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**Department of Education,
Science and Training**

2005 National Values Education Forum

National Museum of Australia
2 and 3 May 2005



Values education in perspective

REPORT

The National Values Education Forum 2005 was held at the National Museum of Australia in Canberra on Monday and Tuesday, May 2 and 3, 2005.

The forum was organised and managed by the Australian Curriculum Studies Association (ACSA) on behalf of the Australian Government Department of Education, Science and Training (DEST).

This report was prepared by Peter Cole, from PTR Consulting Pty. Ltd. on behalf of the forum organisers.

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Background to the Forum

In the Australian Government's 2004-2005 budget, funding of \$29.7 million was allocated over four years to help make values a core part of schooling. This funding will provide support for values education and drug education forums in every school, clusters of schools implementing good practice approaches; curriculum resources for all schools, and national activities including an annual national forum and projects with parents, principals, teachers and teacher educators.

This Forum initiative builds on the national Values Education Study released in November 2003. The Values Education Study included 50 innovative values education case studies from 69 schools and included research on values education in Australia and other countries. Information about the Values Education Study can be found at <http://www.valueseducation.edu.au/values/>. A Draft National Framework for Values Education in Australian Schools was developed. A Values Education National Forum was held in April 2004 to consider the outcomes of the Values Education Study, twelve case studies, where values fit in the school, the implications of the national framework and future directions.

The Values Education Study was supported by all State and Territory Ministers at the July 2002 Ministerial Council for Employment, Education, Training and Youth Affairs (MCEETYA) meeting. MCEETYA also acknowledged that education is as much about building character as it is about equipping students with specific skills; noted that values-based education can strengthen students' self-esteem, optimism and commitment to personal fulfilment; and help students exercise ethical judgement and social responsibility; and recognize that parents expect schools to help students understand and develop personal and social responsibilities.

In 2005, the *National Framework for Values Education in Australian Schools* was endorsed by all State and Territory education ministers and the Minister for Education, Science and Training, the Hon Dr Brendan Nelson MP, sent copies to every Australian school, along with a poster of the nine *Values for Australian Schooling* contained in the *Framework*.

The 2005 Values Education National Forum's objectives were to:

- explore the *National Framework for Values Education in Australian Schools*;
- update participants on developments in the values education programme;
- share good practice in values education in Australian schools;
- involve student voice in values education; and
- facilitate discussion about future directions for values education.

The outcomes sought through the Forum were to:

- strengthen the development of values education in Australian schools;

- provide exemplars of good practice in values education in Australian schools; and
- highlight the resources that are being developed for values education.

The Purpose of This Report

The purpose of this report is to provide forum participants and other interested parties with a synthesis of the outcomes of the forum, drawn from forum addresses and other material provided by the presenters. The report takes the form of a summary of the major addresses integrated with material from panel sessions and participant responses to a range of forum issues. It follows the sequence of the proceedings over the two days of the forum.

The forum programme is included as an appendix to this report.

Introduction and Welcome

The facilitator for the Forum Mr. Tony Mackay (Director, Centre for Strategic Educational Thinking), invited Ms Matilda House, Ngunnawal Elder and David Arnold, Manager, School Programs, the National Museum of Australia to address Forum delegates. Ms House welcomed delegates and international contributors to Ngunnawal country and expressed her best wishes for a successful conference. David Arnold welcomed participants to the Museum and drew on the values expressed in the Museum's Strategic Plan to illustrate the parallels between the purposes of the Museum and the purposes of the Values Education Forum.

Mr. Mackay then introduced the Hon Dr. Brendan Nelson, MP, Minister for Education, Science and Training and invited him to open the Forum. Dr. Nelson welcomed delegates and international participants and reminded participants that parents 'want schools that develop character and well-rounded people'. He emphasised that young people need to be provided with a 'moral compass'.

The key message emphasized by Dr Nelson was that education needs to be as much about character building as it is about intellectual development.

He expressed his deep commitment to making Values Education a core part of schooling, described several exemplary practices that he had seen in schools and outlined a range of initiatives that the government is undertaking to promote Values Education in schools. These initiatives included the Values Education Good Practice Schools Project – Stage 1, values education forums in every school, curriculum resources and a range of national activities. The Minister also commented that the image of Simpson helping a wounded digger in the *Values for Australian Schooling* poster demonstrated for young people an individual prepared to put the interest of others ahead of his own.

In opening the Forum he stressed that values needed to be made explicit and that society needs well educated and 'values-rich' adults.

Keynote Address Day 1

Professor Ross Fitzgerald introduced Susan Pascoe, Executive Director of the Catholic Education Commission of Victoria who delivered a keynote address entitled *Values Education: Setting the Context*.

In setting the context for the Forum, Ms Pascoe reflected on a visit to Gallipoli and contrasted the turbulent birth of modern Turkey with the relatively peaceful birth and stability of democracy in Australia. She commented on how our values and beliefs have been shaken by the terrorist attacks in New York, Madrid, Bali and Jakarta and on how the disasters created by warfare and/or nature in Africa and Asia and Australia's response to the Boxing Day tsunami have 'highlighted the degree to which we understand our lives and fates are interconnected with the human family in the region'.

Building on this theme that Australia is not and cannot be isolationist in relation to events occurring in other parts of the world Ms Pascoe suggested that 'we cannot afford the narrow comfort of focusing solely on the values we developed ourselves for Australian schools' and need to 'consider them in the light of local and global realities and the social, geopolitical and technological environments in which we live'.

Given our history and current circumstances, Ms Pascoe asked the Forum to consider what kind of values should Australian schools teach, whether we can expect all schools to teach common values and where do we begin this complex task.

Ms Pascoe's key message was that our own values must also be linked to the global context and contribute to promoting inter-cultural and inter-faith understanding. She stated that 'business as usual won't do' and declared that we 'need to attend to our own Australian Values Framework as well as imbue in students an understanding of universal values and intercultural and interfaith understanding'.

In developing this argument she referred to insights that can be gleaned from international sources of values such as the United Nation's *Universal Declaration of Human Rights* (1948), the report to UNESCO of the International Commission on Education for the Twenty-first Century, *Learning: The Treasure Within* (1996) and the outcomes of the conference of the Australian National Commission for UNESCO, Education for Shared Values and for Intercultural and Interfaith Understanding (2005).

As well as considering international sources that underpin the centrality of values in our lives, Ms Pascoe referred to the values that were being promoted in local documents such as the *National Goals for Australian Schooling* (1999), the report of the Civics Expert Group, *Whereas the People* (1994) and the *Discovering Democracy* programme (1997-2004). She suggested that these sources provide a foundation and materials which teachers can draw upon to instill the nine *Values for Australian Schooling* (2005).

In addressing the question of how might systems respond to the Values Education initiative Ms Pascoe suggested that some systems may encourage schools to implement the national framework under the auspices of the Australian Government's Values Education programme while others, such as Western Australia and Victoria may introduce initiatives of their own as the curricula in these states 'make it easy for teachers to implement values as part of the process of learning'. She also suggested that two powerful ways that systems can encourage the teaching and attainment of values is to evaluate programmes in school reviews and to provide assessment in the area.

In relation to the question of how can schools respond to the Values Education initiative Ms Pascoe outlined the range of federal government initiatives that schools can access and advised that a 'good account of values education approaches in a range of different schools is contained in the Australian College of Educators' 2002 Yearbook *Values in Education*'. In commenting on values in schools she suggested that all schools are teaching values already – 'there is no such thing as a value free or value neutral school' as 'neutrality is in itself a value'. She also suggested that some schools will 'need to review their vision and mission statements, audit their curriculum for opportunities for explicit values teaching where appropriate and plan for extra curricular opportunities for students to learn or demonstrate values dispositions and behaviours'.

When considering how teachers might respond to the values agenda Ms Pascoe considered that professional development may help equip teachers to be more conscious of good practice and of the influence of school structures and organisation and of teacher attitudes and behaviours on values learning. She suggested that school leaders and teachers will need to ensure that they model the values they espouse as 'unequal learning opportunities, inconsistent discipline, lack of follow up on absenteeism or lack of pastoral care will all speak volumes to students about the real values in the school'.

In concluding her address Ms Pascoe reiterated that the nine values for Australian schooling 'will be strengthened by reference to universal values and rights and to international efforts to promote dialogue, intercultural and interfaith understanding and peace'.

