being happy to work in a group and willing to help others with their learning</li> <li>● showing sensitivity to other's feelings and being willing to challenge poor behaviour in others, if necessary</li> <li>● sharing, explaining and justifying their views and beginning to use language to influence others.</li> </ul> | <ul style="list-style-type: none"> <li>● being willing to take the lead in demonstrating learning to others</li> <li>● giving feedback in addition to responding to feedback from peers and adults</li> <li>● taking increasing responsibility for work assigned to teams</li> <li>● evaluating and changing their approach in group work if necessary</li> <li>● listening to other points of view and taking part in agreeing through compromise.</li> </ul> | <ul style="list-style-type: none"> <li>● being able to consider an individual's qualities and skills when assigning roles and responsibilities within a team</li> <li>● responding constructively and respectfully to others</li> <li>● managing their own emotions, demonstrating empathy and sensitivity to others</li> <li>● comparing different ways of working to justify an approach when working in a group</li> <li>● listening to other people's views and reasoning in order to influence an acceptable outcome.</li> </ul> |

# Leading

**Leading is the ability to have ownership over a task, to be able to lead others by inspiring them with a clear vision, motivating and influencing others to complete tasks.**

The ability to lead can include:

- **Inspiring others:** The ability to energise and create a sense of direction, purpose, excitement and momentum
- **Influencing:** Working to gain the agreement of others to a particular course of action
- **Motivating others:** Encouraging others to achieve goals, accomplish tasks, and complete objectives
- **Developing others:** The ability to coach and constructively review the work of others to improve and advance their skills, knowledge and performance level
- **Change catalyst:** Having the ability to ignite change



| Learners show leading at Early Level by:                                                                                                                                                                                                                                                                                                  | Learners show leading at First Level by:                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Learners show leading at Second Level by:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Learners show leading at Third/Fourth Level by:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Learners show leading in Senior Phase by:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <ul style="list-style-type: none"> <li>● listening to other people's ideas and positively influencing and motivating others during play and learning</li> <li>● identifying and justifying their own course of action</li> <li>● being confident in different situations/contexts</li> <li>● making suggestions in group play.</li> </ul> | <ul style="list-style-type: none"> <li>● working with a group to apply ideas to create solutions to problems, responding to challenges and thinking outside the box</li> <li>● showing an understanding of different roles during group work and being happy to take on different roles</li> <li>● asking questions and generating as many ideas as possible, sharing ideas with friends and teachers/adults</li> <li>● recognising and respecting other people's feelings and ideas.</li> </ul> | <ul style="list-style-type: none"> <li>● learning and building on other people's ideas and suggesting solutions during group work</li> <li>● helping to lead a group towards an agreed purpose or goal through listening, discussion and collaboration</li> <li>● supporting others to participate through verbal and non-verbal cues</li> <li>● using a variety of research tools to deepen understanding and knowledge in order to make suggestions</li> <li>● working through discussion, supporting others to reach agreements.</li> </ul> | <ul style="list-style-type: none"> <li>● taking the lead in group work, seeing opportunities in mistakes and failures to explore how to find solutions</li> <li>● taking the lead in a group situation and ensuring that the group has a clear direction and purpose</li> <li>● being aware of their own responsibilities and co-ordinating their activities with others during group work</li> <li>● combining research tools with use of questioning, and presenting ideas in a logical way to others</li> <li>● giving and responding to feedback from peers and adults, and being able to reach agreement through compromise.</li> </ul> | <ul style="list-style-type: none"> <li>● actively taking the lead, demonstrating initiative, and motivating others in order to complete an activity</li> <li>● not only taking responsibility for their own actions but also ensuring that others in the group understand their responsibilities and are able to complete the task</li> <li>● combining research tools with use of in-depth questioning and being able to lead a discussion regarding pros and cons of the information</li> <li>● discussing logically, sharing their thoughts and opinions when giving and responding to feedback.</li> </ul> |

