



Australian Government
**Department of Education,
Science and Training**



Research Resource Kit for the Values Education Good Practice Schools Project – Stage 2

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1. Introduction

Involvement in the Values Education Good Practice Schools Project – Stage 2 (VEGPSP – 2) involves two main things for each school: devising successful ways of implementing the *National Framework for Values Education in Australian Schools*; and conducting some research on the school's project as it develops. The purpose of the research is to identify, substantiate and describe good practices in values education so they can be shared with all schools in Australia.

This kit is designed to support schools:

- To plan their project and make sure it is focussed on implementing some aspect of the *National Framework for Values Education in Australian Schools*; and
- To undertake the research component of their project.

The kit draws on the insights gained from Stage 1 of the Values Education Good Practice Schools Project.

2. The project

Values Education Good Practice Schools Project – Stage 2 (referred to in this document as VEGPS Project – Stage 2) has been funded by the Department of Education, Science and Training (DEST) and is being managed by Curriculum Corporation. It is designed to work towards the vision, as expressed in the *National Framework for Values Education in Australian Schools* (2005), of all Australian schools providing values education in a planned and systematic way as a central aspect of their work. In particular, VEGPSP Stage 2 seeks to identify ways school communities successfully put into practice the *National Framework for Values Education in Australian Schools* (the *Values Framework*) within and across key learning areas as well as in intercultural and global contexts. The most effective strategies for improving values education (the good practice that is identified during the project) will subsequently be recommended and disseminated to all Australian schools for consideration.

As with the VEGPS Project – Stage 1 of the good practices project, one of the goals of VEGPS Project – Stage 2 is to identify successful ways of implementing the *National Framework for Values Education for Australian Schools* and gather evidence of the 'good practice' in that regard. Most especially, this involves finding out if there are especially useful ways of:

- planning schools' values education program
- engaging the whole school community in the process
- developing partnerships within the school community
- providing a safe and supportive learning environment
- supporting students
- providing quality teaching

(See pages 6-7 of the National Framework for more details about these points).

3. Getting started on the project

At the outset of the project each cluster and all schools within the cluster are expected to do two things:

- Check that their projects are attempting to implement the National Framework in some way; and
- Develop action plans for their project.

To help with the task of checking if the project is an attempt to implement the National Framework we have developed a tool for each school to use. It is called the Configurative Mapping Tool. It is contained in Appendix 1.

Once schools have completed the Configurative Mapping Tool each project is then expected to develop two action plans, one by each school coordinator and one by the cluster coordinator. The school coordinator's action plan should indicate the specific things the school is proposing to do, when it is to be done and who is responsible for doing it. As well, each cluster coordinator is to prepare an action plan for cluster activities most of which will be of an administrative or management nature. Templates for the action plans are contained in Appendix 2. and 3

4. The research component

Each school is expected to undertake a program of research during the lifetime of the project. It will not be an exercise of doing research on teachers and schools, but rather one of researching with the teachers and the schools in ways that continuously inform the project at hand. Ultimately this research will provide insights about and gives voice to what constitutes good practice and makes that practice accessible to other schools. Moreover, a collaborative approach to the research will be adopted. Each cluster will have access to the CC research manager as well as a University Associates Network colleague either/both of whom will be able to help the cluster with their research obligations.

The research activity will take several forms:

1. Action research

All schools in every cluster are expected to engage action research to explore ways of improving values education in their particular contexts. The schools' contexts are different in terms of the communities they serve, the students they educate, the staff they employ, their cultural and belief orientations and their overall values orientations. They also range across all States and Territories and are subject to different local policies about values education. Accordingly, their approaches to implementing the *Values Framework* will vary and so too the action research cycle that the schools engage will be different for each school. However, the general principles and processes of action research that each school will pursue are outlined in Appendix 4 which also contains a template (Appendix 5) for recording the action research process. The template should be used to report to CC on four separate occasions: December 2006, July 2007, December 2007 and April 2008.

2. Teachers' Case Writing

Teacher case writing is a technique designed to enable teachers to describe their practice, discuss it with colleagues and collaboratively attempt to improve it. Such case writing ultimately provides accounts of good practice or things that need to be addressed on the way towards good practice. Case writing is discussed more fully in Appendix 6 and examples of the approach are also contained there. All schools are expected to undertake at least four pieces of case writing as part of their involvement in the project. The first of these is to be presented to CC as part of the December 2006 report. The next two are to be presented as part of the July 2007 report. The final one is to be included with the final report.

3. Case studies

The configurative maps, the action research, the teachers' case writing and any other data available like patterns of student attendance, parents reactions to the project, "outsiders" comments, student performance data etc will provide the basis for a case study that tells the story of a school's values education work during the project. From a research perspective, the *differences* between the schools – their contexts, their needs, and their operation – become persuasive reasons for each school undertaking a case study approach to the research. In this project each school will present a case study that will provide a relatively detailed celebratory account (10 to 15 pages at most) in the form of a narrative about:

- what each school intended to do by way of implementing the *Values Framework* (**Purposes**)
- the processes and activities it engaged in pursuit of those intentions (**Processes**)
- outcomes that occurred (**Products**).

The case study technique, the content of the case studies each school is expected to produce and an example of a case study are discussed in Appendix 7

The case studies should be viewed as "live" documents that are built up over the course of the project. Drafts of the case studies are to form part of the cluster's reports to CC commencing in December 2006.

4. UAN case studies

Curriculum Corporation has established a University Associates Network (UAN) that will help clusters with their projects. A UAN 'critical friend' will be allocated to each cluster. Contact details for the UAN are included in Appendix 9.

The role of the UAN is to:

- Provide advice to the project on request. If necessary, requests for advice can be escalated through the CC Research Manager.
- Produce small case study accounts of selected good practices examples from the clusters with which they are associated. Some examples of how this might be approached are contained in Appendix 8.
- Deliverables are listed in Appendix 10.

It is the responsibility of the cluster coordinator to initiate contact with the UAN and arrange the first meeting at which arrangements for accomplishing this latter task are to be built into the cluster action plan.

5. Statement of Deliverables

Cluster Coordinators

Cluster coordinators will provide to CC:

1. An action plan for cluster activities, including arrangements for the UAN person to accomplish the task of describing good practice, to be delivered to CC by **Friday 13th October**
2. Four reports: December 2006, July 2007, December 2007 and April 2008. The details of the content of the report are provided below.
3. Interim financial reports and one Final Financial Report and acquittal, mid May 2008.

Date	Report Contents
October 13, 2006	<ul style="list-style-type: none"> • Cluster and all school action plans. • Letters of Agreement for all schools signed and returned to CC. • Revised Project Budget completed and returned to CC.
December 8 th 2006	<p>Draft of phase one, Cluster Case Study.</p> <ul style="list-style-type: none"> • Cluster Case Study to include contributions from all participant schools (configurative maps, first instalment action research) • First report on the operation of the Cluster. • Interim budget expenditure report.
July 13th 2007	<p>Draft of phase two, Cluster Case Study.</p> <ul style="list-style-type: none"> • Cluster Case Study to include phase two contributions from all participant schools (second instalment of Action Research). • Second report on the operation of the Cluster. • One piece of Case Writing from each school submitted to CC through the Cluster Coordinator • Interim budget expenditure report.
December 7 th 2007	<p>Draft of phase three, Cluster Case Study.</p> <ul style="list-style-type: none"> • Cluster case study to include phase three contributions from all participant schools (third instalment action research). • Third report on the operation of the Cluster. • Two pieces of Case Writing from each school submitted to CC through the Cluster Coordinator. • Interim budget expenditure report.
April 11 th 2008	<ul style="list-style-type: none"> • Final Cluster Case Study (consisting of four phases, final synthesis of findings and supplementary support material) with final contributions from all participant schools. • Final Cluster Case Study to include summary report on the operation of the cluster. • One final piece of Case Writing from each school submitted

	to CC through the Cluster Coordinator.
May 14 th 2008	<ul style="list-style-type: none"> Final expenditure report and certified acquittal of the project budget.

Participant Schools

All schools will provide:

- An action plan
- Action Research (in three instalments)
- Case Writing (four pieces)
- Financial report
- Participant schools will report to CC through the Cluster Coordinators in five stages. The details of the reports are provided below.

Date	Report to Cluster Coordinators
On or near 1 st December 2006	The school action plan. Completed configurative map. First instalment of the action research.
On or near 6 th July 2007	Report on phase two school activity. Second instalment of the action research. One piece of case writing.
On or near 1 st December 2007	Report on phase two school activity. Third instalment of action research. Two further pieces of case writing.
On or near 1 st April 2008	Final school activity report. One final piece of case writing.
On or near 30 th April 2008	Final expenditure report to Cluster Coordinator

Appendix 1: Configurative Mapping Tool – Values Education Good Practice Schools Project – Stage 2

Write your school name here:

How to Use the Configurative Mapping Tool

This tool is intended to be used by each school involved in the project at a meeting held before the project gets underway. The purpose of the meeting is to check that the school's project is an attempt to implement the National Framework. The tool should be used to shape a meeting of all staff involved in the project at which people discuss the questions it raises, make decisions about how much effort they are going to put into doing what the question raises and records the reasoning behind the decisions.

Proposed Level of Treatment of the Features of Values Education described in the National Framework.

The tool is intended to help you establish what aspects of the National Framework you want your project to concentrate upon. Discuss each question in turn. Discuss the extent to which you feel that your project will emphasise to what extent the project will accomplish what the question is asking. Tick the relevant box (1 = highest 4 = lowest). In the comments section, describe exactly what, if anything, you are going to do with regard to the issue raised by the question.

Aspects of the National Framework	1	2	3	4	Comments
1. To what extent does your project intend to explicitly incorporate the nine <i>Values for Australian Schooling</i> into the school mission or charter ?					
2. To what extent does your project intend to explicitly incorporate the nine <i>Values for Australian Schooling</i> into school policies ?					

3. To what extent does your project intend to explicitly incorporate the nine <i>Values for Australian Schooling</i> into curriculum planning ?				
4. To what extent does your project intend to explicitly incorporate the nine <i>Values for Australian Schooling</i> into the teaching and learning program ?				
5. To what extent does your project intend to help students understand and be able to apply the values in the National Framework?				
6. To what extent does your project intend to make values education an explicit goal of schooling that promotes Australia's democratic way of life and values the diversity in Australian schools?				
7. To what extent does your project intend to articulate the values of the school community and apply these consistently in the practices of the school?				

<p>8. To what extent does the project intend to occur in partnership with students, staff, families and the school community as part of a whole-school approach to educating students, enabling them to exercise responsibility and strengthen their resilience?</p>				
<p>9. To what extent does the project intend to be presented in a safe and supportive learning environment in which students are encouraged to explore their own, their school's and their community's values?</p>				
<p>10. To what extent does the project intend to be delivered by trained and resourced teachers able to use a variety of different models, modes and strategies?</p>				
<p>11. To what extent does the project intend to include the provision of curriculum that meets the individual needs of students</p>				

<p>12. To what extent does the project intend to regularly review the approaches used to check that they are meeting the intended outcomes?</p>					
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Appendix 2: Cluster Action Plans – Values Education Good Practice Schools Project – Stage 2

Please complete the sections below and return to:

Leanne Compton: leanne.compton@curriculum.edu.au

OR

Barbara Bereznicki: barbara.bereznicki@curriculum.edu.au

By Friday October 13th

Lead school:

Cluster co-ordinator:

Deputy co-ordinator:

Deputy co-ordinator's school:

Cluster name: (short title)

Project short title:

Cluster schools:

School	School contact person	Phone number	Email address	Postal address
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				

1. Action plan

Outline all the things that are to be done on a month by month basis at the cluster level as part of the project including cluster meetings and their purposes, briefing sessions, management tasks, cluster activities involving students and the like. This plan should be completed by the cluster coordinator after a cluster meeting with all schools involved in the project.

