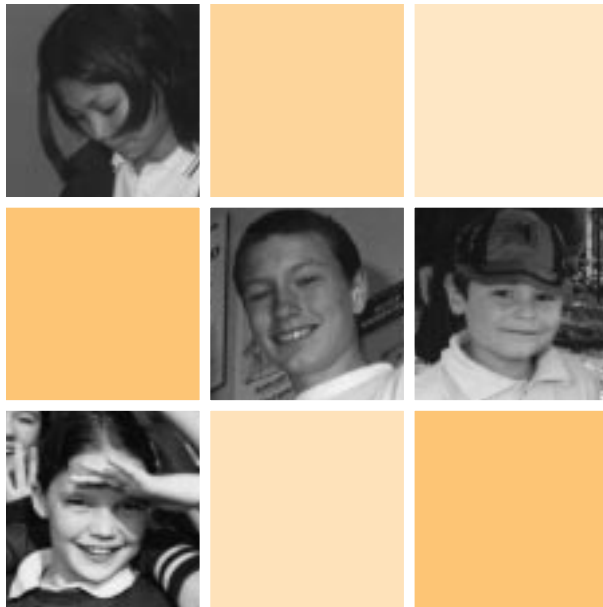


APPENDIX



Acknowledgements

This Curriculum Framework was developed by the Interim Curriculum Council, revised under the guidance of the Curriculum Framework Committee and endorsed by the Curriculum Council. The process was managed by the Secretariat of the Curriculum Council.

Each of the Statements was developed by an expert learning area committee and writer(s), with advice being provided by Community Reference Groups. Additional specific expertise was provided by a values consultative committee and working party with expertise in inclusivity. Overarching Statement and Learning Area Statements review groups provided advice on the revisions resulting from the consultation.

In addition, we acknowledge the teachers, professional associations and the curriculum personnel in all systems and sectors and members of Ministerial Councils who have responded to early drafts and provided feedback during the preliminary consultation process. Particular thanks are due to members of the Curriculum Council Secretariat for responding to various requests at short notice.

We also express our appreciation to the staff of the Department of the Curriculum Council and the Department of Educational Services, who were responsible for undertaking the early work on the Curriculum Framework and for providing secretarial services to the Interim Curriculum Council.

In particular, we acknowledge the role in the development of the Framework played by all of those who took part in the consultation process. Some 1,800 questionnaires were returned to the Council. As many were completed by groups of teachers or parents, or represented a whole-school perspective, it is estimated that over 7,000 individuals participated in this way.

Others providing essential feedback included:

- 260 teachers and non-school-based curriculum experts, who formed 40 focus groups to consider the Framework from the perspective of Aboriginal Education; English as a Second Language students, education support students; values; and phases of development;
- many teachers, administrators, home-educating parents and members of the community who attended 111 information sessions and public meetings; and
- 100 students and teachers from the participating schools who provided feedback through the student forum.

It is estimated, that in one way or another, representatives from three-quarters of government and non-government schools were involved in the development, review and revision of the Framework and their contribution is acknowledged.

The names and workplaces of those who have contributed are listed on the Curriculum Council Web site (<http://www.curriculum.wa.edu.au>).

THE ARTICULATION OF VALUES IN THE CURRICULUM FRAMEWORK

In recognising that values underpin and shape the curriculum, the Curriculum Council has determined that core shared values should be explicitly articulated within the Curriculum Framework.

Values are determined by the beliefs we hold. They are the ideas about what someone or a group thinks is important in life and they play a very important part in our decision making. We express our values in the way we think and act.

Lemin, M., Potts, H., and Welsford, P. (Eds). (1994). *Values strategies for classroom teachers*. Hawthorn, Vic.: Australian Council for Educational Research

Background

The minimum set of core values identified comprises those that are considered generally to be held by members of Australia's multicultural society, taking into account certain shared values which are distinctive to Aboriginal culture.

The starting point in developing the values was the undertaking of an audit of existing values frameworks around Australia.

The Western Australian *National Professional Development Program* (NPDP) Values Review Project provided valuable insight into the process, through school trialing and the subsequent development of curriculum packages.

In addition, a Values Consultative Group was formed to provide expertise and direction in refining the final set of core shared values.

The Process

Throughout the development of the Curriculum Framework, committees and writers were asked to acknowledge, promote and integrate these identified values through the outcomes in the Overarching and Learning Area Statements.

The extensive feedback received during the consultation phase was actioned by both the Values Consultative Group and each Learning Area Review Group. The set of core shared values was refined and integrated more explicitly within the Rationale for each Learning Area Statement. They are also promoted and endorsed throughout the other sections of the Framework.

Summary

As explicit acknowledgement of core shared values is one of the principles of the Curriculum Framework, the integration of these values will enhance the learning opportunities within school communities. Students are assisted in developing these values through discussion and modelling as part of the learning and teaching processes within the school environment.