# Curiosity

**Curiosity is the desire to know or learn something in order to inspire new ideas and concepts. Using research skills like observation, questioning, information-sourcing and problem recognition will support us to understand, break down and find the root cause of a problem or opportunity in order to identify alternative solutions.**

The ability to be curious incorporates:

- **Observation:** The ability to notice behaviour or information and register it as being significant
- **Questioning:** The ability to ask questions in order to increase understanding about a subject or experience
- **Information-sourcing:** The ability to filter resources and information to find information on an issue or topic
- **Problem recognition:** The acknowledgement and definition of a problem



| Learners show curiosity at Early Level by:                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Learners show curiosity at First Level by:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Learners show curiosity at Second Level by:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Learners show curiosity at Third/Fourth Level by:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Learners show curiosity in Senior Phase by:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <ul style="list-style-type: none"> <li>• showing excitement, enjoying the unexpected, the unusual and surprise in learning</li> <li>• asking lots of questions about what they are learning</li> <li>• observing and asking questions about the world around them</li> <li>• using sources of information such as books, digital technologies, family and peers to find relevant information</li> <li>• carrying out self-directed learning and recognising and resolving related problems.</li> </ul> | <ul style="list-style-type: none"> <li>• approaching new tasks and challenges with interest and enthusiasm</li> <li>• asking and answering questions to deepen understanding</li> <li>• listening to and exploring other people's stories</li> <li>• showing interest and asking questions about the wider world</li> <li>• asking questions and generating ideas by combining information and learning</li> <li>• using research skills to find information that increases understanding and enjoyment when learning at school and home.</li> </ul> | <ul style="list-style-type: none"> <li>• being curious about the unfamiliar and unexpected</li> <li>• posing relevant questions to develop their understanding</li> <li>• actively building on their own and other's ideas and experiences to solve problems and develop understanding</li> <li>• constructively challenging ideas that are presented</li> <li>• independently using a range of sources of information to form and justify opinions</li> <li>• showing an understanding of whether the source of information is reliable or not and giving reasons why.</li> </ul> | <ul style="list-style-type: none"> <li>• formulating and experimenting to explore unfamiliar problems and new ideas and challenges</li> <li>• choosing a blend of subjects and information that enables them to pursue their interests both in and out of school</li> <li>• asking questions and using creativity skills to think laterally in a range of contexts</li> <li>• listening carefully and valuing other's opinions and ideas, and using these to develop their own thinking</li> <li>• combining research tools to increase their understanding of a subject.</li> </ul> | <ul style="list-style-type: none"> <li>• transferring creative processes to other situations and exploring and refining multiple options</li> <li>• asking questions and thinking laterally, in order to suggest and test multiple theories</li> <li>• combining information from different sources to develop new ideas and solutions</li> <li>• seeking out new methods of research and wider ranges of information sources to increase their understanding of a subject</li> <li>• in any given context, being interested in exploring and discussing other people's opinions.</li> </ul> |

# Creativity

**Creativity is the ability to imagine and think of new ways of addressing problems, answering questions or expressing meaning. We should see creativity in its broadest sense, not just related to art, drama or music, but using our imagination to develop the ability to visualise solutions and to support more effective learning.**

The ability to be creative can include:

- **Imagination:** The ability to explore ideas of things that are not in our present environment, or perhaps not even real
- **Idea generation:** Proficiency at thinking and coming up with solutions and responses beyond that which is routine or rule-based
- **Visualising:** Translating information and thought into accessible expressions, readable and recognisable images
- **Maker mentality:** The ability to explore through tinkering and making, to arrive at new ideas and solutions