Please note that your Final Report is due in April 2008 Curriculum Corporation's report to the Department of Education, Science and Training is due in May 2008. Therefore, your Case Study should have been completed and all finances should have been expended as close to that date as possible. The First Briefing Session will also provide milestones of the research component of your project and will need to be factored into this section. Major milestones set by CC are in **bold** and are tied to payment of your grant.

The VEGPSP-2 project requires that you formally report to Curriculum Corporation five times throughout the life of the project and this is tied to the funding you shall receive – see table below.

Complete your action plan in the table below.

	Task/activity	Date	% of grant payment
1.	Arrange first cluster meeting to develop the cluster action plan Cluster action plan completed and delivered to CC Collect all school action plans and deliver to CC	September 2006 October 13 th , 2006	
2.	Cluster meeting	October 2006	
3.	Attend First Briefing Session Finalise project plan and Letters of Agreement with CC.	October 30 and 31st 2006	20%
4.	Convene cluster meeting to relay details of the briefing session to all schools in the cluster Staff development program on case writing Staff development program on Case Study	November 2006	
5.	Participate in teleconference with CC	November 2006	
6.	First report due	December 2006	20%
7.		February 2007	
8.		March 2007	
9.	Participate in teleconference with CC	April 2007	
10.		May 2007	
11.	Attend Second Briefing Session	June 2007	

12.	Second report due	July 2007	20%
13.		August 2007	
14.		September 2007	
15.		October 2007	
16.	Participate in teleconference with CC	November 2007	
17.	Third report due	December 2007	20%
18.		February 2008	
19.		March 2008	
20.	Final report due	April 2008	20%

2. Project budget:

The total budget available to your cluster has been finalised. In this section you are asked to re-develop your budget in more detail. This should be completed at a cluster meeting.

The following categories are provided for you to describe the budget line items that may be associated with your project. Please note that budgets should not include capital expenditure items.

Effective and efficient use of resources:

Total grant received =	Budget items	Cost	Comment/ note/ description
	Report writing to CC (this should be factored in for the Case Study writer/s).		
	Teacher release		
	Student activities		
	Parent activities		
	Professional learning		
	Consultants (include extra support from the UAN if needed)		
	Administrative support		
	Co-ordinator administration		
	Guest speakers		
	Travel		
	Resources		

	Venue hire		
	Catering		
	Other – please describe		

Appendix 3: School Action Plan – Values Education Good Practice Schools Project – Stage 2

Please complete the sections below and return to CC:

Leanne Compton: leanne.compton@curriculum.edu.au

OR

Barbara Bereznicki: barbara.bereznicki@curriculum.edu.au

By October 13th

School name:

School project coordinator:

Action plan

Outline all the things that are to be done on a month by month basis at your school level as part of the project including any meetings and their purposes, particular project activities involving students that are being undertaken at the school level and any PD. This plan should be completed by the school coordinator after a meeting with all those involved at the school in the project.

Complete your action plan in the table below.

Task/activity		Date
1.	First planning meeting to complete the Configurative Map and action plan	September 2006
2.	Action research meeting	October 2006
3.	Staff development program on case writing Staff development program on Case Study Action research meeting	November 2006
4.	Action research meeting	October 2006
5.	Prepare draft of case study for inclusion in First report	December 2006 First report due
6.		January 2007
7.		February 2007
8.		March 2007
9.		April 2007
10.		May 2007
11.		June 2007
12.	Collect case writing Build on draft of case study for inclusion in second report	July 2007 Second report due
13.		August 2007
14.		September 2007
15.		October 2007
16.		November 2007

17.	Collect case writing from staff. Prepare new draft of case study for inclusion in third report.	December 2007 Third report due
18.		
19.		
20.	Final report due	April 2008

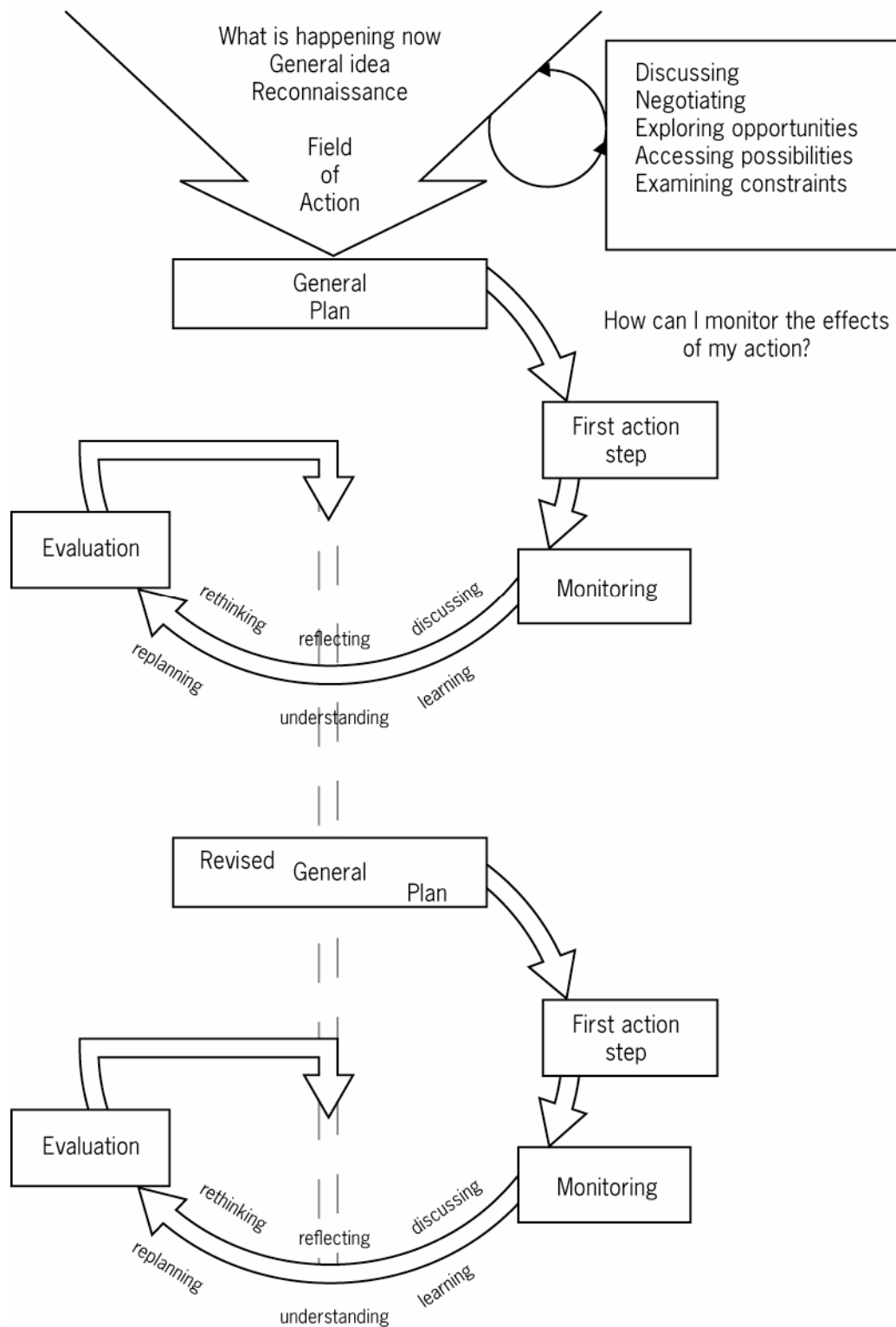
Appendix 4: Action Research Guidelines – Values Education Good Practice Schools Project – Stage 2

What is action research?

Action research is a practical strategy intended to help teachers and schools improve their practice. In this project, the object of the action research will be the approaches the participating schools undertake to improve what they are doing with values education. Basing their work on an interpretation of the National Framework, each school will develop action plans for improving what they are doing in values education, acting on the plan, monitoring outcomes, evaluating the effectiveness of their efforts and subsequently revising their plans as they re-engage the cycle.

The action research cycle is depicted in the graphic on the following page:

Action Research Cycle



As can be seen from the graphic, action research is a spiral of cycles of planning, acting, observing, reflecting and then replanning. But on what basis can we plan a first action step? Deciding on the first action step involves doing some reconnaissance. For

instance, the project coordinator in a school may do an audit of the values that are treated in its curriculum to see which of the nine values in the National Framework are more or less treated. In the light of the audit, it may become clear that some of the values outlined in the National Framework are given limited treatment in the school curriculum. Importantly, the process should be recorded and any material generated by the process retained. Such material will be invaluable later on when the school constructs its case study.

Action research is a continuous process. Each school will be able to keep a record by using the action research pro-forma (see below) to continuously record developments within its action research program. This should be a dynamic “living document” that unfolds as the project develops. After each action research meeting at the school level it is recommended that the school coordinator add to the template, as a saved electronic document, to record additional project developments at the school.

As a dynamic document this record of the life of the project will provide each school with the story of its experience of the project, its outcomes and learnings. In this way the document becomes the heart of the school’s ‘case study’.

Why action research guidelines?

These guidelines are to help clusters in the VEGPS Project – Stage 2 develop their capacities to improve their values education programs. The material includes information about how each school can contribute to program improvement, encourage collaboration and yield hard evidence about the progress being made in program improvement.

Doing action research

Action research builds on what many clusters are already doing, including responding to the local needs and circumstances of the teachers and students in their schools. As well, many of the schools and clusters in the VEGPS Project – Stage 2 have mechanisms and strategies for feedback, review and change that sometimes involve everyone in the ongoing development of the values education program. Action research, however, provides the conceptual and practical tools for making improvements to the values education programs of the clusters and their delivery in more systematic and evidence-based ways.

In the context of the VEGPS Project – Stage 2, action research is used to answer two broad questions:

‘What would it take to improve the outcomes of our values education program?’

‘Can we point to any evidence regarding the progress we are making with values education?’

Action research builds on the everyday skills people use to make sense of their lives and to try to improve their situation. The old cliché ‘It’s not rocket science’ is true for action research as it does not necessarily involve highly trained expertise; we are engaging in it in our daily practice without even being conscious of it. We use our innate abilities to make choices, to make some sense out of our lives. We do it when we

go shopping, when we think about the TV ads we have seen, the feedback from a friend about a movie or an event about which we are curious. We notice, describe, listen, we make an explanation – we make our decision. In a professional context such as teaching, especially, we will be constantly engaging in a *de facto* form of action research.

