



# Values Education and the Australian Curriculum

The following document will support teachers and schools to make full use of key values education resources to meet new requirements in the first four learning areas (English, science, mathematics and history) of the Australian Curriculum. It will also support schools in meeting the requirements in two other aspects of the Australian Curriculum: the general capabilities (especially in information and communication technology, critical and creative thinking, personal and social competence, ethical behaviour and intercultural understanding) and cross-curriculum priorities (Aboriginal and Torres Strait Islander histories and culture, Australia's engagement with Asia, and sustainability). These key values resources were funded by the Australian Government as part of the national Values Education Program.



## Introduction

Renewed interest in values education emerged in Australian primary and secondary schools after the release of the *National Framework for Values Education in Australian Schools* in 2005. In this framework, values education is defined as:

*Any explicit and/or implicit school-based activity which promotes student understanding and knowledge of values, and which develops the skills and dispositions of students so they can enact particular values as individuals and as members of the wider community.*

*National Framework for Values Education in Australian Schools, 2005, p 8*

The impetus for values education was enhanced by three stages of funding for school-based research projects which supported hundreds of schools to articulate and disseminate good practice in values education and to report on whole-school initiatives underpinned by a whole-school approach to values education.

The first report on findings from the school-based projects, *Implementing the National Framework for Values Education in Australian Schools*, 2006, asserted somewhat tentative good practice principles for values education. These include the following:

- reaching agreement within the school community about the values that guide the school is crucial
- whole-school approaches sustain values education
- school leadership is critical in developing values education as a core part of schooling

- values must be explicitly articulated and explicitly taught
- there needs to be congruence between the values espoused in schools and the values modelled in schools
- developing positive relationships in classrooms and schools is central to values education
- success is achieved when values education is integral to all aspects of school life
- schools working in clusters can foster effective teacher professional development and quality teaching and learning
- supportive critical friends and mentors contribute markedly to professional development and the values education work of schools.

The second report on findings from the school-based projects, *At the Heart of What We Do: Values Education at the Centre of Schooling* (2008) distilled, from the school-based data, ten principles of good practice:

- establish and consistently use a common and shared values language across the school
- use pedagogies that are values-focused and student-centred within all curriculums
- develop values education as an integrated curriculum concept, rather than as a program, event or an addition to the curriculum
- explicitly teach values so students know what the values mean and how the values are lived
- implicitly model values and explicitly foster the modelling of values
- develop relevant and engaging values approaches connected to local and global contexts and which offer real opportunity for student agency
- use values education to consciously foster intercultural understanding, social cohesion and social inclusion
- provide teachers with informed, sustained and targeted professional learning and foster their professional collaborations

- encourage teachers to take risks in their approaches to values education
- gather and monitor data for continuous improvement in values education.

The final report on these three stages of funding to schools, *Giving Voice to the Impacts of Values Education* (2010) found that values education led to five key impacts on students' learning:

- values consciousness
- wellbeing
- agency
- connectedness
- transformation.

These reports and other values education resources have been developed for use by teachers and students in Australian schools. Appendix A: Key Values Education Resources on the Values Education website, [www.valuededucation.edu.au](http://www.valuededucation.edu.au), provides a description of these resources and their locations on the site.

This range of values initiatives can be seen as part of what Lovat & Clement (2008) describe as a worldwide resurgence in values education. Although variously referred to as 'values', 'moral education' or 'character education', values education is designed to enhance those competencies necessary for personal wellbeing and social cohesion. Lovat & Clement assert that the 'enterprise of education is intrinsically values laden and therefore is instrumental in the values formation of the student' (p 273).

The role of education in the values formation of students is further supported in the *Melbourne Declaration on Educational Goals for Young Australians* (2008), as summarised below:

## The role of education in building and supporting national values

Australia is described as a nation that values the role of education in building a democratic, equitable and just society – one that is prosperous, cohesive, culturally diverse and that values Australia’s Indigenous cultures as a key part of the nation’s history, present and future. In the 21st century, education equips young people with the knowledge, understanding, skills and values to face the challenges of this era. Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development, and wellbeing of young Australians. The legacy that schools give to young people should include the national values of democracy, equity and justice.

## Personal values

Equally, schools should contribute to the lives of young Australians by providing opportunities for them to develop personal values and attributes such as honesty, resilience, and respect for others. Further, schools need to develop young people who:

- ‘are committed to national values of democracy, equity and justice and participate in Australia’s civic life
- are able to relate to and communicate across cultures, especially the cultures and countries of Asia
- work for the common good, in particular sustaining and improving natural and social environments
- are responsible global and local citizens’.

In summary, the development of national and personal values will be supported by a curriculum which fosters students’ understanding of Australian society, including the study of civics and citizenship. These goals have informed and guided the design of the Australian Curriculum.

## An overview of the Australian Curriculum

The Australian Curriculum is organised into learning areas<sup>1</sup>, general capabilities and cross-curriculum priorities across year levels (see [www.acara.edu.au/curriculum/curriculum.html](http://www.acara.edu.au/curriculum/curriculum.html)).

Learning areas (Developed to date – 2011)	General capabilities	Cross-curriculum priorities
English (Foundation – year 10)	Literacy	Aboriginal and Torres Strait Islander histories and cultures
Mathematics (Foundation – year 10)	Numeracy	Asia and Australia’s engagement with Asia
Science (Foundation – year 10)	Information and communication technology (ICT) competence	Sustainability
History (Foundation – year 10)	Critical and creative thinking	
	Ethical behaviour Personal and social competence Intercultural understanding	

<sup>1</sup> The initial development phase includes the subjects of English, mathematics, science, and history; followed by Phase 2: geography, languages, the arts; and Phase 3: economics, business, civics and citizenship, health and physical education, information and communication technology, and design and technology.

General capabilities are described as a key dimension of the Australian Curriculum. They encompass skills, behaviours and dispositions that students develop and apply to content knowledge (such as that learnt in English, mathematics, science or history) and help to enrich and deepen their learning. They support students in becoming successful learners, confident and creative individuals and active and informed citizens. These capabilities are represented within and across learning areas to different degrees.

The Australian Curriculum must be both relevant to the lives of students and address the contemporary issues they face. With these considerations and the *Melbourne Declaration on Educational Goals for Young Australians* in mind, the curriculum gives special attention to three cross-curriculum priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- sustainability.

