

2006 National Values Education Forum
**Values Education in Practice: Building Capacity in
Australian Schools**

May 2006

REPORT

The National Values Education Forum 2006 was held at the National Museum of Australia in Canberra on Thursday and Friday, May 4 and 5, 2006.

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 Vic Zbar, from Zbar Consulting Pty. Ltd. on behalf of the forum organisers.

BACKGROUND TO THE FORUM

The 2006 National Values Education Forum follows activities similar to those in the 2004 and 2005 Values Education National Forums.

The 2006 forum was designed to:

- share good practice in Values Education in Australian schools;
- involve student voice in Values Education;
- facilitate discussion about future directions for Values Education;
- explore the implementation of the *National Framework for Values Education in Australian Schools*; and
- update participants on developments in the Department of Education, Science and Training's (DEST) Values Education programme.

The forum brought together keynote speakers, international panellists, stakeholders, teachers, principals and students and provided workshops and presentations as impetus for discussion about current and future directions in Values Education in Australia.

A feature of the forum was workshops conducted by ten schools involved in the *Values Education Good Practice Schools Project — Stage 1* where emerging good practice experiences were discussed. The ten schools representing their clusters were Airs High School, Calwell High School, Lance Holt School, Longford Primary School, Merrylands High School, Modbury School Preschool to Year 7, Norwood Secondary College, Oxenford State School, St. Charles Borromeo Primary School and Townsville Central State School.

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, workshops and participant responses to a range of forum issues.

FORUM PROGRAMME

The forum programme, which includes details on each presenter, is included as an appendix to this report.

Major outcomes of the Forum

Forum Opening

After a brief introduction from forum facilitator Tony Mackay (Executive Director, Centre for Strategic Education), participants were welcomed by Louise Brown from the ACT Ngunnawal Land Council and David Arnold, the Manager of School Programmes of the National Museum of Australia where the forum was held.

The forum was then officially opened by Pat Farmer, MP, Parliamentary Secretary to the Minister for Education, Science and Training.

Starting with an acknowledgement of the traditional owners of the land on which the forum was being held, Farmer noted this is something he always does in part to highlight the importance of teaching Australian history which is not just limited to the last 200 years.

There is a tendency in Australia, he noted in this context, to over-inflate the importance of the recent, and even more perhaps, achievements from overseas instead of what we do at home; which he illustrated with reference to his own run around Australia which many people see as less significant than his run across the US. The former, he noted, was much harder and more of an achievement, but is still less valued by many because it was done at home and not overseas.

At a time when so many young people are searching for their identity, he observed, they are vulnerable to being knocked, and we need to really focus on ensuring young people are proud of who they are, where they come from and what they seek to be. He was very pleased, in this context, to be representing the Minister for Education, Science and Training the Hon Julie Bishop MP as attending such forums is a 'real privilege since I get to learn about you and the issues you will discuss'; and he looked forward to also receiving a report on the outcomes of the two days.

Thanking the staff of DEST for their work in organising such events, Farmer noted the importance of the almost \$30 million the Australian Government is putting into Values Education programme to support teachers in their work.

He recalled from his own schooling a small book which explained 'the manners expected of me and the reason for them'. This kind of focus on 'respect', which is one of the nine values in the *National Framework for Values Education in Australian Schools*, is very important and, to quote a principal he had met recently, is an important balance to the friendship with students many teachers seek.

Looking at the nine values and teachers' work to implement them, one of the things coming through for Farmer is the 'importance of students learning and acting with manners', such as the encouragement they receive at Airds High, which is in his electorate, to enact 'random acts of kindness and be kind as often as they can'. The importance of simply saying please and thank you, for instance, comes through 'loud and clear in the briefs I have seen of your work and cannot be under-estimated'. It

certainly is a big move forward from the initial concerns of some teachers about the Prime Minister's earlier suggestion they should tackle values at all.

Teachers, he noted, are mentors of young people and, as a mentor, values must be taught. It is important to Australia as a nation that these values are taught, so the nation can be transformed. 'Raising children is a burden you share and everyone involved in raising children has a responsibility to ensure values are taught. You can't just assume it will happen at home'.

He said that, with the support of government, and the money to nurture new ideas, this is being achieved better than it was before, and that's what this forum is about.

In this context, Farmer then encouraged participants to reapply for the next round of funding for the Values Education Good Practice Schools Project – Stage 2, and emphasised the importance of governments being influenced by such decision makers as teachers and parents in the community. He urged all those at the forum, in ending his remarks, to take its outcomes to their own schools and share them with their communities through the forums the Australian Government is funding.

Values Education: The missing link in quality teaching

Professor Terry Lovat (Pro Vice Chancellor, Education and the Arts and Central Coast Campuses, The University of Newcastle and Past President, Deans of Teacher Education) then provided a keynote address prior to an outline of new Curriculum Corporation resources and website information.

In 2006 Lovat felt he could be 'honest in a way I wasn't in 2005' in making a more explicit link between values education and quality teaching because the research base is clearer than some had thought, and he no longer fears this might not resonate with classroom teachers who attend.

Over the last twelve months, he noted, the link has emerged as a 'very helpful' way of perceiving things and putting values education at 'the centre of the work of schooling and what teaching is about', rather than something on the edge. 'If you are concerned about quality teaching, then you also will be a values educator'.

Quality teaching

If quality teaching has done one thing for us in Lovat's view, it has challenged a number of unhelpful earlier ideas such as the belief that 'families are the factories of life' subsequently reflected in the view that 'the character of school output depends on the input of those who enter'. This led, he noted, to a certain 'pessimism about the school's capacity to make a difference'. And if teaching and schooling couldn't change students' academic prospects, then it has no hope with values, leading to the suggestion the only legitimate values stance is one of neutrality.

What quality teaching has done, though, is test the boundaries of these earlier beliefs. More specifically, quality teaching research has shown that, if you do interventionist studies, and work to break through disadvantage with a focus on a whole school quality teaching environment, then you can have a very big effect indeed. This has

led to a new belief in the centrality of teacher quality or, as Lovat simply put it, 'get the involved teacher doing the right things, and huge differences can be made'.