Expanding this to the context of a more systematic form of action research involves a small group of people noticing that something in their school needs changing if the values education program is to be improved. They discover this by talking about what is currently going on with the program, discussing its strengths and weaknesses, and identifying specifically what they want to start changing.

For example, the group may notice that the school is not handling the matter of engaging the community in the process of identifying the values that are to be fostered in the young people involved in the project. The group then poses this observation as a question: 'How can we better involve the community in identifying the values we want to foster in our students?' From here the group plans a way of engaging the community, perhaps by arranging a number of community forums. The group then moves through the cycle of act, reflect and re-plan.

Why cycles?

Action research can improve practice by helping people to gain a better understanding and applying this to a process of change. In the VEGPS Project – Stage 2 context, this means improving our values education program and, in turn, improving the outcomes for the students.

Action research achieves this by using a 'cyclic research process'. The research is active and ongoing. It involves a spiral of cycles of planning, action (implementing plans), observing (in a systematic way), reflecting, and then ... replanning, further implementation, observing and reflecting.

Cycles provide a useful way of thinking about and describing an action research process. Each cycle is made up of four phases as described above. This captures the idea that action research moves developmentally – that strategies be developed, implemented, observed in action and then reflected on. This reflection can lead to plans for further action, and so on.

Action research starts with small cycles of planning, acting, observing and reflecting which can help to define issues, ideas and assumptions more clearly so that those involved can frame more powerful questions for themselves as their work progresses.

It may be that as the cycles are repeated, participation by stakeholders increases. This can stimulate a better understanding of what is needed. Or it may happen that the research begins with a small question like 'What are we currently doing with values education?' This small question can lead to a larger, more powerful one such as 'What would it take to develop and improve what we are doing?'

Defining the stages in the cycle

The main stages in the cycle are: Plan–Act–Observe–Reflect

Plan

Action research planning involves deciding how to respond to a question, issue or ‘hunch’ and what to try out. Plans outline details of ‘doing’, that is, **what, who, when, where,** and **how**. It involves designing a framework to guide action.

Planning stages Planning involves three main stages: clarifying the questions being asked, identifying the actions to be tried out, and developing an action plan.

Act

Action happens when the plan is put into place and the hoped-for improvement occurs. This action will be deliberate and strategic. It is here that participatory action research differs from other research methods in that the action or change is happening in reality and not as an experiment ‘just to see if it works’.

Action stages The first stage of ‘action’ is to implement plans systematically and creatively – that is, doing what you said you were going to do. The second stage is communicating with others and involving them in the process. The third stage is keeping track of what happens. The final stage involves a possible ‘with their feet’ vote by stakeholders on any actions and changes.

Observe

Good observation requires looking at what is happening and describing it accurately. Its purpose is to provide a sound base for reflection by producing a widely accepted understanding of what actually happened. It involves preserving observations in ways that allow them to be used later for reflection or as evidence. Observing well can be difficult, particularly if you tend to move straight into interpreting and making judgements, but observation is critical if we are able to say something is ‘research’ and not just our opinion.

Observation stages The three stages of observation are to look at what is happening, describe what has happened and record what has happened.

Reflect

Reflection is about building a shared understanding of the meaning of what happened. Essentially it is a process of interpretation in which a variety of information and perspectives is likely to produce different understandings. Reflection informs improvements to practice and affirms or challenges particular ways of doing things. Observations and interpretations are shared to establish the ways in which they do or do not ring true for everyone.

Reflection includes a number of stages, such as standing back and looking at what happened (the observations). It also involves developing ideas or ‘theories’ about what happened and sharing these with others so that a range of interpretations and ‘meanings’ can be considered. This building of shared meanings helps stakeholders to

be actively involved in and develop 'ownership' of any changes. Another stage of reflection is people thinking about their own values and experiences and how these influence the importance they attach to various 'meanings'.

Appendix 5: Template for Recording Action Research – Values Education Good Practice Schools Project – Stage 2¹

School Details

School name and address:

Author name:

Position in the school:

Contact details:

1. Brief description of the project

Describe what your school is doing as part of this project, eg making posters, developing units of work, developing peer support programs, introducing student action teams etc and give an explicit description of the approach being taken to what you are doing as part of the project.

The focus of the project may change over time so you should add to this as an ongoing diary with approximately 2 entries per term.

Date	Description

¹ An earlier version of this template was developed by Drs Walsh and LaBone from ACU during VEGPS Project–Stage 1.

2. Specific purposes of the project

[eg PLANNING PART OF ACTION RESEARCH CYCLE]

Your school is undertaking activities that incorporate the nine Values for Australian Schooling. You may be focusing on different aims at different times, for example 'to design and develop Values posters' or to develop a unit of work incorporating the named values into the Syllabus content. Document below the aims you are focusing on at different times during this project.

Date	Description

3. Processes used to pursue the specific aims of the project

[eg IMPLEMENTATION PART OF ACTION RESEARCH CYCLE]

What specific activities are you currently working on and describe specifically what you are doing. Make this an ongoing diary of activities by making a new entry each time something is initiated.

Date	Description

4. Identify any specific products of the project

[eg OBSERVATION PART OF ACTION RESEARCH CYCLE]

As part of the action research process the group needs to evaluate what happens as a consequence of the specific activities undertaken as part of the project. Comment on any outcomes of the activities such as teacher or student responses to the activities, any enhanced understanding of specific values on students part and how you know about it etc.

Date	Description

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5. Identify the factors which enabled the achievement of the outcomes

[eg OBSERVATION PART OF ACTION RESEARCH CYCLE]

Date	Description

6.

a. Identify any factors that impeded progress with the project

[eg OBSERVATION PART OF ACTION RESEARCH CYCLE]

Date	Description

b. List any changes or new directions that you developed as a result of the outcomes or impediments so far

[eg REFLECTION, RE-PLANNING PART OF ACTION RESEARCH CYCLE]

Date	Description
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Appendix 6: Case Writing as evidence of good practice – Values Education Good Practice Schools Project – Stage 2

What is a Case?

Cases are narratives about teaching. Although they are “story-like”, cases are not simply stories that teachers tell about their work. They are crafted into accounts about teaching and learning, with a beginning, middle, and end, and situated in an event or series of events that unfold over time. They have a plot that is problem-focused. In essence they are a way of enabling teachers to reflect on their work and make the issues they confront in their work generally accessible. Usually, they are embedded with a problem/s and include the thoughts and feelings of the teacher-writers as they describe their accounts of dealing with the problem/s. Some case writers describe problems that remain unresolved and end their stories with a series of questions about what to do. Others include solutions that may or may not have worked. They all include reflective comments about their accounts that examine what they have learned from the experience and/or what they may do differently in another similar situation.

What are the Cases About?

In the VEGPSP the cases will focus on the teaching and learning of values. They will seek to understand what aspects of teaching, of classroom arrangements, and of the broader environment contribute to what students do and do not learn in values education programs.

Each case should centre on a lesson or series of lessons and address a central concept, skill, attitude, or aspect of participation associated with teaching and learning about values. They should be written by teachers actively engaged in values education programs.

The substance of the case should discuss:

- the context of the classroom (relevant aspects of the course, student population & school);
- an account of the learning problem being addressed, including hypotheses about what the students knew and knew how to do (i.e. what the teachers felt they could build upon), as well as concerns about what students did not yet know or know how to do;
- what happened to the teacher and the students in the course of the teaching event or process, what resources supported the activities, and how the teacher organized and directed the students activities;
- what occurred as a result of the teacher’s efforts – both intended and unintended consequences, including evidence about student learning.

All of this should be swept together into a case narrative.

Some examples of case writing from VEGPSP – Stage 1 follow.

² This section draws on the work of Carnegie Foundation.

Examples of Case Writing from Values Education Good Practice Schools Project – Stage 1

Example 1 – Values in the Early Childhood Classroom

The following piece of case writing was produced by a teacher in VEGPSP Stage 1. Note how it starts by identifying the teaching and learning issue that concerned her. It then discusses why the issue is important. Then it talks about what she thought she might do to address the issue, how she went about doing that and with what consequences.

Values in the Early Childhood Classroom

States the teaching/learning issue

Working as an Early Childhood teacher I am aware of the importance of developing student’s listening and speaking skills on a daily basis. As part of my Listening and Speaking program I had always previously used the traditional Show and Tell but this turned into a show of the most up-to-date expensive toys. I have found from previous years that students who lack confidence in speaking to the class will not contribute very often to Show and Tell, and choose not to speak at all. I have also found that students lose interest in listening to the speaker when they speak for long periods of time, or too quietly. Students who are confident in speaking often take advantage of their time, and always have news to share or something to show. Speakers who lack confidence seldom participate.

States the teaching/learning issue

Being in a class of 26 Year 1 students, 5 with high English as a Second Language needs, and 1 student with autism there was a real need for all students to be actively involved in oral language activities. Both listening and speaking are skills needed to show respect for all, and to achieve your personal best. It is also essential in developing an understanding of other cultures and to share their own personal experiences with others.

States how the issue was addressed

Having completed the Tribes Training I could see many strategies I could use to encourage students to listen to each other and contribute to discussions. One particular strategy is the community circle. The community circle involves students sitting in a circle and using a “talking stick” to have a turn at speaking on a given topic. Students have the right to pass, so those students not yet confident can build the courage to participate. I based our oral language program on the community circle, introducing and constantly reinforcing the 4 Tribes agreements; Mutual Respect, The Right to Pass, Attentive Listening and Appreciations – No Put Downs. Having undertaken the Tribes training part of my classroom practice included using the Tribes agreements. Participating in the

Values Project provided an opportunity to link the 9 Values with Tribes agreements, energisers and strategies. Each morning the students sit in a circle on the floor when they hear the morning bell, and begin their day with a specific topic to talk about, such as “My favourite TV show is...”

Because the topics are simple and quick to answer, the community circle takes only 5 minutes to complete. Students are reminded of Mutual Respect and Attentive Listening if they are not listening to others. Once each student has had the opportunity to speak, reflective questions are asked to develop an awareness of what we learned about the topic and how people feel about sharing their thoughts. The aim of the later question is to make students aware that even confident speakers can feel nervous and intimidated when talking to the whole class. This will hopefully encourage the students who often pass to take the risk and contribute.

States how the issue was addressed

At first only the confident speakers contributed regularly, then others joined in, so that by the end of the term all students contributed to a high interest/easy topic such as “What is your favourite colour?” I found some topics less popular, where more than half the students choose to pass, even towards the end of the term. The Community Circle strategy started at the beginning of the term with students being stopped on average 5 or 6 times during a 5 minute session to be reminder of Mutual Respect and Attentive Listening, but by the end of the term it was only needed on average 2 – 3 times a week. I started to hear students using the terms “Mutual Respect” and “Attentive Listening” during other parts of the day. An example of this is when Child A and Child B, who were sitting beside each other working on a worksheet had a conflict that normally the teacher would need to step in to resolve. Child A had marked Child B’s work. Child B was quite distressed, and proceeded to explain to me what happened. Child C, who was listening to the conflict said to Child A, “That’s not mutual respect.” Without teacher encouragement Child A apologized to Child B. Another example was late in the term when someone was talking in the Community Circle while it was another student’s turn to speak. I reminded the class of mutual respect and attentive listening by using just these terms, and another student further explained it by saying, “How would you like it if it was your turn to speak and other people didn’t listen to you?”