Background to the *National Framework for Values Education in Australian Schools*

This session outlined the processes leading up to the launch of the Values Education programme and described the resources being developed to support the implementation of the framework.

Noel Simpson, Department of Education, Science and Training, provided background information about the *Values for Australian Schooling* poster and the *National Framework for Values Education in Australian Schools* and advised the Forum that the latter document is a framework for schools to use in various ways and not a detailed description to be followed. He anticipated that schools would use the framework in a variety of ways depending on their particular circumstances.

He outlined some of the changes that were made between the draft statement and the final statement. These included a reduction from 10 to 9 values as 'being ethical' was a summary of the other nine values and stating the values in Australian vernacular (e.g. 'pursuing excellence' was replaced with 'doing your best'). He also indicated that the values were elaborated in action/'doing' terms and that there was no priority indicated by the list order of the nine values. The status of the values also changed between the draft and final statement from being 'discussion starters' to being statements of 'national core values for Australian schooling'.

Mr. Simpson described the purpose of the values framework as being a stimulus to open up discussions about values and a vehicle for promoting greater understanding and explicitness of school values. The statement also indicates that whilst schools are to develop their own approaches to values in consultation with nominated stakeholder groups, these approaches must be consistent with the framework values and State/Territory policies. Values that conflict with our laws and democratic values are not condoned.

The framework includes:

- a context;
- an underpinning vision for improved values education in Australian schools;
- a set of values for Australian schooling, based on the *National Goals for Schooling in the Twenty-First Century* (1999);
- guiding principles to support schools in implementing values education; and
- key elements and approaches providing practical guidance to schools in implementing values education.

The context briefly outlines the background to the 2003 Values Education Study and the key outcomes identified in its report. The framework's vision is that all Australian schools will promote values education in a planned and systematic way by:

- articulating, in consultation with their school community, the school's mission/ethos;
- developing student responsibility in local, national and global contexts and building student resilience and social skills;
- ensuring values are incorporated into school policies and teaching programmes across the key learning areas; and
- reviewing the outcomes of their values education practices.

In outlining the government's commitment to the programme, Mr. Simpson indicated that resources to support the programme will be developed and reminded the forum that this is only the first phase of the of implementation and at later stages other initiatives will be announced. The Government has committed \$29.7 million over the next four years towards making values education a core part of schooling in Australia.

A further elaboration of support activities was provided by Mr. David Brown of the Curriculum Corporation. Mr. Brown advised the forum that the key messages of the support programme are that the commitment to values education:

- is not new or something extra but a building upon what already exists
- will engage all schools
- will involve all of the school's community
- will require schools to make their values explicit.

'What is new is progress towards a conscious, explicit and planned approach to values education'.

In outlining some of the details of the values education resources and Good Practice Schools Project- Stage 1 Mr. Brown noted that there was funding for resources for four years. He advised that the first phase of the resources project (2004-2005) focused on the preparation of the Values for Australian Schooling Kit 2005 that will be distributed to all schools across Australia. This kit will include the values framework and poster, a booklet to guide action, a DVD that can be used to support professional development and provides examples/case studies of good practice and a booklet to guide the conduct of a school values education forum.

In addition, a website has been developed that will contain additional resources, a newsletter, a diary of activities and provide a portal for those schools engaged in the Good Practice Schools Project – Stage 1. It can be found at <http://www.valueseducation.edu.au/values/>.

The second element of the implementation strategy is the Values Education Good Practice Schools Project-Stage 1 involving 26 clusters of schools, embracing some 700 schools and 67,000 students, around Australia. (Schools that were successful in their bids to be included in the Good Practice Schools Project were announced by Dr. Nelson in conjunction with the commencement of the national Forum). Mr. Brown

advised the Forum that the Good Practice Schools Project will commence in June 2005 and learning from the project will be disseminated via the values education website and in a quarterly journal.

Following Mr. Simpson's and Mr. Brown's sessions, Mr. Mackay posed the two questions for round table groups to discuss and provide feedback:

- How might the framework fit into schools?
- How can we make it work?

In setting the tasks for the round table groups, Mr. Mackay indicated that there was a big difference between values in theory and values in practice and that it was important that schools reconciled their theory with their practice so that values were made explicit and guided teaching and administrative practice across the school and in classrooms. He alluded to the role of school mission and values statements in framing understandings and practices of teachers, students and parents and to the impact of school structures on student's time to engage with and reflect on values and on the teacher's ability to exert influence on the values exemplified in the school.

Other avenues for analysis included staff and student codes of conduct and the professionalism of staff conduct with each other, students, parents and the broader community. Mr. Mackay also suggested that arriving at a common language or understanding of what values are and look like in practice will present schools and their communities with a challenge. He also outlined various initiatives associated with student discipline (training not containing), social skill development and lesson planning that could have a strong influence on values learning.

Following the discussion period, Mr. Mackay requested a small number of groups to present a brief report of their discussions. Worksheets from each of the table groups were also collected by the conference organizers.

Some of the comments in relation to the questions posed by Mr. Mackay were as follows.

- Many outcomes in curriculum frameworks documents are consistent with values education aims
- School structures and process will need to be examined.
- Schools will need to start by examining their current values and expression of these in school mission statements and policy documents.
- It will be important to involve key stakeholders.
- Someone in the school will need to take responsibility for ensuring that values education does not slip off the agenda (e.g. a Values Coordinator).
- Involve students in making values explicit.
- Work with staff, parents and students to develop a common language and agreed actions.

- A group will need to be established to coordinate activity at the school level.
- Start with awareness raising and an audit of current practice.
- Establishing good relationships and working closely with a variety of cultural groups will be important.
- It will be a challenge getting broad agreement about a common set of values in a multi-cultural and multi-faith school setting.
- This will be an important vehicle for improving staff, student and parent relationships.
- Professional development will be critical, especially at the initial phase of implementation to raise awareness and generate commitment across the school and within the community.
- Communication and planning will need to be strategic so that all groups are brought along with the concept and not overwhelmed or dismissive of the ideas.
- Secondary schools are likely to find the task more daunting than are primary schools where parent contacts are still relatively strong and teachers and students generally have a good bond between them.
- Access to measurement tools in relation to values would greatly assist.
- Schools should build upon and celebrate the good things they are currently doing.
- Getting staff commitment to making values explicit and then working to ensure that they are reflected in practice is the key.

Values Education in Perspective: What have Different International Experiences Been?

This session consisted of a panel of three international guests who provided a brief presentation of values education in their country and then responded to delegate's questions.

The three presenters were:

- Professor Lee Wing On, The Hong Kong Institute of Education
- Professor Ivan Snook, Massey University, New Zealand
- Professor Terence McLaughlin, Professor of Philosophy of Education, Institute of Education, University of London.

Professor Lee Wing On described how Hong Kong had struggled over the last decade to make the transition from British to Chinese governance and the impact that this transition had on educational policy about values. He described the dilemma of subscribing to values such as those allied with democracy which were seen to be pro-Western and those that emphasised nationalism which were more pro-Chinese in orientation. The professor suggested that after 1997 the values of nationalism and globalization that underpinned citizenship education in Hong Kong were seen to be somewhat in conflict. He advised that 'national identity, love of

culture, country and heritage' were values that were preeminent in reform documents after the transition.

In describing the complexities of a changing political and cultural context Wing On said that when he examined the range of values expressed in curriculum reform documents he discovered approximately ninety values were expressed. However, the Government established five priority values to be pursued by schools. These were:

- Perseverance
- Respect
- Responsibility
- National identity
- Commitment.

Wing On, describing his research into the way that Hong Kong teachers feel about values, revealed that 'Hong Kong teachers are very conservative in relation to values' and that they see the most important values to transmit to be 'traditional and family values'. He also advised that when Hong Kong teachers were asked to prioritise values from a list, the values that received highest priority were: 'spiritual development' (meaning inner wellbeing rather than referring to religious values), 'reflective and autonomous' and a 'sense of individual responsibility'. A similar study into the features of Asian citizenship that are valued revealed that the values most preferred were harmony, spirituality and individuality (good character). His research also revealed that in general students have sound values and moral positions.

Wing On's observations and reporting of his research into Asian values revealed the need to be culturally (and politically) sensitive when making proclamations about the values that should be promoted as common values to be pursued by schools.