He often refers in this context to the Carnegie Corporation's 1994 US Learning Task Force which looked at what amounted to quality teaching research and, somewhat controversially at the time, stated

One of the problems that has undermined school reform efforts ... is the belief that differences in the educational performance of schools are primarily the result of differences in students' inherent ability to learn (or not). This belief is wrong. Schools (and especially teachers — Lovat's words) fail.

Why, he rhetorically asked, does he write 'especially teachers'. It is not, he cautioned, meant to be a case of 'teacher bashing'. Rather, it is designed to demonstrate it is the teacher who makes the difference. There are studies to show the single largest factor impacting on student outcomes is the teacher, with some studies showing the teacher is three times more likely to impact than the school. 'And a quality teacher in a quality teaching school has the greatest impact of all'.

At the end of the day, he contended, this means that the 'final responsibility of improving student achievement is on the school, and especially teachers, rather than the home'. And achievement in this context, according to the Carnegie Task Force, involves not just intellectual development, but also such less measurable capacities as communication, empathy, reflection, self-management and self-knowing.

The Quality Teaching/Values Education link

Having not yet commented on values education as such, Lovat suggested he could see some obvious clues coming through from this quality teaching research, such as its references to:

- communicative capacity — being 'switched on to one's world' with the obvious link to social conscience and stimulating its development in students;
- self reflection — being 'switched on to one self' which underpins the whole quest for personal morality; and
- whole person learning which involves a whole mix of cognition, social and emotional maturity, and self knowledge.

Two other concepts that keep popping up in quality teaching that also connect to values education are:

- relevance, built on relationships of trust and care; and
- supportiveness reflected in the development of a comfortable, secure and affirmed positive environment.

A lot of quality teaching, he observed, actually adopts the language of values education and it has 'the potential to complement, complete and even correct some of the ways in which quality teaching is being rolled out'.

One particular challenge for quality teaching, he noted, is to avoid the sort of 'formula-ising' that tends to happen when systems take up any new idea. There in fact is 'no magic formula'. Student achievement is complex comprising some things that are measured easily and others that are not. The values education 'corrective' is the constant reminder of this and that there is no one right approach.

This, Lovat noted, comes through a whole range of recent research such as work by:

- Rowe in 2004, which showed that care and trust in the teacher-student relationship is paramount;
- Louden in the same year, which demonstrated that the powerful relationship of elder and junior is as important as content and pedagogy;
- Hattie also in 2004, which showed that respect for students is a key component of teacher expertise; and
- Brady in 2005, which also highlighted the teacher-student relationship as having a major impact.

In the US, Bryk and Schneider who are heavily involved in school reform, in 2002 identified relational trust as the key factor involved in reform in the following terms

Trust relations culminate in important consequences at the organisational level, including more effective decision-making, enhanced social support for innovation, more efficient social control of (teachers' — Lovat's word) work and an expanded moral authority to 'go the extra mile' for the children. Relational trust is an organisational property ... its presence (or absence) has important consequences for the functioning of the school and its capacity to engage fundamental change.

They then tease this notion out a little further still, noting that relational trust involves a 'dynamic interplay' between respect, competence, personal regard for others and integrity.

If one thought highlights this point for Lovat, it would be that 'the content and substance of Values Education has the potential to go to the very heart of the power of Quality Teaching by focusing teacher and system attention on those features of their professional practice that have most impact; namely the relationship of due care, mutual respect, fairness and positive modelling established with the student and, in turn, the network of systemic "relational trust" that results'.

This, of course, is not entirely new. John Dewey, for example, eschewed a focus on technical efficiency in favour of the view the teacher's task is to instil 'reflectivity, inquiry and capacity for moral judiciousness'. More recently, Habermas stretched our thinking about knowledge gain in his powerful view that knowing and learning involve:

- Empirical knowing — the facts and figures;
- Communicative knowing — engagement and relationship; and
- Self-reflective knowing — knowing oneself

at which point, you've changed.

‘There is no knowing without knowing the knower ... and the knower is oneself!’. And that, for Lovat, is where values education wants to be; making a difference to behaviour, achievement and beliefs.

The two-fold Values Education task

Thus, the two-fold task for values education in Lovat’s view is to put our money where our mouths are and:

- establish an environment of respect, trust and care, where modelling of values impels transformation; and
- teach values so students are empowered beyond the class and school through student learning for self reflectivity.

The ultimate task is ‘to transform’ and demonstrate the outputs we achieve are not immutable, but depend on what we do.

This in turn requires us to build students’:

- communicative capacity — ‘seeing one’s life world as one of many’; and
- communicative action — ‘taking a stand for justice, and demonstrating personal commitment, reliability and trustworthiness through practical action that builds caring and trusting relationships’.

And school is the best place for this to occur.

Twelve months of advance

A large part of the change that Lovat had noted at the start of his address has flowed, he suggested, from DEST’s support for values education, primarily through the Good Practice Schools project, and the change in language it has brought about. We now are seeing, for instance, the language of:

- quality teaching and pedagogy;
- taking a ‘whole school approach’;
- maximum ‘buy-in’ by all stakeholders;
- quality relationships;
- modelling, living out and practising values;
- intellectual depth in teacher understanding;
- intellectual depth among students;
- greater levels of student engagement in mainstream curriculum;
- pedagogy that matches quality teaching;
- greater student responsibility over local, national and international issues;
- greater student resilience and social skills;
- improved relationships of care and trust; and
- the ‘ripple down’ effect of values education.

This last ‘ripple down effect’ factor comes about, he suggested, when teachers see themselves as values educators and is well illustrated by the following quote he shared from a principal in a Victorian school

There was the issue of time ... some teachers complained of already having too much to do! But for us, (Values Education) has meant that we have more time. Our school is a more peaceful place, we have less interruptions and discipline problems now, and this means we can do more teaching in all aspects of our classroom.

Values education, Lovat concluded, has ‘the potential to re-focus attention on the fundamental items of teaching’:

- the teacher her/himself;
- quality of knowledge, content and pedagogy; and
- above all, on the teacher’s capacity to form relationships of care and trust, and so establish a values-filled environment and, along with this teach about those values and so promote in students commitment to live by those values and to build a society where justice and respect are assured.