| Learners show creativity at Early Level by:                                                                                                                                                                                                                                                                                                                                                                          | Learners show creativity at First Level by:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Learners show creativity at Second Level by:                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Learners show creativity at Third/Fourth Level by:                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Learners show creativity in Senior Phase by:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <ul style="list-style-type: none"> <li>● expressing themselves through different types of play such as mark making, role play, making things, tinkering with objects, singing and dancing</li> <li>● being willing to take on new challenges</li> <li>● engaging well in creative play with friends, for pleasure and as a form of creative expression</li> <li>● asking questions about the wider world.</li> </ul> | <ul style="list-style-type: none"> <li>● listening and sharing ideas and experiences, and showing curiosity when approaching new tasks</li> <li>● experimenting with and investigating real life issues</li> <li>● creating objects/items in response to a challenge or interest using a range of resources including digital technologies</li> <li>● working on their own, or with a group, to apply ideas to create solutions to problems and challenges by thinking outside the box</li> <li>● creating and planning next steps of an action, identifying the when, what and how in response to a challenge.</li> </ul> | <ul style="list-style-type: none"> <li>● posing interesting questions that do not have straightforward answers</li> <li>● beginning to understand the value of their own judgements and the merit of their own work</li> <li>● creating and designing solutions to a problem independently and collaboratively as part of a wider group</li> <li>● understanding that mistakes and failures can lead to solutions to problems</li> <li>● learning from, and building on, other people's ideas and experiences.</li> </ul> | <ul style="list-style-type: none"> <li>● experimenting with ideas and questions</li> <li>● thinking laterally and applying their creativity skills in a wide range of contexts</li> <li>● experimenting with different designs and actions to make ideas real</li> <li>● developing opportunities from mistakes and failures to create solutions and valuing the unexpected or the surprising</li> <li>● making new connections between ideas and information both in school and out of school.</li> </ul> | <ul style="list-style-type: none"> <li>● thinking creatively when approaching novel situations, drawing on previous experiences and testing new ideas</li> <li>● using their skills and knowledge in a wide range of work and other contexts</li> <li>● demonstrating initiative, persistence and resilience in order to create solutions</li> <li>● collaborating to create solutions to problems</li> <li>● researching productively, making good use of their skills and knowledge to make choices about learning, pathways and career options.</li> </ul> |

# Sense-making

**Sense-making is the ability to make sense of information, to solve complex problems, to determine the deeper meaning or significance of what is being expressed and to recognise wider themes and patterns in information or solutions.**

The ability to make sense of information incorporates:

- **Pattern recognition:** The process of classifying information into objects or classes based on key features
- **Holistic thinking:** The ability to see the big picture and understand subtle nuances of complex situations
- **Synthesis:** The process of organising, manipulating, pruning and filtering gathered data into cohesive structures for information building
- **Opportunity recognition:** The ability to identify areas of opportunity for innovation
- **Analysis:** A systematic examination and evaluation of data or information by breaking it into its component parts to uncover their interrelationships



| Learners show sense-making at Early Level by:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Learners show sense-making at First Level by:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Learners show sense-making at Second Level by:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Learners show sense-making at Third/Fourth Level by:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Learners show sense-making in Senior Phase by:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <ul style="list-style-type: none"> <li>● recognising and describing visual and audio patterns and differences</li> <li>● recognising problems and talking about solutions</li> <li>● asking and answering questions in relation to stories, play and learning in relation to themselves, families and friends</li> <li>● listening and understanding what is being said in the context of play, stories and real-life events</li> <li>● identifying and naming objects or events as the same or different, and sorting objects into groups.</li> </ul> | <ul style="list-style-type: none"> <li>● recognising patterns and anomalies and being able to make up their own patterns</li> <li>● identifying problems and enjoying finding solutions</li> <li>● recalling facts, opinions and information to help inform what they know and understand</li> <li>● showing understanding by organising, summarising and recalling facts</li> <li>● identifying similarities, making simple comparisons and connections</li> <li>● being systematic and working through the stages in a task.</li> </ul> | <ul style="list-style-type: none"> <li>● using creativity and knowledge of different subjects to contribute ideas</li> <li>● identifying problems and researching different ways to find solutions including using online tools</li> <li>● asking, researching and answering questions about the world, extending their own world map</li> <li>● using memory strategies to deepen understanding and comprehension</li> <li>● identifying and ordering patterns and relationships through a range of strategies such as grouping, classifying and/or comparing and contrasting</li> <li>● examining options, sharing their opinions and justifying their answers.</li> </ul> | <ul style="list-style-type: none"> <li>● experimenting with different ideas and questions to improve understanding</li> <li>● selecting texts or other relevant sources of information regularly for enjoyment and interest</li> <li>● examining different options and using reasoned arguments to express opinions and justify answers</li> <li>● evaluating the appropriateness of information or resources, showing increasing critical ability</li> <li>● organising their thinking and demonstrating structure to present ideas in a logical order.</li> </ul> | <ul style="list-style-type: none"> <li>● regularly seeking out texts or other relevant sources to inform thinking</li> <li>● confidently presenting ideas or information in a way that sustains a point of view with relevant supporting evidence</li> <li>● explaining how well a text or information source meets requirements with appropriate justification</li> <li>● selecting and using appropriate resources to enhance their ideas and communicate effectively to an audience</li> <li>● providing different options based on reasoned and complex judgement and being able to express opinions using relevant supporting evidence.</li> </ul> |

