

**Definition:** Things do not just happen, that there are causal relationships at work, and that actions have consequences.

**Rationale:** Importance of prompting students to ask 'why?' and of helping them to recognise that actions and events have reasons and consequences. The analysis of causal relationships is significant within and across all disciplines.

**Related concepts:** Consequences, sequences, pattern, impact.



**Definition:** Everything has a form with recognisable features that can be observed, identified, described and categorised.

**Rationale:** The ability to observe, identify, describe and categorise is fundamental to human learning within and across all disciplines.

**Related concepts:** Properties, structure, similarities, differences, pattern.



**Definition:** Knowledge is moderated by perspectives; different perspectives lead to different interpretations, understanding and findings; perspectives may be individual, group, cultural or disciplinary.

**Rationale:** The need to develop in students the disposition towards rejecting simplistic, biased interpretations, towards seeking and considering the points of view of others, and towards developing defensible interpretations.

**Related concepts:** Subjectivity, truth, beliefs, opinion, prejudice.



**Definition:** Change is the process of movement from one state to another. It is universal and inevitable.

**Rationale:** Not only is it a universal feature of all existence but also because it has particular relevance to students developing international-mindedness who are growing up in a world where the pace of change both local and global is accelerating.

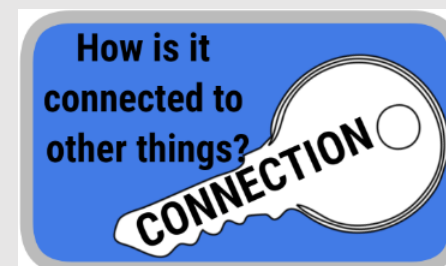
**Related concepts:** Adaption, growth, cycles, sequences, transformation.



**Definition:** There are different ways of knowing, and that it is important to reflect on our conclusions, to consider our methods of reasoning, and the quality and reliability of the evidence we have considered.

**Rationale:** Challenges students to examine their evidence, method and conclusions. It extends into metacognition, begins to equate them with what it means to know in different disciplines and encourages them to be rigorous in examining evidence for potential bias or other inaccuracy.

**Related concepts:** Review, interpretation, evidence, responsibility, behaviour.



**Definition:** We live in a world of interacting systems in which the actions of any individual element affect others.

**Rationale:** Importance of appreciating that nothing exists in a vacuum but rather as an element in a system; that the relationships within and among systems are often complex, and that changes in one aspect of a system will have consequences, even though they may not be immediately apparent; that we must consider the impact of our actions on others, whether at the immediate, personal level or at the level of far-reaching decisions affecting communities and environments.

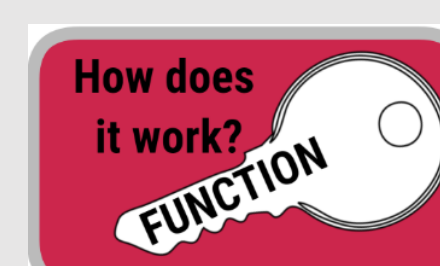
**Related concepts:** Systems, relationships, networks, homeostasis, interdependence



**Definition:** People make choices based on their understandings and the actions they take as a result do make a difference.

**Rationale:** Develop in students the disposition towards identifying and assuming responsibility, and towards taking socially responsible action.

**Related concepts:** Rights, citizenship, values, justice, initiative.



**Definition:** Everything has a purpose, a role or a way of behaving that can be investigated.

**Rationale:** The ability to analyse function, role, behaviour and the ways in which things work is vital to learning within and across all disciplines.

**Related concepts:** Behaviour, communication, pattern, role, systems.