Evidence suggests this latter quality may well be ‘the missing link in establishing the quality teaching environment we seek’. As the daily quote on Lovat’s desk calendar thoughtfully observed on the date of his own birthday

To reach a child’s mind, a teacher must capture his heart. Only if a child feels right can he think right. (Haim Ginott).

Out of the Box: The Values for Australian Schooling resources

David Brown (Curriculum Corporation) outlined a range of recent resources developed by Curriculum Corporation on behalf of the Australian Government as part of work to take Lovat’s ‘ripple effect’ further than just the schools in this room.

More specifically, DEST is funding resources to go to all Australian schools which, in the first instance, will comprise the kit described below and see the further development of the values education website (www.valueseducation.edu.au), followed by further resources to support schools over the next few years as they strive to make values education a core part of Australian schooling.

The kit, Brown explained, is designed to support school forums and teacher professional learning, to create a quality school environment in which quality teachers can work. The kit is an integrated package of resources comprising:

- *The National Framework for Values Education in Australian Schools*
- *Values Education Forums — Engaging your school community*; a resource support booklet for school-based forums. It provides background about the values program, context for the forums, advice on conducting forums, some case stories from values education schools, and a tool box of templates for schools to use.
- *Values for Australian Schooling Professional Learning Resources – Primary/Secondary*. Books for both primary and secondary teachers underpinned by Lovat’s view that teachers matter and quality teaching

makes a difference. The aim of each book is to familiarise teachers with the National Framework which, Brown emphasised is a framework and not a cage, and engage teachers in professional learning on values education which includes practical advice. There are seven professional learning units in each book that schools can use, along with appendices and case studies about good practice in Australian schools.

- A poster set with three large format posters on values education for schools to display and use.
- A Talking Values DVD, also containing a range of PDFs, to support professional learning in schools.

All these materials will be delivered to schools in hard copy form in the week of 9 June, but also, apart from the DVD, are available now in full on the website for schools to download.

From here, CC has been engaged to develop the next stage of resources for schools and work already is underway on:

- Resources to integrate values into all key learning areas and school mission/ethos;
- Ways of integrating values into the culture of the school with a handbook under development for school leaders; and
- Professional learning materials that will be embedded in these other materials.

And all of this is underpinned by the continuing development of the values education website to support schools.

In 2007, Brown explained, materials will be produced which look at the integration of values in the personal development of students and how we negotiate this in our teaching. In 2008, they will look at values education in intercultural and global contexts.

Put simply, he suggested, the focus in 2006 is the school, in 2007 the individual life of the students, and in 2008 the student in their local, regional and global context,

He then ended by urging participants in the forum to talk with Curriculum Corporation to share what they know and do in their schools to contribute to this further developmental work.

Values education at the national level

Dr Declan O'Connell from the Department of Education, Science and Training (DEST) provided participants with an overview of the Australian Government's Values Education programme, with a particular focus on the key messages emerging from the Values Education Good Practice Schools Project Stage 1 as a prelude to workshops delivered by Good Practice schools.

There have been, he suggested, five defining moments for the programme to this stage.

The first was 19 July 2002 in Auckland when the Commonwealth Government gained the approval of the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) to commission a Values Education Study around Australia with a grants component for action research by schools, which MCEETYA then endorsed.

On 18 November the following year the study results were released, including case studies on the action research schools, information about the state of values education in systems and sectors and international comparisons. In simple terms it found a lot of good work was occurring in many schools, but that a real systematic or comprehensive approach was only at an early stage.

Budget night 2004, was the third defining moment marking the birth of the Values Education programme with funding of \$29.7 million over four years. The programme consisted of four 'interrelated legs' — funding for every school to conduct a forum for its community to facilitate a conversation on values education, curriculum resources which, as David Brown explained are just coming out of the box, the Good Practice Schools Projects- Stages One and Two and national partnership projects with teachers, teacher educators, school principals and parents. .

The fourth moment of importance was when the *National Framework of Values Education for Australian Schools*, arising from the Values Education Study, was endorsed at the start of 2005 and subsequently distributed to all schools. And moment five is actually this forum which O'Connell characterised as 'the beginning of the consolidation phase'.

What he now expects is the big roll out of school forums around the country so the conversation really can start, with the support of the materials that earlier were outlined.

The forum, he explained, is designed to:

- build and consolidate the network of committed practitioners so the partnerships are in place to sustain the programme as a whole and make the National Framework actually work; and
- showcase and celebrate success, especially from the Good Practice Schools Stage 1 project.

Looking at these two purposes in a little more detail, the partnership and network projects underway comprise partnerships with:

- the Australian Council of State School Organisations and the Australian Parents' Council are developing leaflets and conducting forums for parents and a values education page on their websites;
- the Joint Council of Professional Teacher Associations is conducting national consultations and State and Territory forums;
- the Australian Principals Association of Professional Development Councils have included a page on their website and produced electronic newsletters; and

- the Australian Council of Deans of Education is conducting forums for teacher educators and a research project to further explore the values education/ quality teaching link that Lovat had discussed.

All this, according to O'Connell will help build the more comprehensive approach the Values Education Study advocated.

And in this regard, the Good Practice Schools project arguably is showing the way as a variety of approaches are used to teach values education that generally support and exemplify the principles of quality teaching. These involve instances of:

- student led Student Action Teams;
- values education through philosophical inquiry;
- relational learning and the building of trust;
- restorative practices and emotional literacy; and
- service learning and involvement in community projects.

The clusters also provide good examples of:

- partnership between primary and secondary schools, with cooperative projects where they can learn from each other; and
- embedding values education in the curriculum in a variety of ways.

And that, he emphasised, only gives a taste of the kind of ground breaking work that is underway commonly with, he acknowledged, the support of the University Associates Network who give it all a solid research base.

The findings of stage one of this project will be incorporated in a final report to be placed on the values education website by July of this year as stage two begins.

The details of stage two and the application process will, he explained, be on the website from Monday 8 May and Minister Bishop will write to all school principals inviting them to apply in cluster groups. These applications will close on 9 June and the Department is broadly looking for projects at different levels of implementation with schools at different stages in their values education journey.

