

# CURRICULUM FRAMEWORK

## Present and Future Conditions

CULTURAL DIVERSITY	CHANGES IN THE FAMILY STRUCTURE	RAPID PACE OF TECHNOLOGICAL CHANGE	GLOBAL ENVIRONMENTAL ISSUES	CHANGING NATURE OF SOCIAL CONDITIONS	CHANGES IN THE WORKPLACE	INTER-DEPENDENCE IN THE GLOBAL ECONOMY	UNCERTAIN STANDARDS OF LIVING
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## Values

PURSUIT OF KNOWLEDGE AND A COMMITMENT TO ACHIEVEMENT OF POTENTIAL	SELF ACCEPTANCE AND RESPECT OF SELF	RESPECT AND CONCERN FOR OTHERS AND THEIR RIGHTS	SOCIAL AND CIVIC RESPONSIBILITY	ENVIRONMENTAL RESPONSIBILITY
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# OVERARCHING STATEMENT

• KEY PRINCIPLES • OVERARCHING OUTCOMES • SCOPE • LEARNING, TEACHING AND ASSESSMENT

## Learning Area Outcomes

THE ARTS	ENGLISH LEARNING AREA	HEALTH AND PHYSICAL EDUCATION	LANGUAGES OTHER THAN ENGLISH LEARNING AREA	MATHEMATICS LEARNING AREA	SCIENCE LEARNING AREA	SOCIETY AND ENVIRONMENT LEARNING AREA	TECHNOLOGY AND ENTERPRISE LEARNING AREA
ARTS IDEAS ARTS SKILLS AND PROCESSES ARTS RESPONSES ARTS IN SOCIETY	ATTITUDES, VALUES AND BELIEFS UNDERSTANDING LANGUAGE CONVENTIONS PROCESSES AND STRATEGIES LISTENING SPEAKING VIEWING READING WRITING	KNOWLEDGE AND UNDERSTANDINGS ATTITUDES AND VALUES SKILLS FOR PHYSICAL ACTIVITY SELF-MANAGEMENT SKILLS INTERPERSONAL SKILLS	LISTENING AND RESPONDING; AND SPEAKING VIEWING, READING AND RESPONDING WRITING CULTURAL UNDERSTANDINGS THE SYSTEM OF THE TARGET LANGUAGE LANGUAGE LEARNING STRATEGIES	APPRECIATING MATHEMATICS WORKING MATHEMATICALLY NUMBER MEASUREMENT CHANCE AND DATA SPACE ALGEBRA	WORKING SCIENTIFICALLY Investigating Communicating Scientifically Science in Daily Life Acting Responsibly Science in Society UNDERSTANDING CONCEPTS Earth and Beyond Energy and Change Life and Living Natural and Processed Materials	INVESTIGATION, COMMUNICATION AND PARTICIPATION PLACE AND SPACE RESOURCES CULTURE TIME, CONTINUITY AND CHANGE NATURAL AND SOCIAL SYSTEMS ACTIVE CITIZENSHIP	TECHNOLOGY PROCESS MATERIALS INFORMATION SYSTEMS ENTERPRISE TECHNOLOGY SKILLS TECHNOLOGY IN SOCIETY