States the teaching/learning issue

Students at this age need constant reinforcement and encouragement to behave in a desirable manner. My aim was to develop students who respect each other’s opinions, thoughts

and ideas, and have the confidence to share these as well. Through this strategy I believe I encouraged development in the values of respect, freedom, tolerance and understanding and doing your best. I will continue to use this strategy in my future teaching experiences, and I believe it would be effective in all teaching situations and all year levels.

Example 2 – ‘Love Your Enemies – Do Good to Those Who Hurt You’ and Finding Friendship – Taking the Time to Start Again

This is also an example by a teacher from Stage 1. Again the pattern of identifying the issue, why it is important, what she did and with what effect.

States the teaching/learning issue/problem

‘Love Your Enemies – Do Good to Those Who Hurt You’ and Finding Friendship – Taking the Time to Start Again

A and Z would often come to line-up then continue their verballing of each other into the classroom- angry at each other, blaming each other for having no friends, and for the disastrous game on the oval, for one team being unfairly stacked during play. Daily at lunchtime it was the same. Regardless of who intervened, nothing, it seemed would change and the situation just seemed to escalate. Z was a new boy to our school in 2005 and A had been at our school since mid 2004. They were both in year 6 and seemed destined to be ‘enemies’ forever.

During recess times however there seemed to be little competition. I often observed them sharing conversation in the courtyard and even smiling, sharing a joke seemingly enjoying each other’s company. But come lunch break and they would be at it again.

“I can’t stand him, he always gets the ball.”

“Why should I have him on my team, he just doesn’t play fairly”

“I wish I never came to this school...I’ve got no friends”

“Teachers just don’t seem to listen or understand...I don’t want him anywhere near me.”

After the first bell it would continue. With both of them often wetting each other at the bubblers and then blaming the other.

States the teaching/learning issue

Often when on playground duty I would observe them – both with wonderful qualities, one on one, great students but together seemingly ‘explosive as dynamite’. One tall and ruddy, the other small and fair. Both were very competitive, both eager to please in the classroom. I believed Z was gifted and used behaviour to

gain the approval and attention he so desperately sought. A often used evasive tactics to avoid reading...with poor literacy skills it was easier not to do anything than to have a go and perhaps have people laugh.

Perhaps this was a way...I undertook Tribes training in late June 2005. A great experience...In Term 3 we worked intently at becoming a true community. As a class we revisited our class rules and then we discussed the 9 Values.

We re-introduced the Y chart (Looks Like, Sounds Like, Feels Like) and then we added the X Chart (Looks Like, Sounds Like, Feels Like, Thinks Like) to revisit the 9 values. Care and Compassion, Doing Your Best, Fair Go, Freedom, Honesty and Trustworthiness, Integrity, Respect, Responsibility, Understanding Tolerance and Inclusion. We spent many weeks revisiting. The last few Friday afternoon towards the end of term 4 2005, I introduced a games afternoon (No computer) to foster the values we had been learning. Monopoly, Checkers, Connect 4, Uno soon became class favourites. This particular afternoon A challenged me to games of checkers. I agreed. Z watched on eager to support A to beat me! Sensing Z's enthusiasm and the competitiveness I suggested that Z and I have a game afterwards. He smiled (a rare thing) and said "OKAY!" Things were progressing. The games' afternoons were an opportunity for Z and A to play each other. That afternoon was the turning point. Both boys were smiling, talking politely and planning next week's match.

Talks about what she did

States how the issue was addressed

The next week some of oval play was replaced by games. Before school became an opportunity for games and a truce was observed. Oval duty became a pleasure and learning time increased, as there were very few issues to resolve. A and Z both chose to work together in groups for Reading, Spelling and Literacy Block.

Talks about outcomes

In 2006 A and Z are in separate classes, and they are inclusive of each other in activities, at play and during class time. Each has had only 1 withdrawal this term as opposed to 3 in Term 4, 2005 and 5 in Term 3 2005.

Example 3 – Let’s Talk About Things That Matter- Year Five/Six

Talks about the problem

Let’s Talk About Things That Matter- Year Five/Six

I care about what my students think. I really do. If only I : including approaches to Case Writing could finish my sentences and thoughts without interruption or have them focus on one another’s opinions instead of them thinking it’s all being about ‘Me, Me, Me!’

Talks about what she proposes to do

Having recently attended two conferences taken by Art Costa and George Ottero I was struck by a common theme- the importance of relationships, dialogue and listening with empathy and understanding. I decided to implement some practices that might lead to an improvement in our class culture. I wanted to explore how we could develop values education in meaningful ways.

My school was also having a major focus on improving speaking and listening skills aligned to the National Framework so the timing was perfect. My class had already done a fair bit by establishing an agreed etiquette for conversations. Using paired listening (*1) and fishbowl strategy (*2) the children had discussed given topics and had been given feedback from their peers on their behaviours. This was a powerful tool and did have some positive effects. Many were more aware of not interrupting and including others but it didn’t go far enough as some children still basically didn’t really care. They valued different things.

Discusses what she did

We reorganised the classroom furniture so that we could sit in a circle (*3). I introduced ‘Talking Sticks’ (*4), as I wanted to see how this would effect our conversations. I gave the children a topic- ‘What if all children were micro-chipped so that parents could monitor where they were?’ They loved the topic and were bursting with ideas. Some children used up their sticks quickly and then were unable to speak. Those that usually dominate discussions found this enormously difficult. They were virtually bursting but interestingly enough did not break the rules of ‘the game’. They squirmed on their seats, put their hands over their mouths but said nothing. Frustration increased if they were asked a clarifying question as they lost the chance to express one of their ideas. (Afterwards we discussed this and decided to give each person one stick of designated colour (yellow) to answer a direct clarifying question.) Many students who were quiet had the time and space to express their opinions without fear of

interruption. It was a real hit and for days afterwards they asked, "Can we 'play' sticks again?" We have since 'played sticks' many times and they still enjoy the challenge. They have learnt: "to be more mindful about what I am going to say", "not waste my speaking by making funny comments as I don't get my real ideas in", "be clear about what I am saying so I don't have to answer clarifying questions", "to listen more carefully to what people are saying.....it helps you not to repeat what someone else has already said cause you want to make your stick count".

We started to explore issues involving values like, how we might show the values to people new to our community, refugee issues, and school camp. We used X charts to discuss how we would think, what it would look like, sound like, and feel like. In the beginning the children found the 'think like' part hard to do. We talked about how our thinking was where our behaviour came from. "If I think you are my equal I will treat you as my equal." "I think I should give everyone a fair go by passing to everyone in my team." Over time it became easier for children to reflect on the values and how they related to what we were going to do or to issues we discussed.

Temperature readings (*5) also became part of our class routine. Sometimes it might be a raising of hands with a show of fingers from 1 to 5. The question might be as simple as "How would you rate your weekend?" "How are you feeling today?" "How well do you think you understand X?" These may sound unimportant but the children were then able to comment or pass and I learnt things about them that would have gone unnoticed otherwise. "I rated a 1 because my dad went back to Sydney last night and I won't see him for another two months. I hate that!" "I rated a 2 because my grandad went to hospital and he's really sick. Mum's all upset and so am I?"

"I rated a 3 because I keep getting confused about the steps and there was too much noise for me to concentrate when the others had finished and were talking." I could then respond appropriately at a later time and I believe this made us grow closer. I also shared how I was feeling and about events in my life. I think this helps to 'humanise' us as teachers and increases trust.

In appreciations we had the opportunity to feedback positive things to people. In our first session I was incredibly moved as kids gave me so many appreciations about my teaching, the things we do and who I am. It was unexpected especially with senior kids for whom it is not really seen as cool to openly like a

teacher. I glowed inside for days afterwards. If something this simple could make me feel so good what was it doing for the children? I looked at their faces and they were beaming during appreciations- both the giver and receiver.

We have had class meetings in the past as a forum for students to discuss class issues, express concerns and make recommendations. We moved this into part of our circle time quite naturally. New information could be given to clarify why things may have happened the way they did or why people had done certain things. This was compared to how people may have perceived events. This was worthwhile in resolving conflicts or adjusting false impressions. We also used hopes and wishes for planning changes to our class organisation or having some special events.

Another part of our time was using 'circle of voices' (*6). Sometimes this is part of temperature readings but we also use this to discuss issues. At the beginning children needed to have a prop that they passed around to stop others from interrupting. Only those with the 'ball of power' had the right to speak. Gradually this prop has been able to be removed and children wait. If someone interrupts the others are very quick to tell them "it's not your turn" or "Excuse me, I haven't finished speaking." So now I have the perfect classroom where I am never interrupted and we all treat each other with total respect. That would be nice wouldn't it?

Talks about
outcomes

Sam and Jayden are still learning to manage their impulsiveness and beginning to wait their turn and some still chat when they should be listening. Sometimes I still get very frustrated by their behaviour. So what has changed?

Sam, Jayden (and others) are aware they should be waiting and not interrupting. They apologise to whomever they have interrupted. They wait more often and raise their hand more often. We all know it is something they are working on and encourage them when they have been doing well.

The side chats have lessened and almost never happen in circle time. If they do, they are promptly reminded by the others of what's expected. It is no longer just myself calling for this way of respecting each other.

Our discussions are richer and more inclusive. I regularly hear from everyone in the class, even the quietest of the girls.

Most significantly though I think our relationships have deepened. We know each other far better. We deal with each other honestly and openly. There is a greater sense of trust and safety within our class.

An unexpected spin from this has been their heightened sense of “expected behaviour’ not just in our room. They put everyone under the same scrutiny and have come back with complaints about the way they perceive they are being treated by other students or staff. It was put to one of the boys that I tell them off too and the reply that came back was “Yes, but it’s different when you do it ‘cause you understand me.” That blew me away a bit but made me realise how important the relational side of everything we have been doing has been.

Our journey is far from over. After all, we are imperfect people who don’t always get it right. From the core of valuing our relationships have come acceptance and a willingness to forgive within our room. One challenge is how to help the kids take these values out beyond our class without being destructive, i.e. using this knowledge to try to bring other people down. It can also be counterproductive if they try to lay these standards and values on others or sit in judgement. This will be a focus in our circle in the next few weeks.

I continue to care about what my students think but I am now far more aware of how they feel. I have come to understand how important our relationships are and how they impact in all of our interactions. My class is already expressing how much closer they have grown and how they will miss being together, and yes I will miss them too.

Future plans.

I will most certainly make circle time a part of my class next year and look forward to watching how it unfolds. The improvement in relationships and improvement in listening has improved our interactions. This flows over to all our time together and makes the time we spend in circles even more worthwhile. Our awareness of values and what they look like, sound like and feel like has increased. In our circle dialogues is where the real thinking like has been happening. A team of teachers has been trialling these strategies at my school. We have all seen it as valuable. We have put forward a proposal for which will be taking this across the entire school. We believe it will make a positive contribution to our culture as a learning community.

I would encourage teachers to trial these with their students. The same principles and activities can be applied in any subject. Take the time to get to know your students.