In all, 25 clusters will be selected of between three and ten schools each, with grants of \$30,000 to \$95,000 depending on the size of the cluster and the complexity of what it proposes to do. This funding will be for a period of twenty months from July 2006 to March 2008.

To be successful projects should have clear objectives, processes and intended outcomes which reflect the adoption and utilisation of the National Framework with an emphasis on one or more of:

- integrating values education into teaching programmes in or across key learning areas and/or into the school mission/ethos;
- exploring values education in intercultural and global contexts; and
- explicit values education classroom practices which develop students' social skills.

O'Connell also pointed in this context to another interesting and related project in place aimed at building harmony and mutual respect in which DEST is involved. It sees the Department working with the Muslim Community Reference Group established after the Prime Minister's summit with Muslim leaders to commission a small research project about what schools and systems/sectors are doing to promote the message to Islamic youth, their parents and Australians generally that moderate Islam is compatible with and can live alongside other faiths and Australia's values. It also will provide information on interfaith cooperation across schools and on ways to help students understand how Islamic values are aligned with Australian ones.

We need, O'Connell concluded, to always view the values education programme in terms of why we are in it at all — to help students who are at the heart of it all. He himself is guided by a mouse mat produced by the Asia Education Foundation which contains a fictional letter from a typical primary school student of today, entitled 'We are the future', and invites us to 'imagine our world, the world in which we live'. Our teachers are important, this letter explains, because they help us deal with the future. 'Can you', it asks, 'design a curriculum that will equip us for our world?'

'Values', he observed, 'will be central to equipping students in Australian classrooms today for their world and for the long, long future'.

Workshops: Good Practice Schools

Participants then had the opportunity to attend one of five workshops presented by participants in Values Education Good Practice Schools Project clusters, which are briefly summarised below.

Peer support in schools: does it work with values education? Townsville Central State School (Queensland)

Anthony Ryan (Principal, Townsville Central State School) outlined the nature and operations of the peer support program which is the major vehicle for implementing values education in the school.

Peer support, he explained, has become a whole school philosophy that is central to many aspects of the school and the decisions it makes. He then outlined how the program has 'infiltrated' all areas of the school including curriculum, organisation and all of its relationships.

A particular focus of the presentation was a discussion of the implications the peer support program has for quality teaching practice, as well as some sharing of things that didn't work as well as the school had expected.

Students investigating and implementing values education using a whole school approach St. Charles Borromeo Primary School (Victoria)

Susan Cahill (Student Wellbeing Coordinator, St. Charles Borromeo Primary) outlined the journey taken by the Manningham Catholic Primary Schools Cluster she coordinates to implement values education in each of the six schools.

The cluster project is led by Student Action Teams in each of the schools, predicated on the beliefs that:

- students can make serious and important decisions about issues that are important to them;
- students can do important and valuable things;
- they have skills, expertise and knowledge of the needs of their community; and
- important action can be undertaken as part of students' learning in school.

These student action teams, she explained, work in partnership with their respective school coordinators to undertake research and implement action in their schools. This has included such activities as regular visits to a local retirement village and residents in return coming to class, and extending the buddy system in place so all students, and not just Preps, have a student to look after them.

With this as the context, the remainder of her presentation then focused on strategies that have proven successful in embedding values education in the schools and across the cluster as a whole, such as students interviewing their parents about values and examining the National Framework values with a critical eye.

Emotional literacy and restorative practices: Values education in action Calwell High School (ACT)

Kerrie Foulds (Executive Teacher, Calwell High and Coordinator of the Calwell Cluster) described the restorative practices and relational approach adopted by the schools in the Calwell Cluster over the past two years, along with cluster research showing students require a basic level of emotional literacy to engage effectively in relational questioning.

She outlined how the cluster has developed a K-10 emotional literacy curriculum, using community values as a basis for shared understanding, which is being implemented in all five schools. She then provided some theoretical background to relational concepts and to introduce the curriculum in a hands-on, practical way. This involved:

- an outline of the beginnings of the approach, including an introduction to the cluster's experience of Restorative Practices and Emotional Literacy;
- discussion of the curriculum in practice – ie, What does an emotional literacy curriculum look like? How can it be developed? How is it implemented? What are the challenges and rewards?;
- conduct of a sample lesson on emotional literacy for participants, using a 'classroom circle' and focused on the development of emotional literacy and social skills; and
- a short time for discussion and questions arising from the workshop experience.

Values in action across the Merrylands Cluster Merrylands High School (NSW)

Belinda Giudice and Katie Zito (teachers at Merrylands High) together with David Merzi, Marina Petridis, Sheree Finlay and Jack Dengate (students from the school) provided an overview of some early achievements from the work of the seven cluster schools.

More specifically, the workshop showcased:

- the importance of values education to the school communities involved and, for that matter, public education as a whole;
- strategies both the primary and high schools in the cluster have used which build 'wise practice', such as the whole school policies and procedures developed, teaching and learning programmes developed, and the articulation and promotion of a positive school ethos and environment;
- the impact student leaders can have on whole school communities; and
- their own thoughts on what constitutes sustainable good practice in values education.

A feature of the workshop was the interactive presentation of ideas designed, implemented and evaluated by the students such as the use of extracts from the Simpsons to facilitate discussion in values forums, and the use of student learning journals and merit awards.

Philosophically reflecting on values Oxenford State School (Queensland)

Gayle Alessio (Principal, Oxenford State School) explained how her school used Values Education Project funding to implement a 'Philosophy in the Classroom' subject as part of its curriculum.

Philosophy lessons in the school focus on creating a 'Community of Inquiry' within classrooms, where:

- children use class discussion and small group activity to inquire into life's 'big' questions; and
- teachers use children's literature to stimulate curiosity and start children thinking more deeply about issues and ideas. They particularly use stories that focus on moral and social themes such as right and wrong, friendship, bullying, fairness, rights and responsibilities.

Having explained what is involved in implementing this program, Alessio facilitated a sample philosophy lesson for workshop participants to experience a 'Community of Inquiry' in a limited way.

What does values education mean to me?