He observed that teachers are not as interested in globalised values as are governments. He stated that 'teachers are more interested in behaviour and school-bound issues and generally do not think beyond this' and that this results in 'there being a gap between government values and school perceptions'. When responding to questions Wing On opined that whilst Eastern cultures have a strong attachment to values, when values become a study area one should not examine students' moral behaviour as this raised ethical issues. He also suggested that so long as 'ideal values' statements remained abstract, schools could avoid conflict and that as soon as values were unpacked and taught the contradictions within the school are likely to surface.

Professor Snook briefly traced the history of values and moral education in post-colonial New Zealand and advised that 'in the 1980s statements of curriculum included values statements which were contested'. Consequently, after that the New Zealand Government 'encouraged debate in values education but did not

advocate particular values'. However, most recently a set of values has been developed and advocated by government.

In identifying issues associated with governments promoting a defined set of values to be promoted in schools Prof Snook made the following points.

- Values initiatives talk about shared values, whereas in a pluralistic society there must be greater acceptance of values diversity as whilst values can be shared in the abstract, once they are made concrete they may not be.
- Values are political and must be recognized as such
- School organizational arrangements are often more powerful communicators of values than are the messages given by teachers – 'school power relationships express values and school rules indicate school values'. 'Schools and teachers need to be 'ethical' in order to convey appropriate values'.
- Values initiatives tend to assume that students are neutral on values 'but if you analyse the characteristics of students you will find they are not neutral'.

The professor quoted research on young people over 1995 to 2000 which revealed an emergence of a 'new consumer culture group that had high levels of consumerism, did not value social life and undertook individual recreation'. He threw out the challenge to consider that if values education needs to be based on the values that already exist what does this mean for schools trying to identify and make explicit values when the emerging values are consumerist.

When responding to a question about the adequacy of Australia's values list, Professor Snook suggested that 'as there is no right place to start, they are a good a place to start as any' whilst cautioning on the need to look at the school and society once values were being translated from the abstract to the concrete.

Professor McLaughlin raised several philosophic issues germane to the values education initiative. He opened by stating that 'the term values education suggests values is a separate part of education, whereas no part of education can be value free'. He declared that all education is values education and that 'what and the way things are taught is value laden' and that 'it is wrong to think that values are only being taught when we teach values education'.

Secondly the professor suggested that there are many, varied and interconnected values – aesthetic, moral, intellectual – and that whilst these are pursued all at once 'not all values are consistent and harmonious'. Values are also exercised when one makes choices about the values to select as core values that define 'human good'. He suggested that whilst values can be enunciated there is a danger that they will remain as rhetoric or abstracted as operationalising values can be problematic.

Professor McLaughlin provided delegates with a brief overview of values education initiatives in England. In doing this he referred to the values, aims and purposes

underpinning the national curriculum, the values in Personal, Social and Health Education (PSHE) study, citizenship education initiatives and spirituality.

He stated that values, aims and purposes were developed to provide a background to the national curriculum and that 'more recently there has been a push to identify values and to be more explicit about which values underpin current curriculum'. 'The values are stated at an abstract level and so of course they are accepted, but they are under-determined until they are made concrete'. Professor McLaughlin suggested that some of the values being promoted were virtues and some are ethical principles and some are a mix of the two'.

When referring to other aspects of curricula in England that address the values dimension, he advised that citizenship education was compulsory and assessable but disliked by students, that PSHE was not valued by students, and that in 1992 Spirituality was imposed as a study to be inspected (in addition to Religious Education which is compulsory) and that while all this is happening the thirty percent of schools that are religious based are doing all they can to accentuate the differences between them and government schools.

He suggested that the greatest challenge for governments, systems and schools is to find a way to bring values to practical action and that 'we do not know how to do this sort of thing'. In responding to a question he advised that practitioners should 'not fall under the spell of the values statement as it is not systematic and coherent but is provocative'.

Workshops Showcasing Innovative Strategies in Values Education – Day 1

The following five workshops showcasing innovative strategies in Values Education were offered to delegates:

- Values and School Leadership
- Australian Joint Council of Professional Teaching Associations (AJCPTA) Values Education Project
- Values and Australia-Asia Engagement
- Kitting up for the Values Journey
- Museums as Repositories of Values

The *Values and School Leadership* workshop was offered by Susan Boucher of the Australian Principal's Associations Professional Development Council (APAPDC) and outlined the Principals and Values Education in our Schools (PAVES) Project being undertaken by APAPDC.

The presenter advised that to successfully implement a major initiative such as Values Education in a school requires, in particular, the support of all members of

the staff. The workshop drew on the experience of school leaders and highlighted examples of good practice and introduced participants to a range of resources that could assist them to implement the values framework in schools. Programmes that were referred to in the workshop included:

- MindMatters: a programme to support schools in promoting and protecting the health and wellbeing of all members of the school community.
- Dare to Lead: a coalition of 3000 school leaders who are working to improve Indigenous education outcomes and to work for reconciliation in their schools.
- Studies of Asia: Values such as tolerance and understanding, respect, social justice and responsibility, can be supported through the studies of Asia.

Anne Tumak and Val Baird, the presenters of the workshop entitled the *Australian Joint Council of Professional Teaching Associations (AJCPTA) Values Education Project*, introduced participants to the work of the AJCPA and the projects it is undertaking to assist with the implementation of Values Education in schools.

The presenters of the *Values and Australia-Asia Engagement* workshop were Maureen Welch and Allan Goedecke of the Asia Education Foundation. Maureen Welch explored the links between Australia-Asia engagement strategies and the *National Framework for Values Education in Australian Schools* and in doing this drew AEF's Access Asia resources and professional learning programmes. Participants explored case studies, teaching and learning activities and professional learning activities and were provided with copies of relevant resources.

The *Kitting up for the Values Journey* workshop was presented by Pat Hincks, Barbara Bereznicki and Julie Mitchell of the Curriculum Corporation. This workshop provided participants with information about the new resources contained in the Values for Australian Schooling Kit 2005 and the new Values Education website. Presenters also sought advice and ideas that could be incorporated into the final drafts of materials and the ongoing development and updating of the website.

Dave Arnold of the National Museum of Australia presented the *Museums as Repositories of Values* workshop. In this workshop NMA staff took participants on an Australian history values tour through some of the Museum's galleries, making reference to similarities and differences with the values expressed in the 2005 values education national framework. The workshop provided an opportunity to hear about one of the museum's important outreach projects for schools which asks students to explore community values.

Forum Dinner

Matthew Albert the Victorian Young Australian of the Year addressed delegates at the Forum Dinner. He talked about his experience working with Sudanese refugees and in Kenya as an aid worker. He described how at the age of nineteen he saw an advertisement seeking help for a Sudanese family in Melbourne and how this started him off on a pathway that progressed from assisting a single family to establishing the SAIL (Sudanese Australian Integrated Learning programme) network of tutors catering for Sudanese refugees operating on three campus with 250 volunteers along with other 'spin-off' programmes of support.

Matthew declared that the statement 'think global, act local' that he first heard in Year 11 Geography had made a big impact on him and prompted him to get involved with the Sudanese refugee community. He described how he worked in refugee camps in 2004 and informed delegates that the civil war conflict in Sudan had been going on for twenty-one years, and had resulted in 21 million people being killed and in two million being displaced. Eight thousand Sudanese refugees have come to Australia. Matthew said that the 'refugees have three options; seek refuge, die by their own hand or die by the hand of another'.

In presenting his experiences and those of the Sudanese refugees to the delegates, Matthew painted a graphic picture of the appalling conditions being confronted by the Sudanese in the refugee camps and tempered the sense of misery and hopelessness with tales of the resilience and optimism displayed by various individuals within the camps.

In concluding his heartfelt and challenging presentation Matthew cited the UN Secretary General as providing inspiration through his words: 'If not here, where? If not now, when? If not you, who?'

Keynote Address Day 2

The Keynote Address that opened the proceedings on the second day of the Forum was presented by Professor Terence Lovat of the University of Newcastle. His address was entitled Values Education and Teachers' Work: A Quality Teaching Perspective. In opening his address Lovat noted that as schools are a stable part in young people's lives they have a strong potential for transmitting new thought and values. However, he also suggested that this potential is likely to be tempered by teacher scepticism in government schools, as this is not what drives these schools, and by teacher complacency in religious schools where it might be felt that nothing further was needed to be done to promote values. He suggested that the challenge was to make values education an obvious thing to do and to have teachers consider it as being a positive force for good teaching.