These cross-curriculum priorities are embedded in all learning areas to varying degrees, depending on their relevance to the learning areas.

## Values education in the Australian Curriculum

Clear links can be seen between the goals established in the Melbourne Declaration for the values formation of students and the design of the Australian Curriculum.

A curriculum map of the three dimensions of the Australian Curriculum will reveal the extent to which the key values education resources currently in existence can support schools to develop students who meet the goals of the Melbourne Declaration that are about becoming active and informed citizens.

## Values resources and links to the Australian Curriculum

The curriculum mapping reveals clear links between the key values resources and the Australian Curriculum.

In the following table the learning areas for Phase 1 and most relevant year levels in the Australian Curriculum have been identified for the resources to be used in the classroom. Learning areas for Phase 2 and 3 have also been indicated but not mapped to year levels as this information is not yet available.

The asterisked (\*) resources from a range of the materials have been more extensively mapped as an example of the types of content descriptions that are relevant to values education (see Table 3).

**Table 1 Values education resources – links to the Australian Curriculum: teacher resources**

Values education resource	Links to learning areas Phase 1 learning areas (Phase 2 and 3 areas)	Links to general capabilities	Links to cross-curriculum priorities
<p><i>Values for Australian Schooling: Building Values across the Whole School – Teaching and Learning Units (primary)</i></p>	<p>These units of work are designed to assist teachers to integrate values teaching and learning within the learning areas of the Australian Curriculum.</p> <p><b>Early years</b>  <i>Animal care</i> – science; English (geography, ICT); the arts) – year 1</p> <p><i>Come, join our team</i> – English, science (geography) – year 2</p> <p><i>Everyone is special</i> – English, (languages; health and physical education; ICT) – year 2</p> <p><i>I spy technology</i> – English (ICT, civics and citizenship; health and physical education) – year 2</p> <p><i>The big, Big, BIG book</i> – English (the arts) – year 2</p> <p><i>Values in the spotlight</i> – English (the arts; languages, ICT) – year 2</p> <p><i>Wise ways with water</i> – science; English (geography) – year 2</p> <p><i>You, me and us</i> – English (health and physical education; the arts) – Foundation – year 2</p>	<p>There are strong links in the primary units to the general capabilities. Integral to a number of the units is the development of ICT competence.</p> <p>There are links in each unit to the literacy capabilities of Listening and Speaking, and across the units to Reading, Writing and Viewing. Links to other general capabilities can also be seen in the units:</p> <p><b>Early years</b>  <i>Animal care</i> (ethical behaviour; personal and social competence)</p> <p><i>Come, join our team</i> (critical and creative thinking; personal and social competence)</p> <p><i>Everyone is special</i> (intercultural understanding; personal and social competence)</p> <p><i>I spy technology</i> (critical and creative thinking; personal and social competence)</p> <p><i>The big, Big, BIG book</i> (personal and social competence)</p> <p><i>Values in the spotlight</i> (intercultural understanding; personal and social competence)</p> <p><i>Wise ways with water</i> (critical and creative thinking; personal and social competence)</p> <p><i>You, Me and Us</i> (ethical behavior; personal and social competence)</p>	<p>There are links in this resource to Aboriginal and Torres Strait Islander histories and cultures, to Asia and Australia's engagement with Asia and to sustainability.</p> <p>Asia and Australia's engagement with Asia (<i>Everyone is special, Values in the spotlight</i>)</p> <p>Sustainability (<i>Animal care, Wise ways with water</i>)</p>

Values education resource	Links to learning areas Phase 1 learning areas (Phase 2 and 3 areas)	Links to general capabilities	Links to cross-curriculum priorities
<p><i>Values for Australian Schooling: Building Values across the Whole School: Teaching and Learning Units (secondary)</i></p>	<p><b>Middle childhood</b>  <i>Being your best</i> – English – year 4.  <i>Building friendships</i> – English, (health and physical education; civics and citizenship) – years 3–5  <i>Celebrations and ceremonies</i> – English, history (civics and citizenship; the arts) – year 3  <i>Home-grown heroes</i> – English, mathematics (civics and citizenship; the arts) – year 5  <i>It's good news week</i> – English (civics and citizenship) – year 6  <i>Keeping myself healthy</i> – mathematics (health and physical education; ICT) – year 5  <i>Lending a hand</i> – English (civics and citizenship)  <i>Values and the Eureka Rebellion*</i> – history; English (civics and citizenship, the arts) – year 5</p>	<p><b>Middle childhood</b>  <i>Being your best</i> (critical and creative thinking; ethical behaviour; personal and social competence)  <i>Building friendships</i> – (ethical behaviour; personal and social competence)  <i>Celebrations and ceremonies</i> (intercultural understanding)  <i>Home-grown heroes</i> (critical and creative thinking)  <i>It's good news week</i> (critical and creative thinking; ethical behaviour)  <i>Keeping myself healthy</i> (critical and creative thinking; personal and social competence)  <i>Lending a hand</i> (critical and creative thinking; personal and social competence)  <i>Values and the Eureka Rebellion</i> (critical and creative thinking; ethical behaviour)</p>	<p>Asia and Australia's engagement with Asia, Aboriginal and Torres Strait Islander histories and cultures (<i>Celebrations and ceremonies</i>)</p>
<p><i>Values for Australian Schooling: Building Values across the Whole School: Teaching and Learning Units (secondary)</i></p>	<p>These units of work are designed to assist teachers to integrate values teaching and learning within the learning areas of the curriculum.</p> <p><b>Early adolescence</b>  <i>Chewing the facts*</i> – mathematics; English; science (ICT; health and physical education) – year 8  <i>Eating green</i> – (food technology; geography)  <i>From test tube to table</i> – science; English (geography) – year 10  <i>On the face of it</i> – English (languages) – years 7–8  <i>Out of Africa</i> – history; English – year 10  <i>Pride of place</i> – a performance project (the arts, civics and citizenship)  <i>Welcome to KorffWorld</i> – English (health and physical education) – year 7  <i>What's the difference?</i> English; history (ICT; the arts, civics and citizenship) – year 10</p>	<p>There are strong links in the secondary units to the general capabilities. Integral to a number of the units is the development of ICT competence. There are links in each unit to the literacy capabilities of Listening and Speaking, and across the units to Reading, Writing and Viewing. Links to other general capabilities can also be seen in the units:</p> <p><b>Early adolescence</b>  <i>Chewing the facts</i> (critical and creative thinking; personal and social competence)  <i>Eating green</i> (critical and creative thinking)  <i>From test tube to table</i> (critical and creative thinking; ethical behaviour)  <i>On the face of it</i> (critical and creative thinking; intercultural understanding)  <i>Out of Africa</i> (critical and creative thinking; ethical behaviour; intercultural understanding)  <i>Pride of place</i> – a performance project (critical and creative thinking; personal and social competence)  <i>Welcome to KorffWorld</i> (personal and social competence)  <i>What's the difference?</i> (critical and creative thinking; intercultural understanding)</p>	<p>There are links in this resource to Aboriginal and Torres Strait Islander histories and cultures, to Asia and Australia's engagement with Asia and to sustainability.  Sustainability (<i>Eating green</i>;  <i>From test tube to table</i>)  Asia and Australia's engagement with Asia (<i>On the face of it</i>)  Aboriginal and Torres Strait Islander histories and cultures (<i>What's the difference?</i>)</p>