The student voice

Tony Mackay conducted a panel discussion with students from three ACT schools: Andrew Kourpanidis and James Hall from Canberra Boys Grammar; Hannah Flannery and Tamara Bond from St. Clare's College; and Holly Herne and Troy Fenyvesi from Calwell High School.

Having introduced themselves, and demonstrated how highly involved each of them is in such activities as mentoring and leadership programs, music and sport, the six students all were asked to comment in particular on one of the nine values in the National Framework and its implementation in their school.

Since she is a student in a Catholic school, Flannery experiences direct teaching of morals and values which underpin Catholic teaching. Her five Religious Education classes a week, and pastoral care each morning with an extended session once a week are where the value of respect regularly is discussed. Sometimes, she explained, these sessions are taken very seriously by students, other times less so, and her own experience is she generally learns most when something actually is happening to her. Religious Education does give her the opportunity to discuss different views and work these through. 'It's a serious part of our curriculum' where, at the moment, she is studying Christian decision making from a range of different views in the class. It in turn translates into the tone and spirit of the school and makes it a more respectful and tolerant place because 'we always are taught the importance of listening to and respecting each other and it comes through across different year levels and in the playground and everywhere'.

Even when they are not directly addressing things like respect, Bond added, 'we are taught about different religions and the need to respect their different beliefs'.

Karpounis's school has a similar focus on the importance of respecting different views, as does Fenyvesi's where respect comes into all classes and there is a belief all have the right to a say, even though the school does not have Religious Education as such.

Asked about the impact of their experiences outside of school, Flannery observed that respect and such values 'need to come from home in the first place anyway and the school then just pushes it a bit further'. And respect for parents and teachers, Bond noted, is important as well, and 'we try to build this through mutual respect between teachers and students'. Hall agreed that it has to come from the home noting 'you can't teach someone values, they have to learn them ... And school provides you with the tools for this'.

Doing your best is a value particularly promoted by teachers in Bond's school. 'Our motto is "seek wisdom" and this comes from doing your best'. Teachers encourage them, for instance, to bring drafts, seek feedback on work and then revise and improve it to do their best. In her own case, competition in sports helps her to 'seek to do my best, though others seek it in non-competitive ways. But we all try to push each other to get involved'.

School, Herne added, 'tries to get all of us to do our best through things like the Rock Eisteddfod which is happening now'. Fenyvesi from the same school noted that he personally sees 'no point in doing half the job. I'll do the best I can so even if I fail, at least I feel I have tried my hardest'. School, he felt, helps in this regard as it does encourage effort and not being intimidated from trying one's best.

As a student in a culturally diverse school, Kourpanidis finds he is always being told to accept and be tolerant of difference. He sees this as very important for when he leaves school, because 'we always will have to be cohesive with others'. It is not, he explained, so much a matter of formal programmes they are taught, but rather 'it's always been there' and is reinforced by the school's citizenship awards.

In somewhat similar vein, all assemblies in Bond's school begin acknowledging the traditional owners of the land to emphasise 'our cultural diversity'.

There are some formal programmes in his school, Hall added, like learning about different world religions and 'coming to appreciate the differences rather than being told or taught to tolerate them'. He does not, in this context, experience any particular difference of attitudes outside of school in this respect, but 'that may be my friendship and family circle'. The real point for him, though, is that 'you can't judge people without knowing them, and the social skills and tools for that are emphasised in our school to help us'.

These, Kourpanidis added, are supplemented by trips such as the visit to an Aboriginal community in Arnhem Land the school runs which helps 'our understanding of other cultures' and which the students themselves often describe as 'life changing'.

Religious and Values Education (RAVE), Hall explained, along with a health component of Physical Education about quality of life, includes a focus on personal integrity and the decisions students make; which he illustrated with the issue of under-age drinking and how it is discussed in this class. Integrity also filters through 'a lot of subjects and then out to how the boys are seen in public as nice boys'. The tools the school provides to build personal ethics and morals are designed to help us 'make decisions ourselves, but knowing the effect we have on others'. Asked about the type of tools he was talking about, Hall explained they are 'like a framework to deal with different situations where we look at facts, risks, different ways of tackling the problem and ways in which the problem can be solved'.

Taking on the values of responsibility, Herne explained how recently she was involved in Australian Business Week where the company of which she was notional CEO wound up \$20 million in debt. Regardless of that outcome, the whole exercise did require students to assume different roles and responsibilities in a practical way. The school's high status, highly visible Rock Eisteddfod, in which she currently is involved, requires 'lots of responsibility', such as her own role in prop and stage design along with back stage. Teachers, she noted, are stepping back in this context and 'giving responsibility' to the students involved. 'It's tough and stressful, but an important part of my schooling, though not everyone is involved'.

Asked from the floor about any mismatch between values experienced at school and those experienced 'outside', Bond observed how 'a lot of my peers are less motivated

and involved than me and often, when I need to study and they want to play, there is tension about our views of study and how important it is'. From Flanerry's perspective, she often feels more able to 'talk freely' at home than in school because of a wish to 'avoid hurting others' feelings at school'.

'At our school', Fenyvesi noted in tackling his chosen value, 'we have freedom to try things and especially try new things'; which he illustrated with reference to his own experience of a range of sports and other curriculum activities he undertook. 'You are free to make your own decisions, provided you take account of your impact on others'. It is not something he takes for granted, though at times 'I might not think about it till it's not there'.

'Freedom in making your own choices', Hall stated in ending the session on student voice, 'is very much what values education should be about'. Going back to the question about any tensions between values in school and those experienced at home values education should, he felt, 'help you to make your own choices in an informed way when differences and tensions exist'.

Roundtable discussion

Participants then engaged in roundtable discussions on a series of questions related to implementation of the *National Framework for Values Education in Australian Schools* to inform a facilitated report back session on their views.

More specifically, each group was asked to consider and discuss:

- How have schools implemented the *National Framework for Values Education in Australian Schools*?
- How can we ensure that all schools are familiar with the Framework?
- What is happening at the State and Territory level to support the implementation of the Framework?
- What further support is needed for the implementation of the Framework?

with a particular focus on the fourth of these questions since the other three really were addressed in other parts of the forum.

