



Association Report

to the

**Australian Federation of Societies for Studies of
Society and Environment**

Values education, civics and citizenship

Youth, Connectedness, Citizenship
A Forum for teachers and students

The Visions and Values of a Democratic Society:
Essential Learnings and social responsibility

By

**Business Educators Australasia Tasmania
On behalf of Business Educators Australasia**

- Association:** Business Educators Australasia Tasmania
PO Box 197, North Hobart, Tas, 7002
Ph 03 62477800
Fax 03 62478909
email julie.fisher@education.tas.gov.au
- Date of Forum:** Thursday 6 November, 2003
- Time of Forum:** 11.00 am – 2.00 pm
- Venue:** Corus Hotel, Bathurst St, Hobart
- Invitees:** The Forum was promoted to:
Members of BEA, HTAA, AAEE
All secondary school teachers in the state via invitation to Principals
Youth Liaison Officers, Local Government
- Program Summary:**
- | | |
|----------|--|
| 11.00 am | Welcome – Julie Fisher President BEAT, BEA and Board Member of AFSSSE |
| 11.05 am | Janie Dickenson – Mayor of Launceston |
| 11.35 am | Essential Learnings and Social Responsibility
Angela Bird – Principal Project Officer Curriculum Consultation, OCCL |
| 12.00 pm | Focus Group Questions 1 and 2 |
| 12.30 pm | Lunch |
| 1.00 pm | Groups report back on Questions 1 & 2 |
| 1.15 pm | Focus Group Question 3 |
| 1.40 pm | Report back on Question 3 |
| 2.00 pm | Conclude |

Focus for Group Discussions:

Social Responsibility as an Essential Learning is emerging as a key area of learning in schools.

In light of this:

1. How does the Mayor's address relate to teaching for social responsibility?
2. What values of social responsibility might we apply from this address?
3. What are the future possibilities for exploring social responsibility particularly in your local communities?

Key Issues

Key issues explored by presenters and participants were:

- Schools are viewing civics and citizenship as core business, but there are more opportunities to develop relationships between schools and local communities.
- Businesses are becoming more willing to be involved in local schools and recognise the contributions that students are making as citizens in the local community.
- Many schools are undertaking civics and citizenship projects of an authentic nature which involve local and global communities.
- Schools can improve communication with each other in relation to programs and projects being undertaken. There is an opportunity for more partnerships to be formed.
- Students should have opportunities to contribute ideas about what civics and citizenship education means to them, what their needs are and ways they can become more engaged in the curriculum.
- Schools have embraced the “Values and Purposes Statement” and the Essential Learnings Framework 1 developed by the Tasmanian Education Department, however many schools are still at the implementation stage.
- Core values which are part of the Tasmanian Education Department’s Essential Learnings which are being taught in our schools include: Connectedness, Resilience, Achievement, Creativity, Integrity, Responsibility and Equity.
- Social Responsibility is being taught in our schools and is defined by Essential Learnings “encompasses ideas about community, social justice and cultural valuing, participating in democratic civic life and accepting an obligation to contribute to global well-being”.
- Key elements of Social Responsibility as defined by Essential Learnings include “Building Social Capital, Valuing Diversity and Acting Democratically”.
 - Building Social Capital incorporates shared values within communities.
 - Civics and Citizenship Education is enabling students to not only gain knowledge about political and legal institutions but to also challenge inequity.
 - Acting Democratically as defined by Essential Learnings involves “being socially responsible” and participating “actively as a citizen for the collective benefit of the community”. Students also learn to develop a personal understanding of their own beliefs.
- Many Schools as part of the Essentials Learnings are incorporating inquiry based learning into their timetables which involves students being more responsible for their own learning and allowing them to develop skills for life. Many of these programs directly relate to civics and citizenship education. Examples are Rosetta High School’s “Make It Real” Program and the Derwent District’s “Real Learning Futures”.

Strategies/Implications for Classroom Teaching

- Opportunities should be provided for students to be involved in authentic civics and citizenship projects which involve adults other than teachers and local communities.
- Students should be taught to know and understand their rights and responsibilities within various communities.
- It is important for students to develop confidence and a sense of commitment, perseverance and responsibility, passion and enthusiasm, as well as skills in communicating (including listening and speaking), and valuing the opinions of others.
- Examples of activities which are either currently being undertaken to develop social responsibility (or are ideas which may be undertaken in the future) by participating schools include:
 - being involved in Youth Week activities and other activities which bring schools together such as the Rock Eisteddfod, Youth Parliament, Model United Nations
 - community socials
 - environment work in the community either informally or through Landcare or Coastcare, being involved in saving the Swift Parrot
 - community fairs or markets to raise shared funds for school and community
 - partnerships with local councils through Youth Liaison Officers and YNAG
 - community access to school facilities such as gymnasium and IT
 - holding community classes eg. teaching elderly to use IT
 - resources being shared between schools eg. Bridgewater High School's Farm and Robotics at New Norfolk High School
 - communicating with other schools (both local and global) eg. email forums, on-line projects and courses hosted by a particular school
 - community service eg. working with elderly within the community
 - tackling vandalism and other community issues
 - school's relationships with community centres
 - interviewing members of the community eg. oral histories projects
 - being involved in current community issues eg. school girl Ruth's battle for Australian residency, writing letters to the editor
 - guest speakers such as local councillors to speak to students
 - taking on a community project such as painting a mural on a walkway
 - being involved in charities eg. TasBash, Camp Quality
 - involving the community in the school eg. Family and Friends Day
 - valuing diversity through ESL programs and ASSPA as well as celebrations of cultural diversity
 - expo of school and community work/partnerships at local shopping centre or local government offices
 - community performances Eg. music
 - involvement in No-Dole Program, Adopt-A-Cop and CrimeStoppers
 - meetings between student representatives from schools within communities