Values education resource	Links to learning areas Phase 1 learning areas (Phase 2 and 3 areas)	Links to general capabilities	Links to cross-curriculum priorities
	<p><b>Later adolescence</b>  <i>Access denied</i> (ICT)  <i>Are you a valued customer?</i> – English (languages) – year 10  <i>Changing values, changing nation</i> – history – year 10  <i>Healthy Australians – whose responsibility?</i> (health and physical education)  <i>Music for free?</i> – English – year 10  <i>The question of radiation</i> – science – year 9  <i>Values in numbers</i> – mathematics (geography) – year 10  <i>Whose idea is it anyway?</i> (the arts)</p>	<p><b>Later adolescence</b>  <i>Access denied</i> (critical and creative thinking)  <i>Are you a valued customer?</i> (critical and creative thinking)  <i>Changing values, changing nation</i> (critical and creative thinking; intercultural understanding)  <i>Healthy Australians – whose responsibility?</i> (critical and creative thinking; personal and social competence)  <i>Music for free?</i> (critical and creative thinking; ethical behaviour)  <i>The question of radiation</i> (critical and creative thinking; ethical behaviour)  <i>Values in numbers</i> (critical and creative thinking)  <i>Whose idea is it anyway?</i> (critical and creative thinking; ethical behaviour)</p>	<p>Asia and Australia's engagement with Asia, Aboriginal and Torres Strait Islander histories and cultures (<i>Changing values, changing nation</i>)  Sustainability (<i>Values in numbers</i>)</p>
<p><i>Values for Australian Schooling: Supporting Student Wellbeing Through Values Education: A Resource Package (primary)</i></p>	<p>The aim of this resource is to assist teachers to integrate values teaching within the learning areas of the curriculum. A series of Values dilemmas and Values in action modules highlight the specific values outlined in the National Framework (2005).  The links from the Values dilemmas to the learning areas are:  <b>Early years</b>  <i>A fair go for all</i> – (health and physical education)  <i>Being true</i> – (health and physical education; civics and citizenship)  <i>How full is your bin?*</i> – science (geography, civics and citizenship) – year 2</p>	<p>There are strong links in the Values dilemmas and Values in action projects to the general capabilities. Integral to a number of the Values dilemmas and some Values in action projects is the development of ICT competence. There are links in each Dilemma to the literacy capabilities of Listening and Speaking, and across the Dilemmas and Action projects to Reading, Writing and Viewing.  Links to other general capabilities can be seen in the Values dilemmas:  <b>Early years</b>  <i>A fair go for all</i> (critical and creative thinking; ethical behaviour; personal and social competence)  <i>Being true</i> (critical and creative thinking; ethical behaviour; personal and social competence)  <i>How full is your bin?</i> (critical and creative thinking; ethical behaviour; personal and social competence)</p>	<p>There are links in this resource to Asia and Australia's engagement with Asia and to sustainability.  Asia and Australia's engagement with Asia (<i>A fair go for all</i>);  Sustainability (<i>How full is your bin?</i>; <i>Places in the heart</i>)</p>

Values education resource	Links to learning areas Phase 1 learning areas (Phase 2 and 3 areas)	Links to general capabilities	Links to cross-curriculum priorities
<p><i>Values for Australian Schooling: Supporting Student Wellbeing through Values Education: A Resource Package (secondary)</i></p>	<p><b>Middle childhood</b>  <i>At what price?</i> – mathematics (business, civics and citizenship) – year 5  <i>Pieces of me</i> – (health and physical education)  <i>Who should lead?</i> – English (civics and citizenship) – year 6</p>	<p><b>Middle childhood</b>  <i>At what price?</i> (critical and creative thinking; ethical behaviour; personal and social competence)  <i>Who should lead?</i> (critical and creative thinking; ethical behaviour; personal and social competence)  <b>Values in action: modules (extra-curricular activities)</b>  Links to other general capabilities can be seen in the Values in action modules:  <i>Good sports</i> (ethical behaviour; personal and social competence)  <i>Growing relationships</i> (ethical behaviour; personal and social competence)  <i>It's part of what we do</i> (ethical behaviour; personal and social competence)  <i>Performing with values</i> (creative and critical thinking; ethical behaviour; personal and social competence)  <i>Places in the heart</i> (ethical behaviour; personal and social competence)  <i>What R U saying?</i> (critical and creative thinking; ethical behaviour; ICT competence; personal and social competence)</p>	
<p><i>Values for Australian Schooling: Supporting Student Wellbeing through Values Education: A Resource Package (secondary)</i></p>	<p>The aim of this resource is to assist teachers to integrate values teaching within the learning areas of the curriculum. A series of Values dilemmas highlight the specific values outlined in the National Framework (2005).  The links from the Values dilemmas to the learning areas are:  <i>My friend the pirate?</i> (ICT; civics and citizenship; health and physical education)  <i>The business of sport</i> (health and physical education, business)  <i>Being a good neighbour</i> – (civics and citizenship; health and physical education)</p>	<p>There are strong links in the Values dilemmas and the Values in action projects to the general capabilities. Integral to a number of the Values dilemmas and some of the Values in action projects is the development of ICT competence. There are links in each Dilemma and Action project to the literacy capabilities of Listening and Speaking, and across the Dilemmas and Action projects to Reading, Writing and Viewing.  Links to other general capabilities can be seen in the Values Dilemmas:  <i>My friend the pirate?</i> (critical and creative thinking; ethical behaviour; personal and social competence)  <i>The business of sport</i> (critical and creative thinking; ethical behaviour; personal and social competence)</p>	<p>There are links in this resource to Aboriginal and Torres Strait Islander histories and cultures (<i>Your land or mine?</i>)</p>