To make sense of the group deliberations that had occurred, Mackay asked tables to comment first on the successes experienced over the last twelve months and then the challenges they perceive as a way of informing our move to the next stage of values education that O'Connell in particular had earlier outlined.

Successes from the last 12 months

The major successes noted by table groups were:

- The linking that has occurred between the National Framework and practice and the way in which the Framework has been built from practice up.
- The use of TRIBES as a means of implementing values education in the Northern Territory context, and the opportunity the programme has

provided for the associated training to occur; to the point where 400 teachers in the Territory now have been trained.

- Some of the activities undertaken through the Good Practice Schools project which schools have been able to initiate and explore.
- Other programmes as well as TRIBES that have been trialed and implemented to change culture in schools and systems in ways that add value to State and Territory initiatives already underway.
- Activity at the system/sector level too, such as the introduction of Student Wellbeing Coordinators in all primary schools in one Catholic system who now are helping people to understand the National Framework and how it can be used.
- Collaboration between the sectors in common activity, which sends a signal to teachers about this agenda and its importance.
- The opportunity the Framework provides for schools to review their policies, procedures and practices and the learning that flows from this.
- The cluster model being used, and the sharing and support it affords.
- The recognition that targeting values outcomes can assist the school in its work.
- The importance of leadership and school community engagement that has been highlighted.
- The existence of the programme itself as a success in that it has happened, has been funded and will be here for some time.
- The civilised discussion occurring between members of school communities about the nine values and what they mean, including in practice in schools.

Summing up this range of successes at a high level, Mackay noted

we all are saying, then, it's a programme which has been properly constructed, funded and is ongoing. We have a Framework with real ownership. There are initiatives at all levels — national, state and territory and schools. But if we are going to have the capacity we need, then we had better train people and set targets we seek to achieve. In effect, it's really what we know about how change management occurs.

Key challenges

The key challenges participants felt need to be addressed in this context are:

- The involvement of student leaders which, whilst a success to some extent, also is a challenge if we are to ensure the totality of their educational programme is not infringed.
- Similarly whilst sustainability of the programme is one of its successes, it also constitutes a challenge once additional funding may not be received and/or critical people in particular areas of work move on.
- How to make the programme connect to our practice in real and authentic ways beyond the trials that have occurred.
- Ensuring a whole school approach and involving all of the stakeholders in the school community.
- Building on the momentum that has commenced in more thoughtful ways to get beyond the converted. Teachers in particular need to know how using the Framework will make a positive difference in their classroom. A major sales

strategy is required, with a focus on avoiding any perception it is just another programme to be added on.

- Taking care about who the resource kits are sent to, how they are used, and the professional development that sits behind them is in place. This may require the establishment of networks where mentoring across schools can occur.
- In rural and isolated areas with large Indigenous populations there often are issues around bringing some parents into the process on the one hand, whilst others are keenly involved on the other and there are significant differences of values between the two. It all is only compounded by the 'revolving door' of staff turnover, which suggests a need to build values education into teacher training so new teachers are attuned in this regard. And then, of course, the challenge occasioned by distance and the lack of casual replacement staff means the difficulties for some of these schools are particularly marked and they need substantial help. That said, this respondent did note that the involvement and interest of these communities is also a potential strength on which to draw.

Summarising the comments again, Mackay noted the way in which they reflected O'Connell's point about 'consolidation' since so many of the challenges are about 'second order dissemination and how to make it all a community building exercise from here on in'.

State and territory activity

The first day of the forum concluded with brief reports from each State and Territory on the major activities they have underway. Since there was a significant degree of overlap in these reports, particularly related to the common task of working to support school forums, dissemination of resources and the like, repetition has been avoided wherever possible in the summaries below.

ACT

There is, according to Bruce McCourt, an 'exciting alignment' of the programme with the local four year curriculum renewal process which 'enables us to embed values education in the curriculum currently being developed'. The new curriculum framework, he explained, identifies 'some specific Essential Learning Achievements out of the 28 defined for pre-school to Year 10, which have a clear values education base'; and he illustrated a few key ones.

In that sense the ACT is, in McCourt's view, effectively mandating some values education in all schools from pre-school to Year 10. The Territory will 'go live' with this curriculum in 2008, but is beginning to trial it now as the values education forums are about to roll out. To date 'the journey has been a little slow', but it has been about positioning to enable the gathering of exemplars and the development of the necessary support, including professional learning, to occur.

New South Wales

Having been 'empowered' to talk on behalf of all three school sectors, Stuart Hearne explained how:

- the Catholic sector has held a statewide forum and programmes are being developed across all dioceses;
- the independent sector also has held a statewide forum for interested schools, with the result some school forums already have been conducted; and
- there has been a statewide briefing in the state sector which has led to regions incorporating values education into their planning and provision of professional learning for a range of targeted groups in schools across the state.

He then provided a number of examples of different regional activities undertaken or planned, including to integrate values education into curriculum materials, a range of seminars and workshops conducted, and professional learning activities of various sorts.

Victoria

Victoria, Gary Shaw explained, is 'very fortunate' to have a strong cross-sectoral approach with a single advisory committee to coordinate plans. Forums have been underway since July 2005, so they really have 'tested the waters' for the other forums to come and are building a 'bank of experience from schools which demonstrates that values education is alive and kicking in schools'.

Values education fits well with the new Victorian Essential Learning Standards which sees the academic disciplines intertwined with both a physical, personal and social, and interdisciplinary strand of the curriculum. Hence the advisory committee is focusing on making sure its activities are integrated with this.

Some of the forums conducted to date, he noted, have been written up as exemplars of good practice on the Department website, and they are running/planning a range of cross-sectoral activities across the state so that lots of promotion is underway to make explicit the importance of values education to other priorities in schools.

Queensland

Queensland too, Rosalie Shawcross explained, has an effective cross-sectoral committee which has overseen two big events:

- a state conference to launch the Queensland values education programme; and
- a forthcoming second state conference to focus on the work of that state's Good Practice cluster schools and how best to embed values in the different key learning areas.

It constitutes, she suggested, 'a small start to training teachers in an area where they haven't previously really been trained'. All districts will be visited as the forums start to be rolled out, though Queensland also experiences the sort of tyrannies of distance that were referred to in the earlier reports from round table groups. The state also is

starting to get into pre-service programmes a little and is conducting breakfast sessions and other activities of various sorts. Whilst values education is well and truly underway, the challenge is to have it linked to the Framework through the sort of selling job that others have urged.