***1 PAIRED LISTENING**

Practise conversational skills

This is an effective starting point for interactive speaking skills. We had peers assessing how well they used the skills and feeding back to the individual.

***2 FISHBOWL STRATEGY**

Students sit in a two concentric circles. The inner circle students have the dialogue. The outer circle is observers only. They are not allowed to comment. They provide feedback at the end of the session on specific skills.

***3 CIRCLES**

Circles have become a fundamental part of our dialogue process. The circle is a symbol of unity, equality and cooperation. It promotes working together to support one another and taking equal responsibility.

***4 TALKING STICKS**

Students are given a collection of coloured sticks, (i.e. 3 sticks). In order to take part in the conversation they must throw in one of their sticks. Once all of their sticks are used they cannot say anything further.

***5 TEMPERATURE READING**

The purpose of temperature reading is for people to get a chance to say what is on their mind and in their heart.

The categories are: appreciations, new information, puzzlements, concerns and recommendations, and hopes.

***6 CIRCLE OF VOICES**

Move around the circle allowing everyone to comment without interruption. No one is to comment on what is said until everyone has had his or her chance to speak.

Appendix 7: Constructing the School's Case Study – Values Education Good Practice Schools Project – Stage 2

Towards the end of the project each individual school will have the responsibility of constructing a complete case study identifying what the school set out to do, what happened and what the outcomes were. In effect it will conduct an evaluation of the purposes, processes and outcomes of the approach taken by the school in interpreting and implementing the National Framework in the context of the school. It should address the following questions and should also draw heavily on the record of the action research process, the teachers' case writing, the discussions held around the Configurative Mapping tool and any other material the school considers appropriate to include.

Questions about Purposes:

What was the approach to values education that was pursued by the school?

What were the specific intentions of the project at the school level?

Questions about Processes:

What processes has the school developed and used to interpret and implement the *Values Framework*?

Questions about Outcomes:

What outcomes can be identified?

What factors contributed to the school achieving its aspirations?

To what extent did the cluster arrangements used by the project contribute?

What factors impeded progress during the year?

The case study should be progressively built up **at the school level** over the course of the project you will be expected to report on developments within a case study framework.

Case studies are to follow the following format and take the form of a narrative in six separate but related sections. It should be descriptive and share with readers what you intended to achieve in your project, how you went about trying to achieve it and what successes you had.

It should contain six main components:

Part 1: A section on background

Part 2: A section on the purposes of the project

Part 3: A section on the processes of the project

Part 4: A section on the products of the project

Part 5: A section on reflections/observations

Part 6: Support Materials

Each of these is elaborated in the following:

1. Section on Background

This section should provide the context of the project. It should tell the reader about the school, the teachers and students at the school who are involved in the project. It should provide insight to things like staff experience with values education, the main issues the school is concerned about regarding their students and how they gave rise to the application for the project and why you wanted to either begin or continue to implement values in your school. This section of the narrative should enable any reader to have a clear picture of those involved in the project and how and why they came together.

2. Section on Purposes: the “what and why” of your project

Every project had a specific set of objectives that were described in the Project Plans. This part of the narrative should flesh out these objectives and say more explicitly what you intended to achieve during the project. If your intentions changed along the way you should indicate how and why. This section should also present your reasons for choosing your particular objectives. Upon reading this section anyone will be quite clear about what you were trying to achieve through the project.

3. Section on Processes: the “how” of your project

In this section of the narrative describe the **actions** you took to try and accomplish the purposes of the project. Also indicate, in this section, who was involved in the project, how it was managed, how progress was monitored, what you actually did with students, teachers and parents, what happened with the UAN colleague, the roles of other critical friends and the role of the broader cluster arrangement.

4. Section on Products: the outcomes of your project

This section of the narrative is about what was accomplished by the project. It should describe your achievements as well as your disappointments and what was learned from this.

This section of the narrative should also give an account, and be a celebration of, the most significant accomplishments of the project as you see them in your school communities. Things like the ways the project has produced changes in the students, changes to the way teachers approach their work, new attitudes in, or greater involvement by, the parents, more positive relationships between teachers and students, more useful resources for classrooms, stronger relationships between schools in the cluster and the like. You should refer to the evidence that supports your claims in this section. For instance, in one project in Stage 1 it was claimed that since the inception of the project staff had noticed that many students who were previously disengaged from school now appeared more engaged. To support the claim the school produced a table on which student attendance rates over the period of the project were listed and which showed a marked increase in attendance by particular groups. This section of the case study is where the examples of **Case Writing** should be used as evidence. Other evidence like feedback from students, improved parental involvement in school that might be attributed to the project, examples of student work, copies of materials that were developed during the project and others might also be included

here. In particular describe how the evidence relates to effective implementation of the *National Framework*. Concrete, practical examples are sought in this section.

These products should reflect the outcomes or effects of your project on students, teachers, parents or other members of your school community. What observable changes have there been as a result of your school's participation in this project?

Any samples of material that were derived from activities should be described in this section as a way of demonstrating change, but please include the actual samples in Part 7: Support Materials.

5. Section on Reflections: the "what have we learned" section

This section of the narrative is intended to provide advice to other teachers. When they read it they should feel that you are sharing your experience with them. It should be addressed to a teacher audience and focus on "Knowing what you know now, what would you do differently next time or recommend to others". You might want to comment on:

- Were some things you did more successful than others? Why so?
- What are the most valuable lessons you have learned about how to implement values education during the project;
- What do you now think constitutes good practice in values education?
- Were there any unexpected outcomes, positive or negative?
- State and Territory links to your project.
- Sustainability – where to from here for values education?

We all hope that your involvement in the project will be sustainable over the next few months/years at your cluster/schools. Nonetheless we are realists and recognise that such good things do not automatically or routinely occur. Thus we want you to advise us about what the issues are for you if your efforts are to be ongoing. Naturally, money is going to be an issue. We all recognise that of course. BUT if your efforts are to progress, what are the issues for you? Does it require, for example, a rethink by the cluster about role responsibilities? What is required staffing wise to make things keep rolling along? If you had a wishing wand, what would you wish for to make sure that what you have so far accomplished is not lost? **But "get real" when you write this part of the narrative. We genuinely want to hear your advice.**

Were there any values identified as part of your project that caused conflict in your school community or conflicted with the nine core values?

It is important to be honest about this section of the narrative and include some of the elements that may have impeded your progress. For example, you may have encountered serious cultural blocks or obstacles in either cluster organisation or individual school communities. How did you deal with these blocks encountered with teachers, students or parents? Were you surprised by any reactions from your school community? How did you deal with that and what would you avoid in the future?

6. Section on Support Materials: the “what we have used to achieve our products” section

In this section we are interested in meaningful exemplars of support materials that are referenced to the products narrative of your report. Please provide **selected** samples of **relevant** support material that you have used to achieve your products – and describe, very briefly, how they helped to achieve your products.

This section might include some of the following:

- A few key high resolution images with permissions please (for CC to use in web and print resources)
- Materials such: newsletters, survey tools, student writing/presentations, comments/reflections from parents/teachers/students/community
- Units of work developed during the project
- Samples of mission/vision statements/policy documents
- Other: Powerpoints, film clips, school forums materials

An example of a case study from VEGPSP Stage 1 follows. It is a slightly modified version of a case study of the purposes, processes and products of the VEGPSP Stage 1 at one of the Werribee cluster schools in Western Melbourne.

Case Study – Thomas Chirnside Primary School

Context

Thomas Chirnside is arguably the strongest centre for values education within the cluster and one which serves as a model, pathfinder and guide for other schools.

The school was established 14 years ago. It started with 178 children and recently peaked at 650. They are now sitting at 630, which is considered “comfortable” for the site and the nature of the school. It is sought-after and there is a waiting list.

Thomas Chirnside serves a new and growing outer suburban community, which hangs off the western end of Werribee, just adjacent to the racecourse and close to the old Geelong Road. Thirteen years ago, when the school opened, the newly developing estates were not affluent – houses were new but not expensive; people were drawn to the locale by low house and land packages, and the proximity to the country and to the coast. At the same time an established population harked back to a more enduring tradition of public housing – the Housing Commission in those days – and the Defence Forces, whose accommodation policies saw the regular sell off of older housing as it lost functionality. When those houses became unfit for services personnel other less fortunate families were moved in and taken off the central public housing waiting list.

More recently more ambitiously positioned estates have been developed locally, housing for a more overtly ‘aspirational’ clientele. Now both sets of families find themselves at Chirnside Park and this mix has been instrumental in the recent interest in values promotion -- prompted at least in part by the need to manage an effective and functional mix in the students and the more general school community.

Purposes

Why did the school introduce its values program in the late 1990s?

School leaders say that the school's first five years were "very positive" – the community was strong and coherent and focussed in its objectives to build a sound and effective local primary school. After that point, however, teachers felt a sense of the school "losing its way". They noticed increasingly disruptive behaviour in the yard or when the children were at play, and felt that little respect was evident in the school for teachers or for what the school was trying to do.

Around 8 years ago they enlisted the help of the Quality in Schools Program, and focussed on addressing this as a whole school community.

Their work with the program has morphed into the current whole school program. At all points along the way the school has adopted a number of essential tenets, that the work be of a **whole school** nature, and that it address issues of **quality and excellence** in the schooling experience.

Processes

In relation to values the school is focussed on developing a set of values, which the school can develop and relate to as key goals. They spend significant time working on the development of this set of values – at the outset of the school year each classroom comes up with a set of basic tenets and children vote on these. They are narrowed down to a set of 12 qualities school-wide, then narrowed down again as it becomes clear that some may be reflecting duplicated qualities. Their current set of values, outlined in every classroom and highlighted in communications such as the school newsletter, are:

- Excellence
- Communication
- Respect
- Honesty
- Friendliness

These have been the base line values for the school's work in the project, Learning how to Learn, Learning how to Be.

This school places great store by "data based evidence" and regularly scrutinises key data sets to ascertain trends in teacher and student performance and satisfaction. They are at times "surprised" by what they find and the links between particular aspects of school management and behaviour. They are able to adjust routines and processes accordingly. This constant emphasis on examination, evaluation and improvement is shared with the children and families and is central to how change – or the need for change – may be viewed. Change and innovation is recognised as part of an ongoing process of monitoring and improvement.

School-level examples of evidence based strategies for quality

Example 1

Students might decide that the time they spend packing up may be inordinate or that this period is a disruptive time of the day they make an effort to study what it is that goes on in this time and how it might be changed. After gathering and sharing the data that is based on the group's observations students can make decisions on what they need to do to streamline their activities.

Example 2

Children from the level of Preps are familiar with the concept of flowcharts and the need for monitoring and self-assessing to effect improvement. These are done in cooperation with the children.

Example 3

Student portfolios – are used extensively to highlight best work. The school makes strong use of rubrics to inform students and parents about parameters of a task. This assists in clarifying tasks and is essential if students are to be effective in self-assessment in learning, which is used intensively in the school.