Values education resource	Links to learning areas Phase 1 learning areas (Phase 2 and 3 areas)	Links to general capabilities	Links to cross-curriculum priorities
	<p><i>For the greater good?</i>* – science (health and physical education) – year 10</p> <p><i>Work to live or live to work?</i> – (business; health and physical education)</p> <p><i>Your land or mine?</i> history (civics and citizenship) – year 10</p>	<p><i>Being a good neighbour</i> (critical and creative thinking; ethical behaviour; personal and social competence)</p> <p><i>For the greater good?</i> (critical and creative thinking; ethical behaviour; personal and social competence)</p> <p><i>Work to live or live to work?</i> (critical and creative thinking; ethical behaviour; personal and social competence)</p> <p><i>Your land or mine?</i> (critical and creative thinking; ethical behaviour; intercultural understanding; personal and social competence)</p> <p><b>Values in action modules (extracurricular activities)</b></p> <p>Links to other general capabilities can also be seen in the Values in action modules:</p> <p><i>A service to the community</i> (ethical behaviour; personal and social competence)</p> <p><i>Let's talk difference</i> (critical and creative thinking; ethical behaviour; intercultural understanding; personal and social competence)</p> <p><i>Meeting the technology challenge</i> (critical and creative thinking; ICT competence; personal and social competence)</p> <p><i>Rock through values</i> (critical and creative thinking; personal and social competence)</p> <p><i>Head, heart and hands</i> (ethical behaviour; personal and social competence)</p> <p><i>Virtual safety</i> (critical and creative thinking; ethical behaviour; ICT competence; personal and social competence)</p>	

Values education resource	Links to learning areas Phase 1 learning areas (Phase 2 and 3 areas)	Links to general capabilities	Links to cross-curriculum priorities
<p><i>Side by Side</i></p>	<p>This big book links with the three interrelated strands of English: Language, Literacy and Literature.</p> <p>It can be used from Foundation to year 2 to support students' early language and literacy development. It also operates as a model of literature which focuses on a narrative depicting intercultural understanding in one neighbourhood and which highlights values such as respect, friendship and inclusion.</p>	<p>The content of the book supports the general capabilities of literacy (see comments about links with English).</p> <p>The central aim of the big book is to support the General capability of intercultural understanding: knowing oneself and others; belonging to a diverse community; helping others; developing friendships across cultures; participating in celebrations; care and compassion; and maintaining cultural traditions.</p> <p>The activities for students outlined in the teacher notes also link to the general capabilities of critical and creative thinking and ethical behaviour.</p>	<p>There are links to Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia in that some of the characters are Indigenous Australians and Vietnamese Australians.</p>
<p>World of Values</p>	<p>This online resource links with the three interrelated strands of English: Language, Literacy and Literature.</p> <p>It can be used with students from year 4–12. In the main, it supports students' language and literacy development.</p> <p>The central feature of the resource is the use of texts in the form of digital resources: excerpts from films, documentaries and animations; photographic images; art works.</p> <p>These texts create the context for the exploration of values around five key themes:</p> <p><i>Communities*</i> (middle primary) – English, history (civics and citizenship) – year 3</p> <p><i>Peacemakers</i> (upper primary) – English, history (civics and citizenship) – year 4, year 6</p> <p><i>Boundaries</i> (lower secondary) – English, history (civics and citizenship) – year 10</p> <p><i>Future makers</i> (middle secondary) – English, history (civics and citizenship) – year 10</p> <p><i>The big questions</i> (upper secondary) English, history (civics and citizenship, geography) – year 10</p>	<p>The content of this online resource supports the general capability of literacy (see comments about links with English).</p> <p>The central aim of the resource is to develop the general capability of intercultural understanding: cultural diversity and community values; acting on peace values; the boundaries that are formed by families, cultural groups, communities and nations; the beliefs and values that inform how people live now and in the future; knowing oneself and others.</p> <p>The activities involve students in values clarification activities which links strongly with the General capabilities of critical and creative thinking; ethical behaviour and personal and social competence.</p>	<p>There are strong links in this resource to Aboriginal and Torres Strait Islander histories and cultures, to Asia and Australia's engagement with Asia and some links to sustainability.</p> <p><i>Communities</i> – film, documentary and animation texts: Aboriginal and Torres Strait Islander histories and cultures <i>(Us deadly mob – sharing kultcha; Storm boy – you run like a blackfella; Wirriya: small boy – school); Asia and Australia's engagement with Asia (Food lover's guide to Australia – a new life in Australia)</i></p> <p><i>Peacemakers</i> – film, documentary and animation texts: Aboriginal and Torres Strait Islander histories and cultures <i>(Mprantwe sacred sites – a big book)</i>, Images: Asia and Australia's engagement with Asia <i>(The unknown rebel, Beijing 1989; Aung Sun Suu Kyi)</i></p>

Values education resource	Links to learning areas Phase 1 learning areas (Phase 2 and 3 areas)	Links to general capabilities	Links to cross-curriculum priorities
			<p>Boundaries – film, documentary and animations texts; Aboriginal and Torres Strait Islander histories and cultures (<i>Blood brothers: from little things, big things grow – singing history</i>); Asia and Australia's engagement with Asia (<i>Absolute beginner – a project about kids; The Isabellas: the long march – no clouds in the sky</i>)</p> <p><i>Future makers</i> – film, documentaries and animation texts; sustainability (<i>The battle for Byron: European settlement in Byron Bay; Shoalwater: up for grabs – jobs versus environment; Eco house challenge: stop your gassing – two Aussie families</i>) Asia and Australia's engagement with Asia (<i>Mao's new suit – New China</i>); Aboriginal and Torres Strait Islander histories and cultures (<i>Prime Minister Kevin Rudd's Apology Speech 2008</i>); images: Aboriginal and Torres Strait Islander histories and cultures (<i>Prophets of loss, 2004; Making a difference – David Unaipon</i>)</p> <p><i>The big questions</i> – film, documentaries and animation texts: Aboriginal and Torres Strait Islander histories and cultures (<i>Tombstone unveiling – ceremony day; Rosie – reunited</i>); Asia and Australia's engagement with Asia (<i>My Mother India – cultural outsiders; Reunion – Chinese emotion; Winners – on loan</i>) Images – Asia and Australia's engagement with Asia (<i>Hin Gee and Family, 1908</i>)</p>