Whilst he saw values education as an important and natural part of schooling he also suggested that 'in order for values education to become part and parcel of mainstream schooling, the closest possible links need to be found between it and the world of teachers and schools'.

Lovat suggested that the increased social agency role of schools means that values formation cannot be avoided by schools. He stated that whether they like it or not, teachers cannot stand wholly apart from the role of moral formation. In developing this theme he provided a brief history of research into what constitutes effective schooling and the teacher's capacity to influence student outcomes. As the research of Jencks in the 1970s concluded that 'the character of a school's output depends largely on a single input, namely the characteristics of the entering children', teachers considered that they had little influence of both intellectual development and personal and social morality. However, Lovat advised that this viewpoint has been overturned by more recent research that demonstrates that quality teaching can make a significant difference to student outcomes despite their backgrounds.

Quality teaching, suggested Lovat, takes the teacher's job well beyond preparing students to 'get the answer right' standardized testing' to engaging the students' more sophisticated skills levels around such features as 'communicative capacity' and 'self-reflection'. 'Quality teaching research', he observed, 'has illustrated the true and full power of the teacher to make a difference in student learning not only around the technical (or factual), but around the interpretive (or social) and reflective (or personal) as well'. Lovat outlined a range of reports that have been seminal in emphasising the key role of the teacher in 'character formation'. For example, the report of the Carnegie Corporation's Task Force (1994) in the United States acknowledged the power of the teacher to improve student learning and made explicit the notion that teaching as well as being concerned with intellectual growth should also be 'concerned with communication, empathy, reflection, self-management and the particularly intriguing notion of self-knowing'.

In summary, Lovat suggested that 'Quality teaching has illustrated the power of teaching across the range of technical learning (otherwise known as the factual), interpretive learning (otherwise known as the social) and reflective learning (otherwise known as the personal). Quality teaching has alerted the educational community to the greater potential of teaching, including such areas as personal and social values inculcation. As such, it has huge relevance for the world inhabited by a comprehensive and exhaustive Values Education'.

It is through a commitment to 'quality teaching' that Lovat sees the agenda of values education being advanced. Picking up on the observation that values education reflects good practice pedagogy, he suggests that values education 'will be forever marginal without Quality teaching as its basis' and that training in 'the criteria of quality teaching' is a necessary strategy to support values education implementation. 'With the criteria of quality teaching in place, the focus of that

good teaching that is titled Values Education will fit well and be at one with the underpinnings of teacher practice’.

Research into the teacher qualities valued by students reveals that the top quality is that the teacher cares for the students. In relation to this, Lovat observed that ‘the content and substance of Values Education has potential to go to the very heart of the power of quality teaching by focussing teacher attention on that feature of their professional practice which has most impact, namely the relationship of due care, mutual respect, fairness and positive modelling established with the student’.

Lovat concluded by saying that ‘the nature, shape and intent of Values Education has potential to re-focus the attention of teachers and their systems on the fundamental item of all effective teaching, namely the teacher her or himself, the quality of the teacher’s knowledge, content and pedagogy, and above all on the teacher’s capacity to form the kinds of relationships with students which convey their commitment to them as individuals and to playing their part in forming personal character and tomorrow’s citizenry’.

Student Voice: Student Views on Values Education

In this insightful panel session Mr. Mackay interviewed seven students from diverse backgrounds and from primary and secondary school settings about their engagement with and understanding of values education.

Although the backgrounds and personalities of the students and the thoughtfulness of their responses provided delegates with an extremely valuable session, for reasons of privacy this report has not identified the students by name but has adopted the convention of identifying students by a number and to linking a summary of the student’s responses to various questions to that number. Although not all students responded to every question and some follow-up questions were directed to one or two students, this device may assist readers to read the summary of responses of particular students and to build up a partial picture of their perspective on a range of values issues.

It also needs to be noted that the responses reported here are derived from notes and only capture the essence of students’ responses. Unfortunately, these notes also fail to capture the emotion invested in the responses to some questions. The candidness, forthrightness and wisdom beyond their years that all the students brought to this session resulted in it being one of the highlights of the Forum.

The first question Mr. Mackay asked was: ‘Tell me something about the positive things your school did for you in terms of values education?’

Each of the students responded in turn and a summary of the key points each student made in response is provided below.

Student 1 an indigenous student who had recently graduated from high school indicated that school had stressed the importance of honesty and trustworthiness and enabled her to become more confident, outspoken and responsible. She described how important a caring relationship with a teacher was to her ultimate success at school. Student 2, a Grade 6 student, indicated that she had struggled in her previous primary school year and that by offering her extra tuition the school had demonstrated that it cared for her wellbeing and she appreciated that. She described how the school facilitates discussion through assemblies and through promoting a cooperative atmosphere.

Responses from students 4, a recent arrival to Australia, and 5, a primary student, stressed the importance of teachers and the relationship they developed with students. Teachers helped to reinforce 'correct behaviour' and helped students to 'set and reach goals'. Student 5 particularly appreciated those teachers who did not give up on her.

Student 6, a Year 10 student, felt that school 'helped you to learn what you don't believe in', and in expressing this view she referred to the school's role in countering peer pressure in relation to smoking and drugs. 'School supports you to adopt your own values'.

It was the implicit values that a school stood for that Student 7, a Year 11 student, felt most strongly about. 'You are not taught values explicitly but learn implicitly about caring and responsibility'. Student 7 also considered that schools were important in modifying undesirable behaviour by ensuring that there were 'consequences for not doing correct things'.

The second question Mr. Mackay asked was: 'Look at the nine values on the Values for Australian Schooling poster. Which do you think are really important?' The nine values are 'care and compassion', 'doing your best', 'fair go', 'freedom', 'honesty and trustworthiness', 'integrity', 'respect', 'responsibility' and 'understanding, tolerance and inclusion'.

The most important values for Student 1 were 'responsibility' and 'respect', and for Student 2 they were 'fair go' and 'respect'. Student 3, a recently arrived refugee, replied that 'care and compassion' was most important and that 'respect' was also important'. Student 4 also declared that 'care and compassion' was very important along with 'responsibility'.

Student 5 felt that the most important value was 'doing your best' and students 6 and 7 opted for 'care and compassion'.

Overall, the values of 'care and compassion' and 'respect' were seen to be the most important by the students.

As a follow-up question Mr. Mackay asked: What does the image on the Values for Australian Schooling poster say to you?’

Not all students responded to this question. One of the younger students said that they associated the image with ‘caring and looking after each other’. Student 7 identified the image as being Simpson and his donkey and whilst this image was associated with war, it also showed a figure that was risking his life to save another and this conveyed a powerful values message.

In response to the observation by Mr. Mackay that high school gives you a chance to see life in good and bad ways and enables you to discuss values issues, Student 7 said that whilst that was so, high school was also a big test of your values.

In order to get a sense of how students thought values were learnt Mr. Mackay asked Student 7, a senior student, how he felt about values being taught explicitly. Student 7 indicated that he felt that this would be inappropriate and that he was suspicious of such an approach and its effectiveness (‘it could be very preachy’). He also stressed the importance of families in laying the foundations of one’s values and concluded that individuals needed to ‘discover values for themselves through discussions of morals and values and being exposed to the perspectives of others’. When pressed to consider the possibility of many students not learning values that were ‘taught’ implicitly, Student 7 declared that despite this he did not think ‘explicit values teaching will help those young people’.

This view was not shared by the younger students who felt that explicit teaching was necessary for them to learn ‘right from wrong’.

Student 1, in a most moving and eloquent statement, stressed the importance of being given a second chance and of someone taking an interest in your wellbeing and of persevering against adversity. It was through particular teachers taking an interest in her that she developed a belief in herself and was able to succeed at school after having at first failed. Her Indigenous background also meant that she felt a deep obligation to do well for her people and that this helped to drive her to succeed. She stressed that young people need to be believed in, shown respect and given responsibility. ‘Don’t look past us, look into us’ was her message to delegates.

The final question Mr. Mackay asked was, ‘*What should schools do more of to help with values education?*’

Student 2 suggested that schools had a responsibility to ‘teach students values and not just tell them to do it’. Student 3 responded that schools should show greater respect towards students and do more to encourage cooperation and friendliness. These sentiments were shared by Student 4 who felt that more should be done to promote respect and that students and teachers should care more about one another.