South Australia

Noting the existence of another cross-sectoral committee, David Butler and Mary Hudson emphasised their state's focus on culture to deliver sustainability of values education and, for that matter, anything they do. The key question they are seeking to address is 'how we collectively encourage people in the process?'

They then illustrated their response with examples of workshops undertaken such as one conducted under the title 'Values Education, making the connections', where they sought to show the links between values education and a range of other programmes schools are choosing to pursue. It was, they explained, over-subscribed and the presenters worked together to ensure an interlinked approach so the range of initiatives discussed were integrated rather than seen as disparate demands on schools.

Northern Territory

Building on the earlier information about the use of TRIBES, Karen Nixon outlined a range of continuing professional development work that has been undertaken in the Northern Territory. In 2005, for instance, 80% of school principals participated in a 'valuing the essential' module which subsequently has been put onto a CD Rom that has been provided to schools. A range of cross-sectoral professional learning currently is being provided, structured around this and two other modules which still are being refined with the intention all will go online and be linked to other important resources and support.

The territory's values education committee, she explained, is looking at ways of encouraging the development and sharing of resources as part of promoting the forthcoming school forums, including leveraging off the work of the Good Practice cluster working on TRIBES.

Western Australia

Building on Lovat's linking of values education and quality teaching, Brian Rogers began by acknowledging the sheer breadth of 'good values education work being undertaken by teachers in WA'. Having developed a curriculum framework in the 1990s with the involvement of a Values Advisory Group, they have seen values included in the curriculum in an overt way. That advisory group still exists and is having input to the working through of significant change to the curriculum for Years 11 and 12. In this process teachers, he explained, consistently have said in workshops that they want values included in courses for the senior years, which is a significant advance from where they were in the 1990s when the original framework of which he spoke was devised.

In WA, values education is all about 'outcomes education', which currently is the subject of significant media debate. In this context, the Department is working to scope and sequence all key learning areas and will be producing resources where any perceived gaps exist; and this curriculum advice will have a strong values base. Beyond this, a CD ROM has been produced in the state outlining how a number of schools are approaching values education and showing how it builds on things they already do, rather than being entirely new.

Tasmania

Experience in Tasmania, according to Jan Kiernan, is much like that in the other states and territories outlined, though perhaps proceeding somewhat slower at first because of the values-based curriculum they have been working to get in place and the need to reassure teachers the Framework is aligned to their work. This involved producing materials to illustrate the links, which were used with principals in the first instance. They subsequently have chosen a number of targeted groups of teacher leaders through whom support materials have been distributed to every school.

Tasmania has a good online set of resources and links, and now is ready to move to the next stage of promotion along similar lines to the workshops/forums, promotion of Good Practice Schools work and so on mentioned in earlier reports; but with a real focus on making connections and links to other priorities schools have.

The values-based school — the hope for the future?

Day two of the forum began with a keynote address from Neil Hawkes (Education Consultant and Director of the Association of Living Values Education International, UK) on his experiences at West Kidlington Primary School in particular and the notion of a values based school.

Starting with an outline of his own background as a prelude to exploring the metaphor of values education turning the world upside down, in a context where Australia is, to a large extent arguably leading the world, Hawkes pointed in particular to some significant influences on the development of his own beliefs. These included:

- The comment of a UNICEF Coordinator he met who suggested to him that the 'biggest problem in the world today is the growing lack of relationship between mothers and their children'. At first blush, he conceded, this seems somewhat odd, but on reflection he realised there really was something in it when you think of the number of orphans in Africa, or the number of affluent Western people who drop their kids off early at school and pick them up late, and so on. The break down in world relationships definitely is an issue of major concern which, when asked by Hawkes, participants in the audience confirmed.
- His own mentor as a new young teacher who taught him 'never to do second best in relation to children', to focus on quality rather than quantity teaching, and where necessary, to simply 'slow down'. This person 'taught me about the importance of relationships ... And if you want a really good school, you will base it on relationships, relationships and relationships'.

- Spotting an advertisement for the role of principal of West Kidlington Primary School ‘just burned down’ and seizing this opportunity to ensure that out of the ashes it could be built.
- Working at UNICEF in 1994 on the development of Living Values the details of which he advised can be found at www.livingvalues.net

The ‘Wow’ factor

Inviting participants to think of something in their lives in the last six months which has really made them go ‘wow’, and noting that simply doing this in schools can help overcome the fact that many people in them often look glum, Hawkes explained that we ‘buy into others’ emotions’ and need to be aware of this fact.

‘There are’, he quoted Albert Einstein as saying, ‘two ways to live your life. One is as though nothing is a miracle and the other is as though everything is a miracle’; and this for Hawkes is very much what values education is about.

One of the principles of values education is to seek to run a ‘positive school’. All of us can moan, he noted, but we should try to edge ourselves to the positive. We tend to criticise by nature, because we have been trained to be cognitive, but we need to challenge our prejudices and preconceptions more when others say things with which we disagree.

Education, he suggested, ‘is a conversation between one generation and another about matters of significance, and we are losing that in the modern world because of the pervasive influence of TV’.

That is why teachers are so important. ‘You are the ones who send messages from now into the future’.

Pursing the question ‘what is education?’ in a little more depth, Hawkes recommended Victor Frankle’s book, *Man’s Search for Meaning*, about his experience of being in Auschwitz in World War 2 and his analysis of why some survive while other don’t. People who survive, in Frankle’s view, are those with a sense of purpose and meaning; who understand that when everything else is taken away, you still are free to choose your attitude.

A values-based school, Hawkes suggested, thinks about this, especially in a materialist society where it really is becoming lost. Values education helps people to have a sense of purpose outside the materialist paradigm. Certainly his own belief is that ‘being a good head teacher/principal, teacher, teaching assistant comes from the identify and integrity of the person ... Who you are’. Who you are is, in fact, the most important thing in the classroom and we have to think about the identity of the teacher as that is the most important influence on the young people in the class.