Values education resource	Links to learning areas Phase 1 learning areas (Phase 2 and 3 areas)	Links to general capabilities	Links to cross-curriculum priorities
<p><i>Teaching for Intercultural Understanding: Professional Learning Program</i></p>	<p>In supporting two curriculum resources – the early years big book, <i>Side by Side</i>, and the online digital resource, <i>World of Values</i>, this professional learning program links to the learning areas, as outlined above.</p> <p>Module 1: Teaching for Intercultural Understanding connects to English and history (in addition to health and physical education, languages, geography, economics, civics and citizenship)</p> <p>Module 2: <i>Side by Side</i>: values education big book connects to English and history (in addition to health and physical education, languages and civics and citizenship)</p> <p>Module 3: <i>World of Values – Communities</i> – connects to English and history (in addition to civics and citizenship)</p> <p>Module 4: <i>World of Values – Peacemakers</i> – connects to English and history (in addition to civics and citizenship)</p> <p>Module 5: <i>World of Values – Boundaries</i> – connects to English and history (in addition to civics and citizenship)</p> <p>Module 6: <i>World of Values – Future Makers</i> – connects to English and history (in addition to civics and citizenship)</p> <p>Module 7: <i>World of Values – The Big Questions</i> – connects to English and history (in addition to civics and citizenship)</p>	<p>This professional learning program is designed to raise teachers' awareness of the importance of values education and to support their students in exploring values in intercultural and global contexts.</p> <p>It demonstrates two resources to teachers: the early years big book, <i>Side by Side</i>, and the online digital resource, <i>World of Values</i>, and connects these resources to other values education resources and initiatives, to education and policy contexts relevant to intercultural understanding and research and best practice in intercultural understanding.</p> <p>For specific links between <i>Side by Side</i> and <i>World of Values</i> and the general capabilities, see the description above.</p>	<p>There are strong links in this professional learning program to the cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures, to Asia and Australia's engagement with Asia and some links to sustainability.</p> <p>For a detailed description of the links between <i>Side by Side</i> and <i>World of Values</i> and these cross-curriculum priorities, see the description outlined above.</p>
<p>Values-centred Schools – A Guide</p>	<p>This guide provides practical advice to school leaders on how to undertake four phases of inquiry – Envisage, Engage, Implement and Monitor – to develop a whole-school values education approach. A whole-school approach includes all the people, activities, curriculums, physical environments, resources, organisation systems and processes, financial arrangements and relationships that constitute 'the school'.</p> <p>The emphasis in this guide is on how the strong personal, family and societal dimensions of values demand that schools develop community partnerships and a systematic approach to values education. Links to the general capabilities of critical and creative thinking; ethical behaviour; intercultural understanding and personal and social competence are particularly central to this process.</p> <p>The guide connects to the research reports described in Appendix A and the links between these research reports and the Australian Curriculum, as outlined in Table 2.</p>		

Values education resource	Links to learning areas Phase 1 learning areas (Phase 2 and 3 areas)	Links to general capabilities	Links to cross-curriculum priorities
Values Education for Australian Schooling website	This website features publications (academic and classroom-based), values education resources, and information for schools about values education and values education initiatives. Links between the teacher resources and research papers, and the learning areas, general capabilities and cross-curriculum priorities are detailed above (Table 1) and in Table 2.		
<i>Values for Australian Schooling: Building Values Across the Whole School. Professional Learning Program</i>	This professional learning program promotes teacher learning about values education. The program focuses on the role of the teacher as a values educator in classroom practice. It uses case-study and best-practice exemplars described in the research report: <i>Implementing the National Framework for Values Education in Australian Schools</i> (2006). Links between these cluster-based case studies and the learning areas, general capabilities and cross-curriculum priorities are detailed in Table 2.		

**Table 2 Values education resources – links to the Australian Curriculum: research reports**

Values education resource	Links to learning areas	Links to general capabilities	Links to cross-curriculum priorities
<i>Implementing the National Framework for Values Education in Australian Schools, 2006</i>	A number of the cluster-based projects described in this report focus on units of work based on specific learning areas. Specific examples include: <i>A sense of the sacred</i> – English, history <i>Indigenous cultures and history</i> – history <i>Learning from Indigenous elders</i> – history	There are strong links in the cluster-based projects to the general capabilities. Integral to a number of the projects is the development of ICT competence. There are links in each project to the literacy capabilities of Listening and Speaking, and across the projects to Reading, Writing and Viewing. The cluster-based projects also link to the following general capabilities: <i>My happiness...my choice</i> (ethical behaviour; personal and social competence) <i>Reconciling different approaches; a K-12 character framework</i> (ethical behaviour; personal and social competence) <i>Developing values-based schools</i> (personal and social competence) <i>Learning how to be: values for learning and life</i> (ethical behaviour; personal and social competence) <i>Promoting relational learning through values education</i> (ethical behaviour; personal and social competence) <i>Students take the lead</i> (ethical behaviour; personal and social competence) <i>Common values for improving student behaviour</i> (ethical behaviour; personal and social competence) <i>The values we select</i> (personal and social competence)	There are links in a number of the projects to the cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures and to sustainability. Examples include: <i>Teaching through cultural experience; Integrating values education in the middle years curriculum; Using place to develop citizenship</i>