Student 5 stated that 'school should teach everyone to be more responsible for their actions', and Student 6, a secondary student, said whilst you might be able to teach values in the primary school, this would not work in high school where you can't simply tell students what to do and expect that they will do it. She felt that with older students values learning was best done 'by example and by teachers displaying good values'.

Student 7 responded that he wasn't sure what schools should do more of to improve values learning. He said 'the only wisdom I have to offer is to keep on developing so you are abreast of how young people are learning today'. He brought the session to a close by saying to the teachers gathered in the session, 'you appear to have been doing a good job so far, so all you have to do is just keep it up'.

Delegates considered that this was a highly engaging session and that the insights provided by all of the students were extremely valuable.

Mr. Mackay thanked the students for their contributions and the thoughtful way they had responded to his questions.

Workshops Showcasing Innovative Strategies in Values Education – Day 2

The following five workshops showcasing innovative strategies in Values education were offered to delegates:

- Values and School Leadership
- Australian Joint Council of Professional Teaching Associations (AJCPTA) Values Education Project
- Values and Australia-Asia Engagement
- Kitting up for the Values Journey
- Museums as Repositories of Values

These workshops were repeats of the workshops offered on Day 1 and a brief description of the focus of these workshops is provided earlier in this report. Two additional workshops, *Talking Values* and *Exploring worldviews and values in English texts*, were offered in this session and they are briefly described below.

The *Talking Values* workshop was presented by Barbara Bereznicki of the Curriculum Corporation and Professor Judith Chapman of the Australian Catholic University. The workshop provided the opportunity for practising classroom teachers to be involved in a facilitated discussion about Values Education. The questions focused on current experience of values education in schools. The session provided participants with the opportunity to have a say about values education. This workshop was filmed for possible inclusion in the Values for Australian Schooling Kit 2005, as a DVD.

Julie Mitchell and Neville Carr of the Council for Christian Education in Schools presented the *Exploring worldviews and values in English texts* workshop. Participants in this workshop were introduced to an approach to values education that focused on worldviews.

The workshop focused on curriculum materials which have been developed in the learning area of English that assist students to reflect critically on the worldviews and dominant cultural values around them, utilising the texts they study in English classes. Presenters introduced participants to the teachers' book, *Teaching about Worldviews and Values* and advised them that it profiles the methodology of a worldview approach to the curriculum and scopes a wide range of contemporary worldviews.

Other teachers' books, *Worlds of Difference: Exploring Worldviews and Values in English Texts* (for Year 10 level) that examines a range of traditional ('To Kill a Mockingbird', 'Macbeth') and contemporary ('Looking for Alibrandi', 'Rabbit Proof Fence') texts and *Worlds of Difference 2: Exploring Worldviews and Values in English Themes* (for Year 9 level) that covers a range of themes of interest and concern to young people were also analysed. Popular young adult fiction texts were also explored in terms of the perspective they offered on the broad theme.

The presenters advised that these resources maintain the integrity of the subject of English whilst offering opportunities for students to reflect thoughtfully on the beliefs and values that direct their lives.

Workshops Showcasing Good Practice in Values Education in Australian Schools

The following five workshops showcasing good practice in values education were offered to delegates:

- Insights into a values framework for whole school change
- From resistance to engagement: Changing indigenous student attitudes towards education and training in the ACCESS programme at Swan View Senior High School (WA)
- The Heights' way: Providing education that inspires character and leadership
- Values education in multi-cultural Darwin
- The WELL programme: A whole health and values programme at Hawker Primary School
- Values education through a whole school focus

The workshop *Insights into a values framework for whole school change* was presented by Lina Scalfino - Modbury Primary School, South Australia. Participants in this workshop explored the values learning journey at Modbury School over the last four

years. The session focused on the process used by the school to develop a comprehensive values approach as a lens to re-culture the school based on a shared sense of purpose derived from the values consultation process. The workshop explored the framework that has been used to focus the learning for whole school improvement; build leadership capacity and engage community. The session included insights and reflections experienced by staff, students and parents during the values journey.

Geoff Holt of Swan View Senior High School, Western Australia presented the workshop entitled: *From Resistance to Engagement: Changing Indigenous student attitudes towards education and training in the ACCESS programme at Swan View Senior High School. (WA).*

Swan View SHS has the highest number of Indigenous student enrolments (Year 8-12) in the metropolitan area of Perth (130 out of 800 in the school population). Prior to 2003/4, and characteristic of educational trends, rates of attendance, retention and secondary graduation for Indigenous students had stood at less than a third of those of the non-Indigenous population of the school.

The Indigenous student experience in the school was largely one of frustration, marginalisation, absenteeism and early drop out, with concomitantly poor economic and social prospects for life after school. With the introduction of an alternative programme, ACCESS (Alternative Curriculum Combining Educational & Social Skills), based on the three R's of respect, responsibility and resilience, Indigenous students' attendance, retention and graduation rates surpassed those of the non-Indigenous population and the entire subculture of the Indigenous community changed from one of resistance to engagement.

The award-winning presenter described his experience within the ACCESS programme, addressing the questions of how and to what extent schools, in their current forms, are able to promote values and the extent to which the school, as a major agent of secondary socialisation, have to address community values and perceptions as they represent the main agent of primary socialisation.

The presenters of *The Heights' Way – Providing Education that Inspires Character and Leadership* workshop were Leighton Kuss and Andrew Johnson of Heights College in Queensland. In this workshop participants followed the journey of discovery of an independent Christian school that translated its implicit values into an explicit learning culture.

The workshop discussed the strategic vision, motivating factors, tangible mechanisms and experiences that worked and did not work as The Heights' Way travelled from conceptual discussions to tangible reality.

The workshop *Values education in multi-cultural Darwin* was presented by Stephen Kinsella and Rev. Jonathon Whereat of Kormilda College, Northern Territory.

Kormilda College has a diverse student population that reflects the multi-cultural nature of the Top End. It has a special interest in educating indigenous students but has students from a wide variety of cultural backgrounds. In establishing a values base for its programmes the College established a clear statement of mission and identified the key values that define its community and through its Religious and Values Education, it developed a model for exploring values and related ethical issues with students. The programme used with Year 10 students demonstrates how the College equips students to understand the values that define their behaviour and how these values determine their character.

The workshop covered the process involved in developing a coordinated approach to values education and provided participants with a practical demonstration of the model used with Year 10 students.

The WELL programme: A whole health and values programme at Hawker Primary School was presented by Vivien Smith and Jan Spencer of Hawker Primary School of the Australian Capital Territory.

Hawker Primary School has developed a whole school approach to teaching values. The values programme is integrated into a multi resource based physical, mental and emotional health programme called the WELL Programme. This programme sits within an integrated curriculum. The school has recently reviewed its practice in relation to the *National Framework for Values Education in Australian Schools* and participants in the workshop were presented with an example of a whole school approach to values education and were provided with an outline of the planning processes which created the programme and sustain its implementation.

Caz Perryman and Bronwyn Nuske of the Holy Spirit Primary School, ACT, presented the *Values education through a whole school focus* workshop. Holy Spirit Primary School has developed a whole school approach to values education that is delivered through religious education and this workshop shared the school's experience with participants. Practical ideas for classroom practice were also explored within the session.

Reflections from the International Speakers

As the Forum was drawing to a close, the reflections of the international guests on the discussion and thinking to date was sought. Each of the three speakers were given ten minutes to comment in whatever way they wished on the Forum programme and the points of view expressed by keynote speakers, other presenters and through the workshops and the reports of round table discussion groups.

Professor Ivan Snook, Massey University, New Zealand opened this session by taking issue with Professor Terence Lovat's observation about the central role of the teacher in promoting student success. Whilst conceding that quality teaching 'is the most important variable within the school', Snook argued that Jencks is still right as 'input characteristics are the most important factors' in determining student success in schooling. He advised caution on elevating the teacher role to that of the key variable as 'failing schools are in the lowest socio-economic communities' (where good teachers are working), and because society and governments are able to blame teachers when students are not learning rather than looking at the underlying causes for poor student performance in poorer areas.