Example 4

All teachers are now undertaking action research projects based on the needs of children. Grade 4 classes for example are looking at literacy and investigating ways of maintaining good levels of learning. They are exploring single sex strategies and have found that boys are actually understanding their texts but experiencing difficulties in conveying those understandings in formal ways. Role plays and other strategies now work well in establishing comprehension but the challenge will now be converting this understanding into other possibly more conventional forms. This is a step forward in understanding their children as learners and in being more sensitive to their capacities and needs.

The school has already developed a strong values education focus and as such any project contribution must be viewed in relation to an achieved level of implementation. What the school did last year both at the school level and to a lesser extent in its work in the Werribee cluster was to “re-jig and refine” its values focus. For them this meant a number of related strategies and enterprises over the course of the year including Work on inquiry learning, now more overtly connecting school values to academic outcomes

Introduction of TRIBES across the school and hosting of TRIBES conference with trainers brought out from USA. This was great Professional Development for staff and great recognition of what they had already achieved.

Refinement of whole school year long values program, including a uniformly-applied 2 week “introduction” at commencement of year where all classrooms engage in methodically setting up academic and behavioural frameworks for the year, highlighting expectations – “a good 2 week investment in establishing ground rules for quality!”

Products

The Good Practice project specifically allowed the strengthening of the cluster and development of a common values language across schools – enormously beneficial in professional learning and communication. “Subtle but important changes have

happened in schools..." These include teachers' growing collegiality and sharing of perspectives and strategies, (as seen in the development of the 'pooling' of documentation of successful values based activities for use by all schools) and enhanced professionalism among teachers in the cluster in undertaking leadership roles in cross-school working groups. Values based communication included discussion and work around the Framework where teachers worked with the values embodied in the National Framework, using these as a reference point for those earlier adopted at the school level. While this school felt that some of the National Framework language and concepts were not immediately accessible to primary level students they regarded their own more streamlined framework, highlighting Honesty, Effort and Respect, as compatible with the framework and more primary-friendly: "We are a primary school with responsibility to establish primary understandings..."

Parents' Perspective

The values education, says one parent, is the "biggest thing" about the school. As a parent, he argues, he is proud to see their emphasis on students' accountability for their own values and their ownership of them. This covers a gamut of areas, from behaviour in class to their approaches to their own learning. Its effectiveness can be seen in the way that suspensions and time-outs are significantly diminished; ultimately a much better behaviour pattern is developed, based on the children's own perceptions of what is appropriate.

"If values education is working you have a classroom – where kids aren't threatened – so kids are free to explore their own academic needs; they're safe and secure.."

What does values education mean for children at home? Parents were insistent that "it is coming home" – that is, children had a language of values and were alert to issues and keen to discuss them. In this sense they felt there was a rounding effect – that the framework not only built vocabulary but extended concepts and aided maturity and focus. They liked the way children supported each other and demonstrated respect. They saw the Tribes program as adding to this in a very constructive and natural way.

Behaviour

Since undertaking the program the school has seen "huge change", especially in the areas of student behaviour. Students know how to work with others, are much more familiar with school values and understand the language and discourse of values. This is apparent in feedback the school receives from members of the more general public (not even the school community) who are favourably impressed by the school students' demeanour when outside school (such as on excursions). Similar feedback comes from camps or from parents who are impressed by the buddy relationships encouraged by the school.

Observers feel students are respectful of each other, respectful of adults and much better at communicating in an appropriate and effective way.

There is much less use of the Time Out room than before and CRTs are much happier about coming to the school.

Academic Outcomes

Overt links between the school's values program and its strong reputation for "good learning" are made by the leadership team. Values education has meant:

- more effective cooperation in the students they go about learning or sharing learning
- Teachers focussing more on guiding and acknowledging kids' initiatives – getting kids to want to learn
- Safe and secure environment
- Greater quality of strategies used and taught to articulate
- Creation of "learning community" and linking relating well to others and learning

Contribution of Tribes

The school recently embraced Tribes as a whole school approach to work with students. The program is felt to be working side by side with school values and in many ways provides a bridge between the values and academic outcomes.

The strategy of community circles for example was not done before – children are encouraged to reflect on their feelings and share with the group and this assists the teacher in deciding what interventions or assistance are needed for specific children and how to deal more appropriately with particular learning needs.

Tribes offer a stronger opportunity for inclusion. In addition there is a strong emphasis on reflection at a range of levels. Again that reflection has immensely benefited teachers in responding appropriately to individual students – as well as developing students' own understanding of their own learning and development of Meta learning skills.

Tribes in fact helps students and teachers "live the values" and to appreciate the process of working in a group.

The need for self-assessment has meant a new focus on the demands of particular learning units and the introduction of more clarity into the learning process.

"Tribes has made us look at rubrics and other guides for students' self-assessment – we had to do this and then teaching strategies were changed for the better we think. Kids are now much more clear about what the teacher wants them to do. This is so empowering for students. They can now go back and assess output."

And teachers are now much more confident about students; abilities to assess their own learning.

These teachers are in no doubt that their work in values education has played a major role in their being regarded as a high performing school.

Examples of Good Practice: Year-long Values Plan

The school has developed a strong whole-school Learning for Life program which all teachers use as a guide for unit development across the year. Values are central to this program, which commences with the 2 week intensive “values refresher” conducted in all classrooms at the outset of the school year. It is part of a structured plan across four terms and overtly embeds values and practice. The program is well organised, well documented and coherent and shows whole school commitment and adherence to the centrality of values in the academic and social life of the school. Values education “underpins everything that happens around here”. The guidelines and frameworks, which serve as the basis for teachers’ classroom planning, are clear and unambiguous, offering overt acknowledgement of the school’s commitment to a consistent values program.

Anzac links

The school has over time developed significant links with local returned servicemen who served in the Vietnam war in the 60s and 70s. “We’ve adopted them and they’ve adopted us”.

This particular community partnership is “all about values”; both groups benefit from the relationship and students are afforded the opportunity to explore some potentially difficult or challenging themes in ways that are accessible and non-threatening. The veterans have become fixtures in Anzac day activities and recently built a memorial at the school.

Positive Effects of the Values Program in Recent Years:

By most measures levels of satisfaction with the school are today very high – across staff, students and parents’ surveys. Interviews conducted at the school in 2005 reinforced this perception. The introduction of inquiry based learning, which draws strongly on themes of respect and responsibility, has been supported by anecdotal evidence that classes are more cohesive and that learning connections are being made at higher levels – that is, teachers feel that deeper learning is happening under this approach. Significantly teachers are also reporting changes in their own practices and approaches. They are more reflective about their practice and some are making changes to their established modes of teaching to enhance effectiveness under this new approach. They are learning new skills and approaches based on school values – the use of negotiated learning, for example, and the ability to work more closely with and to trust the children’s interests. “For some teachers this has been transforming!”

Academic outcomes

The school makes strong connections between its values approach and the promotion of good learning in the classroom.

Effort

“One of the things we highlight with all the children from the preppies up is: Have I given this my best shot? They know that with just about all the things we do in the classroom we all have choices about how well we do them...”

The school supports this approach by making its values (Honesty, Effort and Respect”) and academic expectations of students as explicit as possible, an approach which is highly effective with students who may be struggling with their work or who might not understand what “good work’ might be. Rubrics-based outlines of “5 star work” assist students in self-evaluation, aiding motivation and understanding of how and where to focus effort for improvement. Their own abilities in transfer of knowledge are accordingly enhanced.

Effectively the framework of values has made for more inclusive teaching and learning; as result students are much more engaged and making stronger and more enduring learning connections.

Appendix 8: The University Associates Network (UAN) Account of Good Practice

As part of the research program the UAN critical friends are requested to undertake the writing of an account of best practice/s that emerge from their cluster. These might best take the form of small case studies or a vignette that captures some of the detail of the good practice, lays it open for analysis and scrutiny and makes it accessible to others for them to try to put into practice. These should be about what people did:

- In planning schools' values education program
- In engaging the whole school community in the process
- In developing partnerships within the school community
- In providing a safe and supportive learning environment
- In supporting students
- In providing quality teaching
- to integrate values across KLAs
- to have their values education program address intercultural issues
- to have their values address global issues

Some examples of such vignettes from VEGPSP Stage 1 are produced below.

Very early in the project, cluster coordinators should convene a meeting of the UAN person and all the school coordinators at which arrangements are made for accomplishing this aspect of the research.

Example 1: Two vignettes about providing a safe and supportive learning environment and providing Quality Teaching

All teachers at Modbury School have embraced values education and each has developed activities and procedures that pursue the School's values. The examples of Maria and Clara below illustrate some of the things that are occurring.

Maria

There are two teachers in Maria's room: Maria the teacher and Bob the skeleton. Bob is a life-sized skeleton that Maria found discarded in a cupboard. She has given him a 'life' – a personality. He is someone is portrayed as being good, wise and always doing the right thing. Maria projects the desired values onto Bob and attaches to his 'body' artefacts and messages that convey the theme of the moment. The children relate to Bob as a 'person' and Maria takes advantage of this to pose questions such as: 'What would Bob think about this?' While many junior primary teachers have their own versions of Bob – dolls, stuffed animals or other such devices, Maria's Bob is invested with a major role to play in teaching the children about values such as empathy, kindness and consideration. Certainly, he helps the children see things from the perspective of another.

Maria's approach to values education stems from her strong desire to help the children learn to be good – to be well-mannered, kind and considerate. She regularly reminds her children of the importance of manners, respect and the need to be considerate. In fact, she has now found that the children are reminding each other of these important

things. Clearly, this has paid off, for Maria says that she no longer manages student behaviour with stickers and other consequences. This theme emerges time and again in conversations with all of the teachers.

Beyond the initial two-week focus on social skills and the constant highlighting of positive values, Maria explicitly teaches about respectful behaviour and interpersonal skills such as the disclosure of feelings, apologising, and being mindful of whether or not others are being included in or excluded from games and activities. This is accomplished by way of weekly lessons that employ videos, discussions and role-plays.

While heartened by the belief that values education at Modbury must be working as evidenced by the skills and sensibilities of the children now arriving to take up places in her classes from the younger grades, Maria nonetheless believes that values education is a constant challenge in the face of counter-prevailing forces such as television, and the values of some families.

Clara

Clara's class comprises children in years 4 and 5. Whilst new to the school, Clara has taken quickly to the potential that she sees values-based pedagogy has in transforming the nature of relationship among children and the nature of the relationship between teacher and child. She says, in a way similar to her colleagues, that: 'values education has changed my role from a policeperson to an educator about behaviour'. She sees that teachers are no longer there to punish children, rather to help them become more responsible young people: more valuing, more accepting of others, and less angry. In short, Clara says that the function of values-education is: 'to produce resilient, happy children'.

Clara pursues her goals through techniques such as affirmations and thank you notes. She encourages her children to write to one another, to place short notes in each other's bins, or message holders. She tells the children to: 'write it down or get a friend to help you; or do it verbally'. She is particularly keen to talk with children about values and quality relationships right at the 'teaching moment'. In this way, Clara's values program is alive and in action all day long. Beyond this, Clara sets out to introduce children to the values agenda and associated skills through drama and role play, with the latter providing opportunities to practice the skills.

A major focus for Clara has been the development of her children's group work skills. She has pursued this by teaching children the skills and behaviours associated with the different roles that members play when working in groups. This is supported by practice as children work in small groups that are changed regularly to give maximum opportunities to work with and learn from other children.