Values education resource	Links to learning areas	Links to general capabilities	Links to cross-curriculum priorities
<p><i>At the Heart of What We Do: Values Education at the Centre of Schooling, 2008</i></p>	<p>The cluster-based projects described in this report link closely to specific learning areas</p> <p><i>A multiliteracies approach to values education</i> – English (ICT)</p> <p><i>My happiness... my voice – many voices... our community</i> – English; mathematics</p> <p><i>Values in education</i> – (civics and citizenship)</p>	<p><i>Values for life</i> (critical and creative thinking; ethical behaviour; personal and social competence)</p> <p><i>Integrating values education into the middle years of schooling</i> (critical and creative thinking; personal and social competence)</p> <p><i>Philosophy in the classroom</i> (critical and creative thinking; ethical behaviour)</p> <p><i>Taking small steps towards the big picture of emotional literacy</i> (ethical behaviour; personal and social competence)</p> <p><i>Teaching for social action</i> (ethical behaviour; personal and social competence).</p> <p><i>A pedagogy of service learning</i> (ethical behaviour; personal and social competence)</p> <p><i>Peer leaders 'catch the spirit'</i> (ethical behaviour; personal and social competence)</p> <p><i>Building inclusive, values-based school communities</i> (ethical behaviour; personal and social competence)</p> <p><i>A community approach to values education and home-school consistency</i> (personal and social competence)</p> <p><i>Taking values to the community</i> (personal and social competence)</p> <p><i>Developing youth leadership and stewardship</i> (ethical behaviour; personal and social competence)</p> <p><i>Teaching through cultural experience</i> (intercultural understanding; personal and social competence)</p> <p><i>Teaching social skills</i> (ethical behaviour; personal and social competence)</p> <p><i>Tribes™ as the vehicle for values education</i> (ethical behaviour; personal and social competence)</p> <p><i>Using place to develop citizenship</i> (critical and creative thinking; personal and social competence)</p>	<p>There are links in a number of the projects to the cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and to sustainability.</p>

Values education resource	Links to learning areas	Links to general capabilities	Links to cross-curriculum priorities
	<p><i>Creating connections in diverse communities</i> – English (ICT)</p> <p><i>Students building bridges through values education</i> – (civics and citizenship; the arts)</p> <p><i>Building cultural bridges</i> – English; civics and citizenship; geography; (ICT; the arts)</p> <p><i>Explicitly teaching values in Newcastle government primary schools</i> (health and physical education)</p> <p><i>Linking values education to Peer support and Storyfest</i> – English (civics and citizenship)</p> <p><i>Growing people, changing communities</i> (civics and citizenship; the arts)</p> <p><i>Storythread: a transferable tool for delivering quality values education</i> – English (the arts)</p> <p><i>Values in a sustainable world</i> – science (geography; the arts)</p> <p><i>Online environments creating sustainable schools through values education</i> – science (geography; ICT)</p> <p><i>Engaging students in values education: a student action team's approach to making values explicit</i> – (civics and citizenship)</p> <p><i>The ripple effect of values education</i> – (civics and citizenship)</p> <p><i>Listen to the student voice in improving teaching, learning and school culture in values education</i> – (civics and citizenship)</p>	<p><i>Values in education</i> (intercultural understanding; personal and social competence)</p> <p><i>Creating connections in diverse communities</i> (critical and creative thinking; personal and social competence)</p> <p><i>Students building bridges through values education</i> (intercultural understanding; personal and social competence)</p> <p><i>Building cultural bridges</i> (intercultural understanding; personal and social competence)</p> <p><i>Explicitly teaching values in Newcastle government primary schools</i> (critical and creative thinking; personal and social competence)</p> <p><i>Linking values education to Peer support and Storyfest</i> (critical and creative thinking; ethical behaviour; personal and social competence)</p> <p><i>Growing people, changing communities</i> (critical and creative thinking; ethical behaviour; personal and social competence)</p> <p><i>Values alignment</i> (personal and social competence)</p> <p><i>Philosophy in the classroom and beyond</i> (critical and creative thinking; ethical behaviour; personal and social competence)</p> <p><i>Storythread: a transferable tool for delivering quality values education</i> (critical and creative thinking; personal and social competence)</p> <p><i>Values in a sustainable world</i> (critical and creative thinking; personal and social competence)</p> <p><i>Online environments creating sustainable schools through values education</i> (critical and creative thinking; personal and social competence)</p> <p><i>Engaging students in values education: a student action team's approach to making values explicit</i> (ethical behaviour; personal and social competence)</p> <p><i>The ripple effect of values education</i> (critical and creative thinking; personal and social competence)</p> <p><i>Listen to the student voice in improving teaching, learning and school culture in values education</i> (ethical behaviour; personal and social competence)</p>	<p>Examples include:</p> <p><i>My happiness...my voice</i> – many voices...our community;</p> <p><i>Creating connections in diverse communities</i>; <i>Building cultural bridges</i>; <i>Values in a sustainable world</i>; <i>Online environments creating sustainable schools through values education</i></p>

Values education resource	Links to learning areas	Links to general capabilities	Links to cross-curriculum priorities
<p><i>Giving Voice to the Impacts of Values Education. The Final Report of the Values in Action Schools Project, 2010</i></p>	<p>The cluster-based projects described in this report link closely to specific learning areas:</p> <p><i>Out of apathy</i> (the arts)</p> <p><i>Values through ICT and philosophy</i> (ICT)</p> <p><i>Embedding values education through service learning</i> (civics and citizenship)</p> <p><i>Values investigator: teachers and students researching values together</i> (civics and citizenship)</p> <p><i>Youth voice: fostering inclusiveness, tolerance and respect</i> – English (civics and citizenship)</p> <p><i>Living and growing our values</i> – English</p> <p><i>The values exchange</i> (ICT)</p> <p><i>Learning and acting for poverty</i> (civics and citizenship)</p> <p><i>Connecting communities</i> – English</p> <p><i>Socratic circles: many cultures, one community</i> (civics and citizenship)</p> <p><i>Considering self, others and the local and global environment</i> – science (geography; health and physical education)</p> <p><i>Creating futures through values and sustainability</i> – science (geography)</p> <p><i>Engaging youth and promoting values: an integrated service-learning approach</i> (civics and citizenship)</p> <p><i>Making a difference: living our values in local, national and global contexts</i> (civics and citizenship).</p>	<p>There are strong links in the cluster-based projects to the general capabilities. Integral to a number of the projects is the development of ICT competence. There are links in each project to the literacy capabilities of Listening and Speaking, and across the projects to Reading, Writing and Viewing.</p> <p>The cluster-based projects also link to the following general capabilities:</p> <p><i>Engaging the disengaged</i> (critical and creative thinking; ethical behaviour; personal and social competence)</p> <p><i>Out of apathy</i> (critical and creative thinking; personal and social competence)</p> <p><i>Resilience, wellbeing and learning</i> (personal and social competence)</p> <p><i>Values through ICT and philosophy</i> (critical and creative thinking; ethical behaviour)</p> <p><i>Living values, living relationships</i> (intercultural understanding; personal and social competence)</p> <p><i>Transitions: values-based approaches</i> (personal and social competence)</p> <p><i>Embedding values education through service learning</i> (personal and social competence)</p> <p><i>Values investigators: teachers and students researching values together</i> (critical and creative thinking; intercultural understanding; personal and social competence)</p> <p><i>Youth voice: fostering inclusiveness, tolerance and respect</i> (ethical behaviour; critical and creative thinking; intercultural understanding; personal and social competence)</p> <p><i>Improving teacher practice through values education</i> (personal and social competence)</p> <p><i>Living and growing our values</i> (critical and creative thinking; intercultural understanding; personal and social competence)</p> <p><i>Values in action: building resilience and inclusion</i> (personal and social competence)</p> <p><i>The values exchange</i> (critical and creative thinking; ethical behaviour; personal and social competence)</p> <p><i>Learning and acting for poverty</i> (ethical behaviour; personal and social competence)</p> <p><i>Connecting communities</i> (critical and creative thinking; ethical behaviour; personal and social competence)</p> <p><i>Socratic circles: many cultures, one community</i> (critical and creative thinking; intercultural understanding; personal and social competence)</p>	<p>There are links in a number of the projects to the cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and to sustainability.</p> <p>Examples include:</p> <p><i>Living values, living relationships: Values investigators: teachers and students researching values together; Living and growing our values; Considering self, others and the local and global environment; Creating futures through values and sustainability; Making a difference: living our values in local, national and global contexts</i></p>