# VALUES VALUES

1. A PURSUIT OF KNOWLEDGE AND A COMMITMENT TO ACHIEVEMENT OF POTENTIAL	2. SELF ACCEPTANCE AND RESPECT OF SELF	3. RESPECT AND CONCERN FOR OTHERS AND THEIR RIGHTS	4. SOCIAL AND CIVIC RESPONSIBILITY	5. ENVIRONMENTAL RESPONSIBILITY
<p>The lifelong disposition toward the quest for knowledge, as each person strives to understand the social and natural worlds and how best to make a contribution to these worlds. Each person is encouraged to achieve his or her potential in all respects and, through critical and creative thinking, to develop a broad understanding of his or her own values and world views.</p>	<p>The acceptance and respect of self, resulting in attitudes and actions that develop each person's unique potential – physical, emotional, aesthetic, spiritual, intellectual, moral and social. Encouragement is given to developing initiative, responsibility, ethical discernment, openness to learning and a sense of personal meaning and identity.</p>	<p>Sensitivity to and concern for the well-being of other people; and respect for life and property. Encouragement is given to each person to be caring and compassionate, to be respectful of rights of others, and to find constructive ways of managing conflict. This includes the right to learn in a friendly and non-coercive environment.</p>	<p>The commitment to exploring and promoting the common good and meeting individual needs without infringing the basic rights of others. This includes the encouragement of each person to participate in democratic processes, to value diversity of cultural expression, to respect legitimate authority, to promote social justice and to support the use of research for the improvement of the quality of life.</p>	<p>The commitment to developing an appreciative awareness of the interdependence of all elements of the environment, including humans and human systems, and encouraging a respect and concern for Australia's natural and cultural heritage and for forms of resource use that are regenerative and sustainable.</p>
<p><b>1.1 The pursuit of personal excellence:</b> Each person should be encouraged to achieve his or her personal best in all undertakings and to respect the achievements of others.</p> <p><b>1.2 Domains of human experience:</b> Each person should be encouraged to develop an understanding of all the domains of human experience; physical, emotional, intellectual, aesthetic, social, moral and spiritual.</p> <p><b>1.3 Empowerment:</b> Each person should be encouraged to develop critical thinking, the creative imagination, interpersonal and vocational skills, and basic competencies in the various forms of disciplined inquiry.</p> <p><b>1.4 Knowledge:</b> Each person should recognise the tentative and limited nature of knowledge.</p> <p><b>1.5 Values systems:</b> Each person should have the opportunity to explore different values and the right to develop a personal value system.</p> <p><b>1.6 Critical reflection:</b> Each person should be encouraged to reflect critically on both the cultural heritage and the attitudes and values underlying current social trends and institutions.</p> <p><b>1.7 World views:</b> Each person should be equipped with the tools to critically examine world-views (both religious and non-religious), especially those dominant in his or her background and school community.</p>	<p><b>2.1 Individual uniqueness:</b> Each person should acknowledge his or her own uniqueness and be encouraged to develop self-respect and dignity.</p> <p><b>2.2 Personal meaning:</b> Each person should develop a sense of personal meaning and identity, and be encouraged to reflect critically on the ways in which that occurs.</p> <p><b>2.3 Ethical behaviour and responsibility:</b> Each person has freedom of will, is responsible for his or her own conduct and should be encouraged to develop discernment on ethical issues and to recognise the need for truthfulness and integrity.</p> <p><b>2.4 Openness to learning:</b> Each person should welcome opportunities for learning from all sources, including the formal study of the learned disciplines; from investigations, contemplation and the cultural tradition; and from people of divergent views.</p> <p><b>2.5 Initiative and enterprise:</b> Each person should have the confidence to show initiative and be enterprising in his or her approach to life's challenges.</p>	<p><b>3.1 Compassion and care:</b> Each person has a right to receive care and compassion and have a life of dignity, free from harassment and discrimination.</p> <p><b>3.2 Equality:</b> Each person has equal worth and basic rights, regardless of differences in race, gender, age, ability, religious belief, political affiliation, national origin, citizenship, regional location, or economic or household status.</p> <p><b>3.3 Respect:</b> Each person should respect those of different opinion, temperament or background.</p> <p><b>3.4 Open learning environment:</b> Each person has the right to a friendly learning environment free of coercive or indoctrinative elements, whether in the explicit or implicit curriculum.</p> <p><b>3.5 Individual differences:</b> Each person differs in his or her readiness and ability to learn and has the right to be given access to available knowledge at a level appropriate to his or her developmental needs and interests.</p> <p><b>3.6 Cooperation/conflict resolution:</b> Each person should strive to work cooperatively and to resolve conflict peacefully while respecting differences and valuing the other person.</p> <p><b>3.7 Family/home environment:</b> Each person should recognise the importance of a secure and caring family/home environment.</p>	<p><b>4.1 Participation and citizenship:</b> As a democratic society, Australia should encourage its members to participate in the political process and to contribute to community services consistent with good citizenship.</p> <p><b>4.2 Community:</b> Interpersonal cooperation and social responsibility are encouraged.</p> <p><b>4.3 Diversity:</b> The richness of many cultural expressions is recognised, and diversity in the context of shared community life is welcome.</p> <p><b>4.4 Contribution:</b> Society has something to gain from every individual life, and should maximise the opportunities for all persons to contribute to the common good.</p> <p><b>4.5 Authority:</b> People should respect legitimate and just authority structures and the rule of the law, while recognising and observing human rights.</p> <p><b>4.6 Reconciliation:</b> Strategies of cooperation and reconciliation are preferred to coercion and confrontation, especially where groups or individuals are in conflict.</p> <p><b>4.7 Social justice:</b> The right of each person to a fair share of society's economic and cultural resources is recognised.</p> <p><b>4.8 Responsibility and freedom:</b> People have the right to choose their way of life, and are responsible for the impact of their choices on nature and other community members.</p> <p><b>4.9 Benefits of research:</b> Society should support the advancement of knowledge in all its domains, promote scholarship and research that promise to improve the quality of life and share the benefits as widely as possible.</p>	<p><b>5.1 Cultural heritage:</b> The cultural heritage of Australia, including Aboriginal sacred and archaeological cultural heritage, should be respected and maintained.</p> <p><b>5.2 Conservation of the environment:</b> The management of the environment should take into account the need to preserve its diversity and balance for the future.</p> <p><b>5.3 Sustainable development:</b> There is a need to continue to develop natural resources to sustain human life. This should be done in a way consistent with long-term ecological sustainability and rehabilitation practices.</p> <p><b>5.4 Diversity of species:</b> Each person should recognise a need to preserve native habitats and arrest the extinction of presently-surviving native species.</p>