Example 2: A vignette about older children providing Peer Support for younger children and insights to Quality Teaching

Immediately after lunch students line up outside their classrooms as usual. One of the Year 1 students asks eagerly, "Is it *Peer Support* today?" "Yes," says Ms Bassett, "But

remember, first we have to go to assembly.” She settles the class then the two line markers lead the class to the school covered assembly area. After only a short time the whole school is present and the Principal stands at the front of the assembly. It’s only a small school and she can easily be seen and heard by all. There is more or less immediate hush. “Good afternoon everyone,” she begins. “You all know by now that Thursdays are *Peer Support* days. Who would like to remind us what we did in *Peer Support* last week?” There’s a flurry of hands. She picks one, reminding him that he’ll need to speak up, then repeats his answer. “Yes, that’s right, we did an activity . And what was the lesson we learned from the activity?” Again she repeats the answer for all to hear. “Thank you Alison. Yes it was that...”. She pauses. She pauses briefly once more. “This week we’re going to find out more about how we can learn to be peaceful, in the ways we feel, in the ways we think about what’s going on around us, and in the ways we act, especially when things aren’t going very well, by thinking about a special place that helps us feel good... We’re going to do what’s called a *visualization* – which is a very big word for imagining something in your mind so that it feels almost like it’s really there. That’s not always an easy thing to do, so when your Leaders ask you to do *your* visualization, you’ll have to be very quiet and still and concentrate very hard on the picture in your mind of your own special place. All right? Good. Now, I’d like you all to go quietly to your *Peer Support* room and wait for your leaders.”

On the whole, and with only a handful of exceptions, students move off fairly directly and with minimum of fuss dissolving from the class groups in which they’ve been assembled and gradually clustering together with others from their peer groups as they head towards the various classrooms. In fact, despite the Principal’s injunction to wait for their leaders, most of the Leaders are already waiting at the door, where they greet each individual or small group by name, and ushering them into the room. The Co-leader, also already ‘at her station’ supervises the seating and settling of the group – This appears a relatively easy task, as most of the group simply come in and sit down in the circle without any fuss. Like the Leaders, the supervising teacher is also already in room observing what is happening, greeting a couple of students who happen to sit nearest her, but not playing any active role in setting up the group.

The Leader, Jemai, stands behind her chair and briefly introduces the lesson. “Like Mrs Cray said, today we’re going to be finding out about a special place that we can go to that can help us be peaceful. Does anybody have a special place they go to, like, at home, when they need to get out of the heat?... Yes Simon,” she nods in one child’s direction. ‘I hide under the house behind Dad’s workshop.’ “Julie?” “I’ve got a sort of cubby house down by the creek down the back.” :“Thanks Simon and Julie. Well, it’s good to have a real place you can go to but we’re going to be looking at an imaginary place, somewhere you can *think* about even if you can’t get to it. It can be a real place, like Julie’s cubby house, but it doesn’t have to be. Just somewhere you can think about that makes you feel better.” She looks at Owen, the co-leader, and he picks up the threads. “To start with we’re all going to lie on the floor and close our eyes and listen to Jemai read us something that will help us find our special place. Then we’re going to draw it, and then we’re going to share our special place with each other. OK. Can you all lie on the floor?” There’s a flurry of activity, some laughing and giggling, a couple of complaints – “You’re taking *my* space – I was here first” – but not much and Jemai and Owen manage to sort these out by approaching the offenders and quietly but

insistently suggesting that there's plenty of room and that they simply move a little further apart without much apparent difficulty.

Jemai begins to read the script. (Evidently Jemai and Owen have decided to take up Ms Kashin's option of reading it themselves rather than have the teacher read it, as recommended in the *Peer Support* Foundation's outline.) Most of the group are compliant, but there are two older boys peeking at each other, making faces and commenting quietly but loudly enough to be heard in the otherwise quite silent space. Loud. Owen sits up and glares at them with little effect, then moves over next to them and mutters something quietly. The distraction is only momentary and Jemai continues reading. The boys subside into silence. At the end of the reading no-one moves for a moment or two, until Jemai breaks the quiet: 'you can open your eyes and sit up now everyone.'

The leadership passes back to Owen again. "Could everyone 'see' a special place of their own?" Perhaps not surprisingly, the question falls somewhat flat, and produces only generalized mumble of 'yes'es. He tries again. "Would anyone like to share their special place with the group?" Three hands go up. Thank you Billie, he smiles towards one of the younger members of the group. "... " "Thank you Billie. Was that a real place, or an imaginary one?" "Real" "But even if you couldn't go there and you feel upset, you would be able to think about it and that might help." He looks around and asks one of the older boys. "Mine is a money tree, and when I feel bad I'll just go and pick some money so I can get anything I want." This is clearly not what Owen was hoping for and he casts a glance across at Jemai, who parries with "Well, if that helps you feel better then it's probably an OK special place. Would someone like to tell us how they *felt* when they thought of their special place?" Two of the younger ones instantly shoot their hands into the air. "Happy?" "Happy, and very peaceful" they answer in turn. She turns to Owen who responds on cue "It makes me feel quiet and calm, and sort of good about myself." "Thank you Owen." It feels as though it was a prepared fallback strategy, but it gives Jemai a basis for the next question. "So if thinking about your special place can help you feel happy and peaceful and good about yourself, what would be some good times to think about it?" "When you're not feeling good?" "When you've done something bad and you're in trouble?" "When you've had a fight with your best friend." Gradually more of the group are drawn into responding, including the two year 6 boys who had been involved in the initial distraction and who have until now pointedly not said anything except to offer the evidently facetious example of the money tree. Jemai summarises and highlights the point: "That's right. The important thing is that everyone needs a really special place that makes them feel good when they feel hurt or upset or angry and like they've been treated unfairly." She pauses, then continues, "Can everyone go to the desks and take out their paper and colours and we can all draw our special places."

The movement is surprisingly quick and quiet – a bit of chit chat but no fuss. She and Owen wait till they are all settled, then begin work on their own drawing, too. Within a minute or so, a noticeable silence settles on the room. At the same time as they work on their own drawings, the two leaders have an eye out on the rest of the group, and soon Owen has left his drawing and is dealing with a minor troublespot – one member of the group doesn't have a red pencil and has simply reached over and taken one from the child on the next desk, who has objected. He intervenes quietly, reminding the first boy that "you have to ask... you have to say please"; he does, the issue dissolves and

the two get back, to their drawing. Meanwhile Jemai has noticed that one of the youngest girls is looking troubled, her paper still blank in front of her. Jemai goes to one of the other younger girls, and quietly speaks to her. As Jemai returns to her drawing, the girl she has spoken to gets up and goes and sits with the first girl. A brief conversation ensues, quiet enough not to disturb the general silence, and soon the little one is happily engaged in her own drawing.

The quiet is broken by Jemai. 'Listen up everyone. It's nearly time to finish. Can you all bring your drawings and come back into the circle (she's already standing in the cleared space where they had all lain down for the initial reading). This takes a little longer than the initial movement out to the desks, and Owen busies himself with the couple of stragglers who don't want to leave their drawings unfinished.

"We wanted everyone to have a chance to tell about their drawing, but we don't have enough time," Jemai explains, "But we haven't got time. We've only got time for one person. Who wants to be the one to tell us all about their drawing of their special place?" One girl shows her drawing and explains that it's a waterhole out in a gorge and that it's a special Aboriginal place, and that it's where her family comes from, adding, "but you don't have to be Aboriginal to go there." Jemai thanks her, asks the group in general about when they might be able to use their special place, and winds up explaining that they should all make a point of using their special place this week when they are feeling bad about themselves or if things are going wrong or if they think they are going to 'lose it' to help them you 'feel peaceful'.

By now, it's clearly close to time, and Jemai hands over to Owen to organise the group back to their seats to pack up, pick up and paper, put the chairs back in their original position. It's remarkably orderly with minimal evident reluctance of silliness. He thanks them all for their sharing and their good behaviour, and dismisses them back to their regular classrooms."

Three things stood out throughout the session. One was the high level of engagement and general cooperation. Notably, even the older boys who began displaying a degree of distance or even resistance to the activity and the learnings it entailed, were gradually drawn in, as though they needed to make a point that they were a little too big for this sort of thing, before gradually letting down their defences and simply taking part.

A second was the **leadership** exercised by the two Peer Leaders, Jemai and Owen. The value of their preparation was evident, especially in the seamless exchanging of roles both in presenting the material and in managing the session, including the occasional difficulties that arose. They effectively drew all members of the group into the sharing of ideas, responded positively to them, even where, as in the incident described, the 'contribution' was clearly designed to sidetrack and undermine the lesson. Their exercise of what might be seen as 'teacherly authority', in the moments when they were called on to intervene in the disturbances we have noted was subtle, low-key, unobtrusive and non-confrontational. This was even more noticeable in their handling of task-related difficulties, where they were able to draw on the positive relations evident in the group to use another quite junior group member to assist another. One might reasonably expect that as children participated in the program from their earliest

school years, such leadership would work to enhance their sense of self worth, and capacity for problem solving, relationship building and supportive leadership.

The third was the communicative capacity, not only of the leaders, but also of other group members. At the most basic level, they were able to explain simply and clearly both the activities and the lessons they were designed to teach. At a more sophisticated level, they demonstrated a capacity to 'read' what was happening in their group, and respond appropriately, and relate – and help others to relate – the specific content of the lesson to the daily life matters in which they were all entangled in ways that were calculated to promote self knowledge and self reflection. This entailed both recognizing, and operationalising – and thus modelling – respect for others' views and experiences, as they shared their own special places and their own senses of how they might make use of them in their own lives.

Example 3: The National Framework for Values Education in Australian Schools at Modbury R-7 School

The *National Framework for Values Education in Australian Schools* proposes that a number of key elements and approaches inform good practice. These include: whole school planning; partnerships within school communities; a whole school approach to the integration of values education within all aspects of the school's work; the provision of a safe and supportive learning environment; the provision of support for the development in students of positive skills and dispositions; and quality teaching procedures. Modbury School is working on all of these dimensions, in varying degrees.

Whole school planning

At Modbury, values education is at the centre of the school's thinking, planning and community practice. In particular, planning for values education is a collaborative exercise, albeit led, with great enthusiasm, by the principal. The school's values – respect, excellence, creativity, interdependence and human rights – are made explicit throughout the school and are apparent when talking to children, teachers, ancillary staff and parents. Posters and other visual displays in foyers and corridors, in classrooms, the staffroom, offices and other public spaces proclaim the values and a myriad of lessons associated with them.

Modbury has a whole-of-school professional development plan and, again, this serves to support teachers' learning in values education. The most recent foci for teachers' learning have been the teaching of philosophy and the conduct of action research around values themes. The school allocated flexible staffing to a specialist teacher in philosophy. In the first instance, this teacher took all classes for philosophy lessons while classroom teachers observed and undertook their own training in this subject. More recently, some teachers have been team-teaching with the specialist, while others have taken over the responsibility for teaching philosophy to their children themselves. A central idea of the philosophy program is the notion of *communities of inquiry*. In line with this is the school's work in action research. The whole staff engaged in training in the conduct of action research and then each teacher worked with a member of the leadership team to shape his or her inquiry into some aspect of values education. The

teachers' research considered topics such as: resilience, autonomy, positive classroom relationships, collaborative learning, self esteem, and respectful language. Each of these projects has served planning at both the level of the individual classroom, and at the level of whole-of-school.