Values education resource	Links to learning areas	Links to general capabilities	Links to cross-curriculum priorities
	<p><i>Expanding horizons</i> – English (the arts)</p> <p><i>Attributes of an Aussie</i> (health and physical education)</p> <p><i>Values at a distance: embedding values in learning areas</i> – English; mathematics (ICT)</p>	<p><i>Considering self, others and the local and global environment</i> (critical and creative thinking; personal and social competence)</p> <p><i>Creating futures through values and sustainability</i> (critical and creative thinking; personal and social competence)</p> <p><i>Engaging youth and promoting values: an integrated service-learning approach</i> – (ethical behaviour; personal and social competence)</p> <p><i>Making a difference: living our values in local, national and global contexts</i> (personal and social competence)</p> <p><i>Expanding horizons</i> (critical and creative thinking; intercultural understanding)</p> <p><i>Attributes of an Aussie</i> (ethical behaviour; personal and social competence)</p> <p><i>Values at a distance: embedding values in learning areas</i> (critical and creative thinking; personal and social competence)</p>	

**Table 3 Examples of values resources which have been more extensively mapped**

Values education resource	Links to learning areas	Links to general capabilities	Links to cross-curriculum priorities
<p><i>Building Values Across the Whole School: Teaching and Learning Units: Primary: Values and the Eureka rebellion</i></p> <p>Students:</p> <ul style="list-style-type: none"> <li>examine the values of participants at the events at Eureka Stockade in 1854</li> <li>explore historical evidence</li> <li>develop a plan for improving the operation of the school's student representative council</li> </ul>	<p>history: English (civics and citizenship, the arts)</p> <p><b>History</b></p> <p><i>Year 5 content descriptions</i></p> <p>Historical knowledge and understanding &gt; The Australian colonies</p> <ul style="list-style-type: none"> <li>The impact of a significant development or event on a colony; for example.... the gold rushes, the Eureka Stockade.... (ACHHK095)</li> </ul> <p>Chronology, terms and concepts</p> <ul style="list-style-type: none"> <li>Sequence historical people and events (ACHHS098)</li> <li>Use historical terms and concepts (ACHHS099)</li> </ul> <p>Historical questions and research</p> <ul style="list-style-type: none"> <li>Identify questions to inform an historical inquiry (ACHHS100)</li> <li>Identify and locate a range of relevant sources (ACHHS101)</li> </ul> <p>Analysis and use of sources</p> <ul style="list-style-type: none"> <li>Locate information related to inquiry questions in a range of sources (ACHHS102)</li> <li>Compare information from a range of sources (ACHHS103)</li> </ul> <p>Perspectives and interpretations</p> <ul style="list-style-type: none"> <li>Identify points of view in the past and present (ACHHS104)</li> </ul>	<p>Values and the Eureka Rebellion (literacy, critical and creative thinking; ethical behaviour)</p>	

Values education resource	Links to learning areas	Links to general capabilities	Links to cross-curriculum priorities
<p><i>Building Values Across the Whole School: Teaching and Learning Units: Secondary: Chewing the facts</i></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• employ mathematics to research and report on questions about 'junk food'</li> <li>• explore the nature of junk foods</li> <li>• look at the impact of food choice on our health</li> <li>• examine responsibility for our health</li> </ul>	<p><b>English</b> <i>Year 5 content descriptions</i></p> <p>Literacy</p> <p>Interpreting, analysing, evaluating</p> <ul style="list-style-type: none"> <li>• Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)</li> <li>• Use comprehension strategies to interpret and analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)</li> </ul> <p>mathematics; English; science (ICT; health and physical education)</p> <p><b>Mathematics</b> <i>Year 8 content descriptions</i></p> <p>Real numbers</p> <ul style="list-style-type: none"> <li>• Solve problems involving the use of percentages, including percentage increases and decreases, with and without digital technologies (ACMNA187)</li> <li>• Solve a range of problems involving rates and ratios, with and without digital technologies (ACMNA188)</li> </ul> <p>Data representation and interpretation</p> <ul style="list-style-type: none"> <li>• Explore the variation of means and proportions in representative data (ACMSP293)</li> <li>• Investigate the effect of individual data values, including outliers, on the mean and median (ACMSP207)</li> </ul> <p><b>English</b> <i>Year 8 content descriptions</i></p> <p>Literacy</p> <p>Interacting with others</p> <ul style="list-style-type: none"> <li>• Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints (ACELY1731)</li> </ul> <p>Interpreting, analysing, evaluating</p> <ul style="list-style-type: none"> <li>• Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (ACELY1734)</li> </ul> <p><b>Science</b> <i>Year 8 content descriptions</i></p> <p>Science inquiry skills</p>	<p>literacy, numeracy, ICT competence, critical and creative thinking; personal and social competence</p>	