# Critical thinking

**Critical thinking is the ability to process, analyse and evaluate information to solve problems, or understand a situation and make decisions in a variety of contexts.**

The ability to solve complex problems can include:

- **Deconstruction:** Breaking down a complex problem or system into smaller, more manageable parts before developing a new way of addressing the problem
- **Logical thinking:** The ability to identify, analyse and evaluate situations, ideas and information in order to formulate responses to problems
- **Judgement:** The act or process of forming an opinion after careful thought
- **Computational thinking:** The ability to translate vast amounts of data into abstract concepts and to understand data-based reasoning



| Learners show critical thinking at Early Level by:                                                                                                                                                                                                                                                                                                                                                                              | Learners show critical thinking at First Level by:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Learners show critical thinking at Second Level by:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Learners show critical thinking at Third/Fourth Level by:                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Learners show critical thinking in Senior Phase by:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <ul style="list-style-type: none"> <li>• working with a focus, asking and responding to questions to clarify what they are doing</li> <li>• making simple predictions and seeing possibilities</li> <li>• asking different types of questions</li> <li>• summarising and reflecting on their learning</li> <li>• using materials from their environment and coming up with their own ideas on how to solve problems.</li> </ul> | <ul style="list-style-type: none"> <li>• asking focused questions to clarify tasks and what needs to be done to plan and to set goals</li> <li>• beginning to test predictions and look for evidence</li> <li>• being systematic and working through the stages of a task</li> <li>• recognising the difference between why, what, where when, and how questions</li> <li>• explaining their methods and opinions when evaluating work, and beginning to justify their choices and actions</li> <li>• applying strategies to help solve problems in a variety of contexts including real-life, learning and play.</li> </ul> | <ul style="list-style-type: none"> <li>• using different types of questions systematically and with purpose</li> <li>• making and testing predictions, examining evidence and making links between possible causes and effects</li> <li>• examining options when working through a task and weighing up the pros and cons of different approaches</li> <li>• explaining and justifying methods, opinions and conclusions whilst understanding more than one point of view</li> <li>• selecting the most appropriate strategy to solve a problem and complete a task.</li> </ul> | <ul style="list-style-type: none"> <li>• explaining processes, concepts or ideas confidently, and being able to explain links between possible causes and effects</li> <li>• identifying and raising issues, drawing conclusions and summarising their findings</li> <li>• examining the pros and cons of a decision, predicting likely consequences and evaluating the outcomes from a range of perspectives</li> <li>• identifying an appropriate strategy to solve complex problems in order to complete tasks.</li> </ul> | <ul style="list-style-type: none"> <li>• explaining complex processes or concepts with relevant supporting detail and evidence and can confidently justify their reasoning</li> <li>• presenting complex ideas or issues in an appropriate way to different audiences</li> <li>• posing questions about the reliability of evidence and the consequences for reaching conclusions</li> <li>• presenting rational opinions and conclusions based on a combination of their own and other's point of view</li> <li>• identifying and evaluating complex problem solving strategies demonstrating to others their process for reaching that conclusion in a logical way.</li> </ul> |