Partnerships with school communities

Central to Modbury's work in values education are the partnerships that have been forged between teachers and parents and other members of the wider school community. From the beginning, this has been a deliberate strategy of the principal. She shared her vision with the broad parent body, the school's governing council and particular sub-groups of parents. She sought parents' views on what they wanted for their children and for the school. In particular, the principal involved parents in the procedures that resulted in the identification of the school's values. Hence, parents in general, and members of the governing council in particular, feel that the school, in the main, is pursuing the values that are important to them. A discussion with council members revealed unanimous support for *respect*, and *excellence*, general agreement about the desirability of fostering *interdependence*, less agreement about *creativity* and some debate about *human rights*. Nonetheless, all were in agreement that the school's initiatives in values education had significantly improved the school, particularly for their children. When pressed, parents elaborated on the changes that they had noticed in the general tone in the school, the way in which children treated one another, and the ways in which the children behaved.

A whole school approach to the integration of values education within all aspects of the school's work

The values education initiatives at Modbury do in fact pervade every aspect of school life and are found integrated into the content of most learning areas, but particularly into the practices that make up daily life in the classroom and playground. Teachers say that their pedagogy and their classroom and behaviour management practice have changed significantly. This is associated with quite marked changes, for most, in the nature of the relationships that they enjoy with children, and children with one another. At the centre of these changes is a movement away from a reward and punishments approach to behaviour management to one that involves appealing to children's appreciation of the value of respect and its manifestation in listening, taking the other's perspective, kindness and consideration, cooperation and seeking harmony. Added to this, a number of teachers have abandoned the practice of shaping classroom behaviour with rewards such as stickers or punitive measures such as sending children to the principal. The school is also investigating the use of restorative justice practices that make use of children's awareness of the hurt that their behaviour may have caused others.

The provision of a safe and supportive learning environment

The focus on respect, the teaching of social skills that include assertiveness, and the nurturing of personal responsibility and empathy for others are combining to foster a safer and more supportive learning environment for children at Modbury. This was reported by children, their parents and the school staff. Both parents and teachers saw

the quality of children's behaviour and the relationships they have with one another as the most noticeable outcome of the school's values education program.

The provision of support for the development in students of positive skills and dispositions

The entire effort of the school's values education program is to support students develop positive dispositions characterised by: respect; care and concern for others, both locally and globally; a striving to do one's best; a capacity to bounce back from setbacks, and a sense of optimism. This is achieved, among other ways, by making the desired values explicit, by teaching desired skills and by fostering positive and ethical thinking.

Quality teaching outcomes:

Quality teaching can be seen in its outcomes, outcomes that include: intellectual depth, communicative competence, capacity for reflection, self-management and self knowledge.

Intellectual depth

Both children and teachers at Modbury School have acquired deep understandings of complex ideas as a result of their values education work. Children have deepened their understandings of notions such as: right and wrong, respect, human dignity, human rights, empathy, reciprocity, caring and social action. At the same time, and as a direct result of classes in philosophy, they have developed their capacities to question, analyse and evaluate ideas. Teachers have acquired deeper understandings of teaching and learning, of fostering in children dispositions of respect and caring; and ways of integrating values learning across the curriculum. There is ample evidence of intellectual depth in learning at Modbury

Communicative competence

A clear and observable outcome of the values education work at Modbury School is a significant enhancement of children's communicative competence. One is struck by the confidence and sophistication of the children as they engage in discussions with one another, as well as with visitors to the school. They appear to be skilful listeners as well as competent exponents of thoughts and ideas. Of particular note is the language of respect, and the respectful questioning of assertions and ideas. Children have been provided models of respectful communication in all classes throughout the school. Added to this is the language of the philosophy classes. Children show a level of communicative competence in advance of what one might expect of students in the primary years.

Teachers too are engaged in sophisticated discussion with students, parents and with their peers. At Modbury, teachers are articulating their philosophical positions and their theories about effective teaching and learning. They talk about ways of promoting children's sensibilities and the role that their practice has in this. Parents, especially those involved with the school's governance and social life, are also active in discussion and debate about the values agenda of the school. An outcome of values

education at Modbury appears to be enhanced communicative competence throughout the school community.

Capacity to reflect

Reflection is integral to values education and central to philosophy. It is therefore not surprising that children and teachers at Modbury can be seen to be particularly reflective. Teachers are constantly asking children to examine their ideas, to reflect upon their actions, and to consider the positions of others. The philosophy classes invite children to think about their own positions in relation to big questions and complex dilemmas. Teachers themselves are engaged in reflection on their own practice, particularly their practice around values education.

Self management

As an outcome of quality teaching, self-management refers to the capacity for both children and teachers to manage their own learning, both in engaging with others and working independently. In the context of values education, it refers to the capacity “to work with others and eventually on one’s own on the intellectual aspects of values and subsequently living them out” (Toomey, Brown, Bereznicki and Harris, 2005). Evidence of self-management at work at Modbury is seen in the changes in children’s behaviour. The principal, teachers and members of the governing council all report significant changes in students’ behaviour. It is reported that students are more readily solving interpersonal difficulties on their own, without seeking the intervention of teachers. Teachers also report higher levels of harmony among students, and far less disruptive behaviour since the introduction of the values education program. A further indicator of values in action is the interest shown by children and teachers in community and global service. The choir for elderly neighbours, the fund-raising for research into childhood cancer, and the making of relief parcels for tsunami victims are examples of this action.

Self knowledge

For children at Modbury, the values education program has provided opportunities for reflection on the nature of relationships between self and others, and on their own beliefs and ideas about many of the major questions of life. This, one would expect, would lead to enhanced self-knowledge which gives rise to greater poise in the learning process. The principal and many of the teachers at Modbury report noticing such a change in children’s poise. It is associated with the increase in harmony and reduction in tension that was referred to earlier. A number of teachers have observed that children who have been involved in the values program the longest appear to be the most poised.

For teachers, self-knowledge expresses itself in changed relationships with children and a subsequent increase in confidence to try new things. Indeed, one of the dominant themes to emerge from interviews with teachers was that of changed relationship with children and, as a result, increased confidence to try new ways of teaching. In a particular moving conversation, one teacher said that the values education program had fundamentally changed the nature of the relationships that she

had with her children. She loved children again, loved teaching again, and was so excited about trying new ways of teaching.

**Appendix 9: Contact details for the University Associates
Network (UAN) – Values Education Good Practice Schools
Project – Stage 2**

State	Clusters	Nominated University
ACT	Lanyon Cluster	University of Canberra Dr Thomas Neilsen Thomas.neilsen@canberra.edu.au 02 6201 2481
NSW	Merrylands Cluster	University of Western Sydney Dr Carol Reid c.reid@uws.edu.au 02 9772 6524 0425 341 084
	Airds Cluster	University of Western Sydney Dr Leonie Arthur l.arthur@uws.edu.au 02 9772 6329
	Griffith Cluster	Charles Sturt University Dr Peter Grootenboer pgrootenboer@csu.edu.au 02 6933 4100
	GyMEA Cluster	University of Sydney Professor Wing On Lee wolee@unisyd.edu.au 02 9351 2614
	Wallsend Cluster	University of Newcastle Dr Kerry Dally Kerry.dally@newcastle.edu.au 02 4921 6281
	Malek Fahd Islamic Cluster	University of Western Sydney Dr Carol Reid c.reid@uws.edu.au 02 9772 6524 0425 341 084
	St Joseph's Cluster	Charles Sturt University Dr Helen Russell hrussell@csu.edu.au 02 6933 4098
Vic	Manningham Cluster	Australian Catholic University Professor Judith Chapman j.chapman@patrick.acu.edu.au 03 9953 3254

State	Clusters	Nominated University
	Preston North East Cluster	Victoria University Dr Merryn Davies Merryn.davies@vu.edu.au 03 9919 5456
	Murtoa Cluster	Australian Catholic University Dr Patricia Cartwright p.cartwright@acquinas.acu.edu.au 03 5336-5390 and Dr Marion DeSouza m.desouza@acquinas.acu.edu.au 03 5336-5300
	St Monica's Cluster	Australian Catholic University Professor Judith Chapman j.chapman@patrick.acu.edu.au and Emeritus Professor David Aspin dnaspin@aol.com 03 9953 3254
	Dromana Cluster	Monash University Dr Libby Tudball Libby.tudball@monash.edu.au 03 9905 9160
Qld	Oxenford Cluster	Griffith University Dr Maxine Cooper m.cooper@griffith.edu.au 07 5552 8623
	Townsville Cluster	James Cook University Dr Angela Hill Angela.hill@jcu.edu.au 07 4781 6570
	Pullenvale Cluster	Australian Catholic University Dr Peta Goldberg p.goldburg@mary.acu.edu.au 07 3855 7303
	Samford Cluster	Australian Catholic University Dr Peta Goldberg p.goldburg@mary.acu.edu.au 07 3855 7303
	Toowoomba Cluster	University of Southern Queensland Dr Marian Lewis lewis@usq.edu.au 07 4631 2330

State	Clusters	Nominated University
SA	Rostrevor Cluster	Flinders University Professor Colin MacMullin Colin.macmullin@flinders.edu.au 08 8210 3357 0412 256 382
	Port Vincent Cluster	Flinders University Dr Barbara Kameniar Barbara.kameniar@flinders.edu.au 08 8201 5562
	Seaford Cluster	Flinders University Professor Colin MacMullin Colin.macmullin@flinders.edu.au 08 8210 3357 0412 256 382
SA, NT & WA	Victor Harbour Cluster	Flinders University Dr Barbara Kameniar Barbara.kameniar@flinders.edu.au 08 8201 5562
WA	Eastern Goldfields Cluster	University of WA Dr Alan Pritchard Alan.pritchard@uwa.edu.au 08 6488 2321 0408 009 056
	WA Distance Education Cluster	Murdoch University Professor Barry Down b.down@murdoch.edu.au 08 9360 7020 0422 819 274
Tas	Ridgley PS Cluster	University of Tasmania Dr Sharon Pittaway Sharon.pittaway@utas.edu.au 03 6324 3489

Appendix 10: University Associates Network (UAN) Deliverables – Values Education Good Practice Schools Project – Stage 2

UAN personnel

The designated University Associates attached to the clusters will provide:

Date	Deliverables to Clusters and CC
As requested and negotiated	Advice and services to Cluster project as requested and agreed between the Cluster and UAN.
13 th July 2007 to CC	Draft Outline of Accounts of Values Education Good Practice developed from the cluster work
7 th December 2008 to CC	Initial draft of Accounts of Values Education Good Practice developed from the cluster work
December 2007 – April 2008	Provision of support and/or drafting services (on a fee for service basis) to Cluster Projects for developing Final Case Studies
11 April 2008 to CC	Final draft of Accounts of Values Education Good Practice developed from the cluster work.