Values education resource	Links to learning areas	Links to general capabilities	Links to cross-curriculum priorities
<p><i>Supporting Student Wellbeing Through Values Education: A Resource Package: Primary: How Full Is Your Bin?</i></p> <p>Students are challenged to consider their commitment to reducing rubbish when the right solution may not be convenient</p>	<p>Evaluating</p> <ul style="list-style-type: none"> <li>• Reflect on the method used to investigate a question or solve a problem, including evaluating the quality of the data collected, and identify improvements to the method (ACSI146)</li> <li>• Use scientific knowledge and findings from investigations to evaluate claims (ACSI234)</li> </ul> <p>science (geography, civics and citizenship)</p> <p><b>Science</b>  <i>Year 2 content descriptions</i>            Science Understanding            Chemical sciences</p> <ul style="list-style-type: none"> <li>• Different materials can be combined, including by mixing, for a particular purpose (ACSSU031)</li> </ul> <p>Earth and space sciences</p> <ul style="list-style-type: none"> <li>• Earth's resources, including water, are used in a variety of ways (ACSSU032)</li> </ul> <p>Science as a Human Endeavour</p> <ul style="list-style-type: none"> <li>• Use and influence of science</li> <li>• People use science in their daily lives, including when caring for their environment and living things (ACSHE035)</li> </ul> <p>Science Inquiry Skills</p> <p>Questioning and predicting</p> <ul style="list-style-type: none"> <li>• Respond to and pose questions, and make predictions about familiar objects and events (ACSI037)</li> </ul> <p>Planning and conducting</p> <ul style="list-style-type: none"> <li>• Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources (ACSI038)</li> </ul> <p>Processing and analysing data and information</p> <ul style="list-style-type: none"> <li>• Use a range of methods to sort information, including drawings and provided tables (ACSI040)</li> </ul>	<p>critical and creative thinking; ethical behaviour; personal and social competence.</p>	<p>sustainability</p>

Values education resource	Links to learning areas	Links to general capabilities	Links to cross-curriculum priorities
<p><i>Supporting Student Wellbeing through Values Education: A Resource Package: Primary: Understanding Values: Dilemmas: For the Greater Good?</i></p> <p>Based on an international pharmaceutical case, this dilemma asks students to consider the values, ethics and beliefs that shape actions that pose risk to few for the good of the many</p>	<p>Science (health and physical education)</p> <p><b>Science</b> <i>Year 10 content descriptions</i></p> <p>Science as a Human Endeavour</p> <p>Nature and development of science</p> <ul style="list-style-type: none"> <li>Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community (ACSHE191)</li> </ul> <p>Use and influence of science</p> <ul style="list-style-type: none"> <li>People can use scientific knowledge to evaluate whether they should accept claims, explanations or predictions (ACSHE194)</li> <li>The values and needs of contemporary society can influence the focus of scientific research (ACSHE230)</li> </ul>	<p>literacy, critical and creative thinking; ethical behaviour; personal and social competence</p>	
<p>World of Values: Communities</p> <p>Students are invited to consider the cultural diversity of communities in Australia through engagement in a range of activities based around digital resources</p>	<p>English, history (civics and citizenship)</p> <p><b>English</b> <i>Year 3 content descriptions</i></p> <p>Language</p> <p>Language for interaction</p> <ul style="list-style-type: none"> <li>Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476)</li> </ul> <p>Literature</p> <p>Literature and context</p> <ul style="list-style-type: none"> <li>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)</li> </ul> <p>Responding to literature</p> <ul style="list-style-type: none"> <li>Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)</li> </ul> <p>Literacy</p> <p>Interacting with others</p> <ul style="list-style-type: none"> <li>Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)</li> </ul>	<p>literacy, intercultural understanding, critical and creative thinking; ethical behaviour and personal and social competence</p>	<p>Aboriginal and Torres Strait Islander histories and cultures (<i>Us deadly mob – sharing kultcha; Storm boy: you run like a blackfella; Wirriya: small boy</i>); Asia and Australia's engagement with Asia (<i>Food lover's guide to Australia: a new life in Australia</i>)</p>

Values education resource	Links to learning areas	Links to general capabilities	Links to cross-curriculum priorities
	<p>• Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792)</p> <p>Interpreting, analysing, evaluating</p> <p>• Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680)</p> <p><b>History</b>  <i>Year 3 content descriptions</i>            Historical Knowledge and Understanding            Community and remembrance</p> <p>• The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied) (ACHHK060)</p> <p>• The role that people of diverse backgrounds have played in the development and character of the local community (ACHHK062)</p> <p>Historical skills</p> <p>• Use historical terms (ACHHS066)</p>		



## A note about civics and citizenship

The curriculum mapping exercise points strongly to the links between the values resources and civics and citizenship (to be developed as part of Phase 3 – The Australian Curriculum).

Through civics and citizenship, students learn about what it means to be a citizen in a democratic society such as Australia. They understand and enact the values that underpin this democracy. They learn about the rights and responsibilities of citizens and the process of decision making. They examine principles of social justice, human rights and equality. They develop a willingness to participate in a democratic society and actively engage in local, national and global contexts.

## Conclusion

Teachers should feel assured that quality resources, currently in existence, will support them in delivering values education through the Australian Curriculum. These resources have immediate relevance for many of the learning areas and, in addition, provide substantial support for the full range of general capabilities and the integration of the cross-curriculum priorities.

## References

Australian Curriculum, Assessment and Reporting Authority, *Australian Curriculum*, [www.acara.edu.au/curriculum/curriculum.html](http://www.acara.edu.au/curriculum/curriculum.html)

Lovat, T & Clement, N 2008, *The pedagogical imperative of values education*, *Journal of Beliefs & Values*, 29 (3), 273–285

Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) 2008, *Melbourne Declaration on Educational Goals for Young Australians*, [www.mceetya.edu.au/mceecdya/melbourne\\_declaration,25979.html](http://www.mceetya.edu.au/mceecdya/melbourne_declaration,25979.html)

Details of the other resources listed in the tables are available in Appendix A on the Values Education website, [www.valueseducation.edu.au](http://www.valueseducation.edu.au).