His second point concerned the lack of attention that seemed to be given to considerations about the environment in which school learning takes place. Whilst Professor Snook was impressed with the array of programmes described in the Forum, he also advised that the media, youth culture, consumerism, and families are powerful forces that are beyond the school, and that consideration of these elements needs to be brought into the equation when designing a values programme.

Finally he observed that the student session had been a very powerful experience that 'threw a bomb of realism into the Forum' and helped to paint a picture of the range of pressures faced and values exhibited by young people.

Professor Lee Wing On, Professor & Principal Lecturer, The Hong Kong Institute of Education congratulated the delegates and the government for the work that had been done and was in train to promote values education. He stated that the Values Framework provided a good starting point and even if the specific values remained somewhat ambiguous this was no reason to ignore them 'as education in itself is ambiguous'. Elaborating on the need to deal with values ambiguity, Professor Wing On stated that 'education is a journey without destination' and that even 'when we look at old things we look with a new understanding'. The professor observed that 'where every value is defined you'll find a totalitarian society'. So whilst we need to engage students in dialogue about values and get them to think deeply about them, when 'teaching values and citizenship we have no answers'.

When discussing the implementation of the Values Framework, Professor Wing On drew on his experience in HongKong where schools responded, 'we already have a mission statement' and 'we already have a values programme' and advised that 'prescription' is not the way to proceed. He suggested that if it was his responsibility to implement the values framework he would use it as a platform for discussion and dialogue and ask the question of schools, 'How would you use this framework in your school?' Schools in Hong Kong responded by discussing a wide variety of ways that they could implement the programme and, Professor Wing On suggested that if students were asked the same question they too would also come up with a range of ways that they could make use of it.

In developing his response, Professor Terence McLaughlin, Professor of Philosophy of Education, Institute of Education, University of London spoke of the need to consider the practical and theoretical in relation to values. 'Teachers in the classroom can pursue values at a practical level', he suggested, 'and regardless of the level of clarity that can be achieved, there are no rules about what to do in teaching values'. But he considered that 'the theoretical can be problematic' and as values education is concerned with 'developing the whole child' asked what right do teachers have to teach the whole child, and 'What is the whole child? He suggested that it was debatable whether a mathematics teacher needs to know the child well to be a good mathematics teacher. His take-away observation was that whilst theory can damage practice, as practitioners, teachers need to draw on theory to inform practice.

Values Education: the Way Forward

Mr. Mackay introduced a round table session in which delegates were asked to identify key areas for the further development of the Values Education Programme.

Following this session Mr. Mackay asked several of the table groups at random to offer one piece of advice to the Values Education team regarding the next steps for the programme. The following suggestions for future action summarize these verbal responses and the written reports prepared by each of the round table groups.

Promotion

- Need to promote government schools' concern with values.
- Further consideration needs to be given to how to sell the programme to schools and communities (there is deep suspicion of 'top down' proposals for reform).
- Perhaps values in education rather than values education, is a better way to generate a broader commitment to the concepts of values education.

Provide links to current curriculum frameworks and initiatives

- Strategies need to be explicitly linked to work supporting the implementation of curriculum frameworks within the states and territories.
- Making the link between Values Education and Quality Teaching will enhance the likelihood of adoption within schools.
- Some consideration needs to be given to how values will be incorporated into school accountability processes.

Focus on the whole school and the stages of learning

- Through materials and advice encourage schools to adopt a whole school approach.

- Values are taught and caught so strategies need to be aware of the different ways that values can be developed at the various stages of a young person's development.
- Strategies need to be appropriate for the different schooling contexts of primary and secondary schools (primary schools are likely to find this agenda easier to implement than are secondary schools).
- Provide multiple entry points to values education.
- A programme to make the nine values the core values for all aspects of schooling could help to influence the way that schools are organized, the way policies are drafted, and how teachers behave towards each other, students and parents, etc.
- Parent associations and school councils need to be brought into the strategy.
- Parent forums will need to be an essential component of any further activity.

Coordinate activities across the states/territories and within the school

- Consider the establishment of Values Education coordinators in schools.
- Teachers need time to develop whole school approaches and funding may be needed to release teachers for this work.
- Federal and state/territory responsibilities need to be clearly mapped out and endorsed by all parties.
- The school principal/leadership team needs to be targeted for support and to be provided with strategies for garnering enthusiasm for the values education reform agenda.

Pre- and In-service education

- Professional development for teachers will need to be a keystone of future strategies.
- Professional development will be essential to raise consciousness of the whole staff and of individual teacher's responsibilities.
- Teachers will need assistance to develop their confidence to embark on a values education programme.
- Networks of teachers could help to build commitment.
- Development of values education post-graduate or short courses that teachers could access.
- Fund action learning around the delivery of values education.
- Ensure that teaching training institutions are aware of and are incorporating values education in their teacher training courses.
- Professional development on the values that make an effective teacher would assist.
- Subject associations can incorporate values into their regular PD activities.
- Values need to be a priority in teacher education programmes.
- Teacher education should map what is already happening in schools.
- Need to clarify the responsibilities of the commonwealth and states/territories for delivering PD and to coordinate their activities.

- Teacher education should incorporate training on how to analyse and identify children's values and how to incorporate values learning into teaching.
- Teachers will need assistance to clarify the philosophical assumptions behind values education before rushing to school level implementation.

Resources and tools

- There are already many resources that are suitable for values education.
- A gap in resources is tools for assessing and reporting values.
- Materials showing ways of translating the nine values into practical action need to be developed.
- Provide case studies of how schools have successfully translated values into practical action across the school and within classrooms.
- DVDs and videos of good practice in values education in schools, including student testimonies, should be developed for teacher and student use.
- Materials in all key learning areas should be developed to show how values can be incorporated into regular lessons.
- Resources should provide advice on how to handle competing values.
- Tools to help schools review their mission statements and audit the values of their school (and students, teachers and families) are needed.
- Provide materials showing the different ways that values can be taught and made explicit and caught through implicit action.
- Advice on the impact of the hidden curriculum of schools and of the consumer society on values needs to be developed.
- A resource bank of ideas to get started may assist.
- Resources need to relate to processes and not outcomes.
- The focus needs to be on the 'how to' and not the 'what to'.

School structures, processes and values

- Secondary school structures often are an impediment to teachers working closely with students and developing caring relationships and this needs to be addressed in future strategies.
- School and teaching processes need to reflect the values being promoted.
- Schools should be encouraged to develop a Code of Teacher Ethics consistent with the values that the community would expect them to reflect.
- The focus should probably be on teachers rather than students as they are the ones that can set the culture and values of a school.

David Brown of the Curriculum Corporation briefly responded to the various suggestions and described the next phase of the project indicating that several of the planned support initiatives would address many of the areas highlighted by the groups.

Brief reports were also presented from the values education coordinators in each State and Territory. They reported on what is happening or being planned in each of their states and territories in relation to values education implementation.

Closing Session

In closing the Forum, Noel Simpson of the Department of Education, Science and Training reminded delegates that the forum was the beginning of a national activity that is funded for four years and that the funding will provide support for values education and drug education forums in every school, clusters of schools implementing good practice approaches; curriculum resources for all schools, and national activities including an annual national forum and projects with parents, principals, teachers and teacher educators.

He also reminded delegates that funding for professional development in values education is available through the Australian Government Quality Teaching Programme.

Mr. Mackay closed the forum by thanking the presenters, panelists, organizers and participants for making the Forum a challenging, engaging and worthwhile experience.

