

Mapping the Northern Territory Curriculum Framework to the National Framework for Values Education in Australian Schooling

Values	NTCF T – 10 & EsseNTial Learnings	SSABSA SACE Student Qualities
<p>1. Care and Compassion Care for self and others</p>	<p>INNER Learner (6) [In 6] Explains how the past, present and future contribute to own <u>identity</u> and broaden life directions. This outcome is most directly linked to work within the Learning Areas of English, SOSE and HPE; and Indigenous Languages and Culture. Perspectives: Indigenous, Studies of Asia, LearningTechnology, Vocational Learning</p>	<ul style="list-style-type: none"> ➤ Work and learn individually and with others in and beyond school to achieve personal or team goals (<i>independence, collaboration, identity</i>).
<p>2. Doing Your Best Seek to accomplish something worthy and admirable, try hard, pursue excellence</p>	<p>Con 2 Uses and justifies a variety of methods to plan, organise and complete tasks, and continually reflects when evaluating the quality of their work.</p> <p>Con 1 Accesses information and tools from appropriate sources, analyses these and applies the most relevant aspects to <u>optimise</u> results.</p> <p>In 2 Identifies and actively develops their natural <u>talents</u>, self-worth and learned skills to <u>pursue</u> and achieve their personal goals.</p>	<ul style="list-style-type: none"> ➤ Be an active, confident participant in the learning process (<i>confidence</i>). ➤ Take responsibility for his or her learning and training (<i>responsibility, self-direction</i>). ➤ Respond to challenging learning opportunities, pursue excellence, and achieve in a diverse range of learning and training situations (<i>challenge, excellence, achievement</i>). ➤ Apply logical, critical, and innovative thinking to a range of problems and ideas (<i>thinking, enterprise, problem-solving, future</i>). ➤ Select, integrate, and apply numerical and spatial concepts and techniques (<i>numeracy</i>). ➤ Be a competent, creative, and critical user of information communication technologies (<i>information technology</i>). ➤ Have positive attitudes towards further education and training, employment, and lifelong learning (<i>lifelong learning</i>). ➤ Use language effectively to engage with the cultural and intellectual ideas of others (<i>communication, literacy</i>). ➤

3. Fair Go Pursue and protect the common good where all people are treated fairly for a just society		
4. Freedom Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others	In 3 Makes decisions and takes actions based on personal values and principles that reflect <u>empathy</u> and <u>integrity</u> .	
5. Honesty and Trustworthiness Be honest, sincere and seek the truth	INNER Learner (2) [In 2] Identifies and actively develops their natural <u>talents</u> , self-worth and learned skills to <u>pursue</u> and achieve their personal goals. This outcome links to work within all Learning Areas; and Indigenous Languages and Culture. Perspectives: Vocational Learning EsseNTial Learnings: In 4, In 5, Creative Learner	
6. Integrity Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds	In 3 Makes decisions and takes actions based on personal values and principles that reflect <u>empathy</u> and <u>integrity</u> . In 5 Demonstrates <u>resilience</u> in pursuing choices and dealing with change.	
7. Respect Treat others with consideration and regard, respect another person's point of view	Con 3 Participates in efforts to value <u>diversity</u> and <u>social responsibility</u> through active and informed involvement in chosen areas within their family and community. Col 1 <u>Listens attentively</u> and considers the contributions and viewpoints of others when sharing own ideas and opinions. SOSE Values, Beliefs and Cultural Diversity - assess the presence of core values in Australia - explore cultures for different viewpoints, life choices and ways of living - examine relationships within and between individuals, families, groups and society	➤

	<p>- investigate the influence of values and beliefs on attitudes, actions, behaviour and interaction within and between groups, communities and societies.</p>	
<p>8. Responsibility Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment</p>	<p>INNER Learner (1) [In 1] Uses own <u>learning preferences</u> and <u>meta-cognitive</u> processes to <u>optimise</u> learning. This outcome links to work within all Learning Areas; and Indigenous Languages and Culture. Perspectives: Learning Technology, Vocational Learning EsseNTial Learnings Col 2 Uses <u>constructive strategies</u> to resolve conflicts. Col 3 Fulfils their responsibilities as a group member and actively supports other members.</p>	<p>➤ Have the skills and capabilities required for effective local and global citizenship, including a concern for others (<i>citizenship, interdependence, responsibility towards the environment, responsibility towards others</i>).</p>
<p>9. Understanding, Tolerance and Inclusion Be aware of others and their cultures, accept diversity within a democratic society, being included and including others</p>	<p>Con 4 Identifies environmental and social issues within the local and global community and takes steps to promote change. Col 4 Uses appropriate language that is <u>sensitive to audience</u> and culture within a range of contexts. SOSE Civics, Governance and Social Justice - investigate rules, rights and responsibilities and institutional law and order in Australia - explore how legal and political systems impact on society - examine a range of political structures - demonstrate active citizenship - explore the concepts of social justice and fair play at a local, national and global level - examine a range of situations where social inequality exists - examine a range of organisations that have been established to protect human rights.</p>	