

## Values in Education for Sustainability

Values education is an essential component of Education for Sustainability (EfS).

### WA Curriculum Framework: Core Shared Values

#### **1. A Pursuit of Knowledge and a Commitment to Achievement of Potential**

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.

**The pursuit of personal excellence:** Each person should be encouraged to achieve his or her personal best in all undertakings and to respect the achievements of others.

**Domains of human experience:** Each person should be encouraged to develop an understanding of all the domains of human experience; physical, emotional, intellectual, aesthetic, social, moral and spiritual.

**Empowerment:** 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.

**Knowledge:** Each person should recognise the tentative and limited nature of knowledge.

**Values systems:** Each person should have the opportunity to explore different values and the right to develop a personal value system.

**Critical reflection:** Each person should be encouraged to reflect critically on both the cultural heritage and the attitudes and values underlying current social trends and institutions.

**Worldviews:** 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.

## **2. Self Acceptance and Respect of Self**

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.

**Individual uniqueness:** Each person should acknowledge his or her own uniqueness and be encouraged to develop self-respect and dignity.

**Personal meaning:** Each person should develop a sense of personal meaning and identity, and be encouraged to reflect critically on the ways in which that occurs.

**Ethical behaviour and responsibility:** 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.

**Openness to learning:** 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.

**Initiative and enterprise:** Each person should have the confidence to show initiative and be enterprising in his or her approach to life's challenges.

## **3. Respect and Concern for Others and their Rights**

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 the rights of others, and to find constructive ways of managing conflict. This includes the right to learn in a friendly and non-coercive environment.

**Compassion and care:** Each person has a right to receive care and compassion and have a life of dignity, free from harassment and discrimination.

**Equality:** Each person has equal worth and basic rights, regardless of differences in race, gender, age, ability, religious belief, political affiliation, national origin, citizenship, regional.

**Respect:** Each person should respect those of different opinion, temperament or background.

**Open learning environment:** Each person has the right to a friendly learning environment free of coercive or indoctrinate elements, whether in the explicit or implicit curriculum.

**Individual differences:** 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.

**Cooperation/Conflict resolution:** Each person should strive to work cooperatively and to resolve conflict peacefully while respecting differences and valuing the other person.

**Family/home environment:** Each person should recognise the importance of a secure and caring family/home environment.

#### **4. Social and Civic Responsibility**

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.

**Participation and citizenship:** 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.

**Community:** Interpersonal cooperation and social responsibility are encouraged.

**Diversity:** The richness of many cultural expressions is recognised, and diversity in the context of shared community life is welcome.

**Contribution:** Society has something to gain from every individual life, and should maximise the opportunities for all persons to contribute to the common good.

**Authority:** People should respect legitimate and just authority structures and the rule of the law, while recognising and observing human rights.

**Reconciliation:** Strategies of cooperation and reconciliation are preferred to coercion and confrontation, especially where groups or individuals are in conflict.

**Social justice:** The right of each person to a fair share of society's economic and cultural resources is recognised.

**Responsibility and freedom:** 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.

**Benefits of research:** 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.

## **5. Environmental Responsibility**

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.

**Cultural heritage:** The cultural heritage of Australia, including Aboriginal sacred and archaeological cultural heritage, should be respected and maintained.

**Conservation of the environment:** The management of the environment should take into account the need to preserve its diversity and balance for the future.

**Sustainable development:** 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.

**Diversity of species:** Each person should recognise a need to preserve native habitats and arrest the extinction of presently - surviving native species.

## COMPARISON OF THE VALUES FOR AUSTRALIAN SCHOOLING WITH THE CURRICULUM FRAMEWORK CORE SHARED VALUES

Late in 2002 the Australian Government launched a program called the Values Education Project. The development of the National Framework for Values Education in Australian Schools (2005) emerged from this project. The following table compares Values for Australian Schooling with the Western Australian Curriculum Framework Core Shared Values, specifically Cluster 5: Environmental Responsibility.

CLUSTER 5. ENVIRONMENTAL RESPONSIBILITY	Values for Australian Schooling
<p><i>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.</i></p>	<p><b>Responsibility</b> Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, <b>take care of the environment</b></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>Understanding, Tolerance and Inclusion</b> Be aware <b>of others and their cultures</b>, accept diversity within a democratic society, being included and including others</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>Responsibility</b> Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, <b>take care of the environment</b></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>Responsibility</b> Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, <b>take care of the environment</b></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>	<p><b>Responsibility</b> Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, <b>take care of the environment</b></p>

Source: DET website. ([www.det.wa.edu.au](http://www.det.wa.edu.au))