

VALUES AND PURPOSES STATEMENT

The Curriculum Consultation commenced with a broad process of seeking the advice of many individuals and groups about what our education system should stand for in the 21st century.

In December 2000, the Minister for Education launched the Values and Purposes Statement. The Statement provides a basis for planning and review of programs and a framework for embedding the values and purposes in practice.

The development of the values and purposes provided the first step in selecting those curriculum elements seen as 'essential' and assisted in formulating the learning, teaching and assessment principles.



We are guided by this core set of values

CONNECTEDNESS

which includes developing a sense of community through friendship, care, compassion, cooperation, acceptance, belonging and sharing.

RESILIENCE

which includes recognising strengths and maximising potential; developing self-management, self-confidence and self-respect; and nurturing optimism, perseverance and wellbeing.

ACHIEVEMENT

which includes attaining personal success in a range of human endeavours, pursuing individual excellence and displaying pride and satisfaction in personal achievement.

CREATIVITY

which includes valuing original ideas, demonstrating enterprise and innovation, and engaging with and responding to the aesthetic qualities of the natural and constructed world.

INTEGRITY

which includes acting honestly, ethically, and consistently.

RESPONSIBILITY

which includes accepting both individual and collective responsibility and contributing to sustainable community development.

EQUITY

which includes developing tolerance and a commitment to social justice, acknowledging diversity, respecting difference and encouraging distinctiveness.



We share the purpose of ensuring our children and students are:

LEARNING TO RELATE, PARTICIPATE AND CARE

This purpose develops skills and values for active participation in our democratic society and promotes understanding about interdependence.

It involves developing communication and social skills, mutual understanding and cooperation, respect for others and care for the environment; nurturing good personal relationships and a sense of community at the local, national and global level in the interests of building a healthy, cohesive society.

LEARNING TO LIVE FULL, HEALTHY LIVES

This purpose supports the development of the whole person – mental, physical, emotional, social and spiritual.

It involves developing self-knowledge and the capacity to create and enjoy a full and healthy life; growing in resilience, optimism and adaptability and gaining confidence and skills in negotiating change, making judgements and setting goals.

LEARNING TO CREATE PURPOSEFUL FUTURES

This purpose promotes setting and pursuing individual goals, and engagement with the creation of preferred futures.

It involves developing the ability to set and pursue goals as family, community and workforce members; gaining a sense of power and control and contributing to sustainable futures at the local, national and global levels.

LEARNING TO ACT ETHICALLY

This purpose involves developing understandings about actions and consequences, and accepting responsibility as thoughtful and participating members of a just and democratic society.

It involves developing an ethical framework to guide actions; understanding rights and responsibilities; and judging worth and appropriateness.

LEARNING TO LEARN

This purpose stimulates curiosity, encourages a love of learning and a desire to continue learning throughout life.

It involves developing high-level literacy and numeracy skills, together with the ability to acquire, transform and convey information; developing confidence in the ability to learn; and developing the personal qualities of motivation, self-discipline and commitment to continuing learning.

LEARNING TO THINK, KNOW AND UNDERSTAND

This purpose promotes the application of knowledge to new situations and the capacity to make informed decisions.

It involves developing the ability to reason, to think creatively, to reflect on the essential questions of human existence; learning to challenge and question propositions and theories; developing understandings about the crucial role of language in thinking; developing critical thinking skills and the ability to differentiate between fact and opinion.