Appendix 1. Forum Programme

2 May 2005	
T	Tony Mackay, Facilitator
9.30am-10.00am	Introduction and Welcome <ul style="list-style-type: none"> • Matilda House, Ngunnawal Elder • David Arnold, Manager, Schools Program, National Museum of Australia Official Opening <ul style="list-style-type: none"> • The Hon Dr Brendan Nelson, MP, Minister for Education, Science and Training
10.00am-11.00am	Key Note address <ul style="list-style-type: none"> • <i>Introduction</i> - Professor Ross Fitzgerald • <i>Values education: Setting the context</i> - Susan Pascoe – Catholic Education Office
11.00am-11.30am	Morning Tea
11.30am-1.00pm	<i>Introduction/background to the framework</i> <ul style="list-style-type: none"> • Noel Simpson – Department of Education, Science and Training <i>Values Education Resources and Good Practice Schools Project</i> <ul style="list-style-type: none"> • David Brown – Curriculum Corporation <i>Round table discussion and reporting back</i> – facilitated by Tony Mackay <ul style="list-style-type: none"> - How might the framework fit in schools? - How can we make it work?
1.00pm-2.00pm	Lunch
2.00pm-3.30pm	Values Education in perspective: What have different international experiences been? <ul style="list-style-type: none"> • Panel Session: Overseas speakers - Overview of Values Education in your country. • Address by each panel member followed by questions from the floor. <ol style="list-style-type: none"> 1) Professor Lee Wing On, Professor & Principal Lecturer, The Hong Kong Institute of Education 2) Professor Ivan Snook, Massey University, New Zealand 3) Professor Terence McLaughlin, Professor of Philosophy of Education, Institute of Education, University of London
3.30pm-4.00pm	Afternoon Tea
4.00pm-5.00pm	Workshops showcasing innovative strategies in Values Education <ol style="list-style-type: none"> 1. <i>Values and School Leadership</i> – Susan Boucher, Australian Principal's Associations Professional Development Council (APAPDC) 2. <i>Australian Joint Council of Professional Associations: Who we are, and our Values Education Projects</i> - Anne Tumak and Val Baird. 3. <i>Values in Australia-Asia Engagement</i> - Maureen Welch and Allan Goedecke, Asia Education Foundation 4. <i>Kitting up for the values journey</i> – Pat Hinks, Barbara Bereznicki and Julie Mitchell, Curriculum Corporation 5. <i>Museums as repositories of values</i> - David Arnold, National Museum of Australia
7.00pm	Forum Dinner/Dinner speaker Matthew Albert: Victorian Young Australian of the Year

Tuesday 3 May 2005	Tony Mackay, Facilitator
8.30am-9.00am	Arrival Tea and Coffee
9.00am-9.45am	Keynote address <ul style="list-style-type: none"> • <i>Values Education and Teacher's Work: A Quality Teaching Perspective</i> - Professor Terence Lovat, President, Australian Council of Deans of Education and Pro Vice-Chancellor, The University of Newcastle
9.45am-10.30am	Student Voice <ul style="list-style-type: none"> • Student Views on values education - an interview
10.30am-11.00am	Morning Tea
11.00am-12.00pm	Workshops showcasing good practice and innovative strategies in Values Education <ol style="list-style-type: none"> 1) <i>Values and School Leadership</i> – Susan Boucher, Australian Principal's Associations Professional Development Council (APAPDC) 2) <i>Australian Joint Council of Professional Associations. Who we are, our role on the national institute and our Values Education Projects</i> - Anne Tumak Australian Joint Council of Professional Associations 3) <i>Values Education in a Regional Context</i>-Maureen Welch, Asia Education Foundation 4) <i>Talking Values</i> – Professor Judith Chapman, Australian Catholic University and Barbara Bereznicki, Curriculum Corporation 5) <i>Museums as repositories of values</i> - David Arnold, National Museum of Australia 6) <i>Exploring world views and values in texts</i>- Julie Mitchell, Curriculum Corporation and Neville Carr, The Council for Christian Education in Schools
12.00-1.00pm	Workshops showcasing good practice in values education in Australian schools: <ol style="list-style-type: none"> 1) <i>Insights into a values framework for whole school change</i> - Lina Scaffino, Modbury Primary School (SA) 2) <i>From resistance to engagement: Changing indigenous student attitudes towards education and training in the ACCESS programme at Swan View Senior High School</i> - Geoff Holt, Swan View Senior High School (WA) 3) <i>The Height's way: Providing education that inspires character and leadership</i> – Leighton Kuss, College Headmaster and Andrew Johnson, Heights College (Qld) 4) <i>Values education in multicultural Darwin</i> – Stephen Kinsella and Rev Jonathon Whereat, Kormilda College (NT) 5) <i>The WELL programme: A whole health and values programme at Hawker Primary School</i> - Vivien Smith and Jan Spencer, Hawker Primary School (ACT) 6) <i>Values education through a whole school focus</i> – Caz Perryman and Bronwyn Nuske, Holy spirit Primary (ACT)
1.00pm-2.00-pm	Lunch
2.00pm-2.45pm Peninsular Room	<i>Values education: The way forward</i> <ul style="list-style-type: none"> • In the light of forum discussions - identify key areas for further development. Round table discussion
2.45pm-3.15pm	Afternoon Tea
3.15pm-3.45pm	Overseas Speakers- your views on the forum
3.45pm-4.15pm	Reporting back from round table discussions, sharing State and Territory experiences, collating ideas on key areas for action.
4.15pm-4.20pm	Close

Appendix 2. Biographies of Keynote Address Presenters

Susan Pascoe

Keynote Address Day 1

Susan Pascoe is Executive Director of the Catholic Education Commission of Victoria and the Director of Catholic Education in the Archdiocese of Melbourne. In these roles she is responsible for policy development and implementation for Victoria's 500 Catholic schools and the effective operation of Melbourne's 330 Catholic primary, secondary and special schools. As the fourth largest school education system in Australia the CECV is actively involved in education innovation in areas such as literacy and numeracy and in contributing to the wider dialogue on issues such as school effectiveness, civics and citizenship education, the education of boys and the funding of schools.

Prior to this role Ms Pascoe was Chief Executive Officer of the Victorian Curriculum and Assessment Authority, an independent statutory body with responsibility for curriculum, assessment and standards setting for Victorian schools.

Professor Terence Lovat

Keynote Address Day 2

Professor Terry Lovat is Pro Vice-Chancellor (Education and Arts) and Pro Vice-Chancellor (Central Coast Campuses) at The University of Newcastle. He is also the President of the Australian Council of Deans of Education and a member of a number of national and state bodies including the Carrick Institute for Learning and Teaching in Higher Education and the National Literacy Inquiry Panel.

He is a former President of the NSW Teacher Education Council and a former member of the NSW Public Education Council and Ministerial Advisory Committee.

Appendix 3. Biographies of Workshop Presenters

David Arnold

David Arnold was appointed Manager of Schools Programs at the new National Museum of Australia in Canberra in August 2000, having spent over ten years at the Commonwealth Parliament, first as an education officer and Assistant Director in the Parliamentary Education Office, and later as a Principal Research Officer on the Senate's Environment Committee.

David has a strong commitment to the teaching of history and culture having taught history at three secondary schools in Victoria in the 1980s. In his current position at the National Museum, David is committed to furthering the cause of history and SOSE/HSIE teaching in schools.

Val Baird

Val Baird is a teacher-librarian at Perth Modern School and is also involved in lecturing a first year university course in Information Systems for Canning College's Uni-Direct. More recently, Val has been appointed as a Project Officer for the AJCPTA National Values Education Framework Project. Additional interests include working with professional associations, including: the Western Australian School Library Association and the Educational Computing Association of Western Australia. Currently, Val is the Editor of the ECWA journal Login; Treasurer of the Affiliation of Professional Education Associations (APEA), and the National Treasurer of the AJCPTA.

Barbara Bereznicki

Barbara Bereznicki is Project Manager for the Values Education website and the Good Practice Schools Project Stage 1. She worked extensively with the 69 case study schools involved in the Values Education Study (2002 – 3) and supported schools in the process of developing projects, conducting action research, and reporting on their learning. She has also worked on a range of projects including the Boys Education Lighthouse Project, Stage 1 and VET in Schools. She has a background in secondary teaching in English, politics and SOSE.

Susan Boucher

Susan Boucher is Chief Executive Officer of the Australian Principals Associations Professional Development Council (APAPDC) a role she has held since 1994. She has been responsible for the development and management of a number of national projects involving school principals and teachers – Dare to Lead a programme designed to improve educational outcomes for Indigenous young people; MindMatters a mental health promotion programme for Secondary Schools; and Leaders Lead which sets out to identify quality leadership and assist school leaders to build leadership capacity in others.

Neville Carr

Neville Carr (MACE, MAICD) was an English teacher in government, Catholic and independent school systems in Sydney and Melbourne. Among other things, he has worked as a teacher, teacher-trainer and consultant for primary, secondary and tertiary systems of educational provision in the Philippines. His PhD flowed out of research in curriculum, instruction and educational administration based in Northern Ireland. Currently Neville is CEO of The Council for Christian Education in Schools, which provides volunteer-based religious education, chaplaincy, worldview and values resources and a mentoring service for school leaders (Principals First) in Victorian government schools.

Judith Chapman

Professor Judith Chapman AM is Director of the Centre for Lifelong Learning at ACU National where she was formerly Dean of the Faculty of Education. She began her career as an English and History teacher in schools in Australia and Europe. Between 1979 and 1992 she was Director of the School Decision Making and Management Centre at Monash University and from 1993 to 1998 she was Professor of Education at the University of Western Australia. In 1999 she received an Order of Australia for services to higher education as a teacher and researcher.

Allan Goedecke

Allan has recently been appointed to the Asia Education Foundation (AEF) as the Partnerships Manager. His responsibilities include supporting and developing the AEF's relationships with the state and territory education jurisdictions and key stakeholder groups. Allan has been an educator for 28 years in secondary schools, adult education and the TAFE sector. Allan spent a year teaching in Japan and for the past 6 he has spent around 50% of his time coordinating and teaching on Australian joint partnership Diploma programmes in universities in Sri Lanka and China. In January 2005, Allan led the AEF's Access Asia Study Programme to China.

Pat Hincks

Pat Hincks is Senior Project Manager for the Values Education Resources Project and Civics and Citizenship Education projects. She has also worked on a range of projects to develop print and online curriculum materials in history and civics education, including the Discovering Democracy project. She has a background in teacher professional learning and has worked as Discovering Democracy project officer for Victoria and as a regional curriculum consultant. She has a background in secondary teaching in politics, history and English.

Geoff Holt

Geoff Holt is a Level 3 Classroom Teacher at Swan View Senior High School WA and is the school's Aboriginal Curriculum Coordinator. He is engaged in research for a Phd Edith Cowan University on the topic 'From Resistance to Engagement: A

critical case study of Indigenous student perceptions of education and training in a WA government secondary school'.

Geoff has received many awards for his teaching and the programme. These include being the winner of the 2004 National Awards for Quality Schooling award for Outstanding Achievement by a Teacher, a Swan Education District Achievement Award, an Outstanding Non- Aboriginal Teacher Award and the Swan Aboriginal Education Award of Excellence

Andrew Johnson

Andrew Johnson is the Assistant to the Headmaster – Administration at Heights College, a K-12 independent Christian school of 470 students in Rockhampton, Central Queensland. After completing an undergraduate Business Degree, Andrew worked in a family business with intermittent work and travel overseas. Upon completion of an Education Degree and working in lower primary classes, Andrew was appointed to his current administrative position. This role has focussed on the development of a Character framework that facilitates the identification, interpretation and explicit teaching of values elements of the College. Andrew is married to Danielle with two children Laura and Harrison.

Stephen Kinsella

Stephen started his teaching career with the NSW Department of Education in 1978. He moved to St Paul's Grammar School, Penrith in 1987 where he served for 14 years as an educator and administrator prior to moving to the Northern Territory. He is currently Principal of Kormilda College, an Anglican and Uniting Church secondary school located in Darwin. The College provides a unique environment in which to deliver values education as it has a diverse student population of 900 students, including 300 indigenous students mainly from remote communities located in the NT and WA. He has served on many national and international educational organisations and is currently a Board member of ISCA.

Leighton Kuss

Mr Leighton Kuss has been the Headmaster at Heights College a K-12 Independent Christian school of 470 students in Rockhampton, Central Queensland for the past 6 years. During his tenure he has focussed on authentic organic leadership involving opportunities to reflect on the foundational concepts of the College and the development of tangible mechanisms to ensure the implicit culture is communicated in an explicit manner. The College purpose of providing education that inspires Character and Leadership has been the central element for College development. Leighton is married to Elizabeth, with two sons Ethan and Gresham.

Julie Mitchell

Julie Mitchell is Project Officer for the Values Education Resources Project. Before joining Curriculum Corporation, Julie was a project manager and writer with the Council for Christian Education in Schools where she wrote and produced three

curriculum resources for the English KLA on the integration of a 'values and world views' model approach to the study of texts. Julie also has experience in presenting workshops and professional development programmes on values education, the Teaching of English and VCE for teachers, teacher association's conferences and the Victorian Curriculum and Assessment Authority. She is an experienced English teacher.

Bronwyn Nuske

Bronwyn Nuske is a Year 6 classroom teacher and coordinator at Holy Spirit School. She has taught in schools in the ACT and United Kingdom and is currently completing a Masters degree in Educational Leadership. Bronwyn spent five years in the NSW Police Service where she worked in community policing and as a child protection investigator. She is interested in welfare, emotional well being and resilience of children.

Caz Perriman

Caz Perriman is the Religious Education Coordinator at Holy Spirit Catholic School in the ACT and is responsible for the pastoral care of staff and the wider community. She coordinates the Religious Education Programmes, Sacramental Programmes and liaises extensively with parents, staff and members of the wider community to develop an authentic Catholic School. Caz gained her teaching qualifications at the ACU and later completed a Post Graduate Diploma in Religious Education. She has taught in various roles at primary and tertiary levels and done extensive work with colleagues under the broad umbrella of Religious Education and Emotional Intelligence. Values education is a driving force in Caz's life and helps her to live out her role in a meaningful way. Issues related to justice and equity for all people guide her work with children and staff. The emotional, physical and spiritual development of people is always at the forefront of her thinking.

Lina Scalfino

Ms Lina Scalfino is the Principal of Modbury School Preschool to Year 7 with the Department of Education and Children's Services in South Australia. As an experienced educator Ms Scalfino has held a number of diverse school and system leadership positions particularly in the areas of policy and curriculum development in the areas of Multiculturalism; Languages other than English and English as a Second Language. She is passionate about values education and is committed to articulating the benefits values education provides for students and communities.

Currently, she is the Senior Vice President of UNESCO APNIEVE (Asia Pacific Network for International Education and Values Education) in South Australia. Modbury School participated in the National Values Education Study which informed the National Values Framework. Recently, Modbury School received a Highly Commended National Award for Values Education.

Vivien Smith

Vivien Smith is the Principal of Hawker Primary School in the ACT. She has led the development of a values based integrated health and well being curriculum. This programme is strongly aligned with the National Values for Australian Schooling and fits within the ACT Conceptual Framework for School Excellence. It is actively implemented from K-6 at her school. Vivien has the full support of all stakeholders involved including staff, students and the community. Before becoming a Principal Vivien was a primary school teacher in a range of educational settings in three different states. She has also worked in teacher education and staff development at the University of Canberra.

Jan Spencer

Jan Spencer is a classroom teacher at Hawker Primary School. She has worked for many years in the areas of restorative justice, resiliency and creating a positive school culture. She initiated the original Health Promoting Schools model in her school and trained new facilitators for primary, high school and college teachers. She has presented Hawker's Student Management Policy at the National Safe School Forum and was actively involved in the development of the National Guiding Principles. She has worked collaboratively with the Principal to establish and implement a new values based curriculum in the school.

Anne Tumak

Anne Tumak is a Senior Teacher at Morley Senior High School in Western Australia. Anne is actively involved in many additional roles which complement her classroom experiences. These include: President of the Society and Environment Association of W.A. (SEAWA); Vice President of the Geographical Association of Western Australia (GAWA); the Chair of the Affiliation of Professional Education Associations (W.A.); a Member of the Interim Board and Deputy Chair of the Western Australian College of Teaching (WACOT); President of the Australian Joint Council of Professional Teaching Associations (AJCPTA); and a Member of the Interim Board for the National Institute For Quality Teaching and School Leadership (NIQSTL).

Maureen Welch

Maureen has been with the Asia Education Foundation (AEF) for the past 12 years. During this time she has managed the AEF's professional learning programme, overseeing the development of post-graduate programmes, short courses and workshops on Asia for primary and secondary educators. Maureen has led study tour programmes for teachers to Thailand, India, China, Korea and Japan and in 2004 co-convened the AEF's international conference, Linking Latitudes Vietnam, Cambodia and Laos. Maureen is currently the Director of the AEF.

Fr Jonathan Whereat

Jonathan is an ordained Anglican priest who is currently serving as Chaplain at Kormilda College. He was ordained in 1985 in the Brisbane Diocese after completing a Diploma in Theology at St Francis College Brisbane. He served in parishes up until 1996 when he became Chaplain and RE teacher at Matthew Flinders Anglican College Qld. In mid 2002 he took up his position at Kormilda College where his duties include coordinating the College Religious and Values Education programme.