A values-based school

Why, Hawkes asked, is a values based approach so vital? The answer, he suggested, lies in the fact ‘the values of children will determine the future of the world’. and a

focus on values, which he illustrated with reference to a school in the Seychelles with which he has worked, 'can turn schools around'.

Most western education systems, he argued, focus on content (principles, knowledge, concepts, ideas, skills,) to the neglect of the dispositions of learning and learning to love learning, which really raise standards, improve behaviour and get results. And what joins these two elements in what can be represented as a double helix in diagrammatic form, is the relationships in the school and what he referred to as 'the classroom's emotional and spiritual space'. Spiritual, he indicated in Australia where he finds the word not being used, not in a religious sense, but in terms of what's going on inside of you, right now.

The key to successful values education is, therefore, 'not the children, but the adults first'. So, he urged, 'you have got to start by caring for yourself', which in West Kidlington took the form of really working to enjoy being at school. It involves acknowledging 'your physical, mental, emotional, social and spiritual self', and always keeping in mind the importance of mutual support which ultimately underpins a values-based school.

'Good schools', Hawkes advised, 'have a hierarchy of roles, but not a hierarchy of relationships. Everyone is equal in a values-based school'.

Citing the example of the Dalai Lama he suggested a values-based school should be 'serious and light', and should operate on the basis of 'universal values' (love, peace, respect, cooperation, justice, etc.) that people want regardless of the community in which they work.

The purpose of values education, then, is for 'the school to think about positive, universal values and the ways to develop and express them, and to inspire pupils to live expressing positive values in their lives'.

His own vision as a head teacher in this context is expressed in terms of:

- Self — contented, enjoying the job, unstressed, making a difference;
- School — a very good school based on good relationships and a positive ethos;
- Shared values;
- Promotion of reflective thinking; and
- Shared leadership — hierarchy of roles, not relationships.

The West Kidlington approach

The key principles adopted by West Kidlington Primary School in the context of the sort of personal vision Hawkes chose are:

- Talking normally — part of what makes a difference at this school is that 'no one of us shouts ... If you want to make a difference in a challenging school, lower your voice'.
- Addressing behaviour and not the person at the time when the behaviour occurs.

- Time for each other — as a principal or leader in particular, ‘make time to really be in your school’.
- Model expected attitudes — this is ‘the difficult bit since none of us is a perfect human being ... But children know if you are authentic or not, so you have to be exactly that’.
- Consistency of adults — this too is difficult. ‘You may be keen, but others less so. But pupils look for consistency, and your school forums should focus on what we all should be consistent about’. He urged in this context, to ‘get the parents involved too’ by, for example, having a value of the month as occurred at West Kidlington, along with suggestions on how it can be reinforced at home.
- Silent sitting — for reflective thinking. ‘Silence is the friend in the classroom we have too little of’. It helps create a calm, purposeful atmosphere in the school.

The key essence of values education then is to:

- develop a common vocabulary — with the nine values in the National Framework ‘you are introducing across Australia an ethical vocabulary and this starts, then, to affect behaviour’;
- empower pupils to choose their attitudes; and
- aim to take responsibility for our inner world and hence for ourselves.

‘Values education for me’, Hawkes concluded, ‘is the greatest thing in the world. The purpose of my life is to get people to take this seriously’, and he invited forum participants to join him in this quest’.

•••••

Thanking Hawkes for his ‘inspiring address’, Mackay noted that the real shift for him as Hawkes spoke was ‘from values education as such, to a values-based school and the sense you both live it and live in it’.

Workshops: Good Practice Schools (Part 2)

Participants then had a further opportunity to attend one of five new workshops presented by Good Practice Schools which again are briefly summarised below.

Promoting relational learning through values education Norwood Secondary College (Victoria)

Cathy Blackburn (Teacher, Norwood Secondary College and Cluster Coordinator) provided an overview of Relational Learning as it is practiced in the Maroondah North Cluster) and the integral role values education plays in the consequent approach to teaching and learning in class.

More specifically, teachers in the cluster have identified a set of ‘generic pedagogical practices’ which they believe improve classroom relationships, and which can be implemented with any curriculum ‘for optimum transferability’. These practices, which Blackburn outlined and modelled in the workshop to provide practical ideas

for incorporating relational skill building into the classroom, are based on the belief that 'effective, healthy learning occurs in relationship to community rather than in isolation' (Dr George Otero, Centre for Relational Learning).

The five key student learning relationships in this context are:

- learner to self;
- learner to content/subject matter;
- learner to teacher;
- learner to peers/other learners; and
- learner to the wider community.

This, Blackburn explained, is consistent with the new Victorian Essential Learning Standards curriculum framework which places greater emphasis on the significance of relationships in the learning process, which in turn has ensured greater acceptance from teachers of the relational learning approach.

Children's place: values and sustainability Lance Holt School (Western Australia)

Kathryn Netherwood and Samantha Wynne (Principal and Early Childhood Teacher respectively from Lance Holt School) explained how the cluster that Netherwood leads links five small, socio-cultural and geographically diverse independent schools to exchange experiences on how they care for, share, value and connect to place.

The cluster project, Netherwood explained, builds students' attachment to place and their ability to exercise ethical judgment and social responsibility about how their place sustains them on the one hand, and they sustain it on the other. Using place as the focus for students to examine the ways in which culture, social relations, local economies and the environment can shape each other the cluster is, in effect, developing young people as active citizens in their communities.

Wynne then built on this background to the project by sharing the social constructivist approach she uses for embedding values in everyday classroom practice in the early years.

How values education was introduced to the Northern Midlands Clusters through the Values for Life Project Bracknell Primary School (Tasmania)

Kisha Chilcott (Coordinator, Northern Midlands Cluster) outlined the basic aims of the cluster's Values for Life Project and the strategies adopted to achieve these in each of the schools involved.

The project, which only began in July 2005, was not something any of the cluster schools previously had experienced and hence her presentation reflected the work of schools still very much in the early stages of 'cementing values education as a part of the culture of their schools'.

The focus of the workshop in this context was very much on sharing what the cluster has learned as a result of the project and linking this, along with workshop participants' own experiences, to the nine values in the national framework and how they best can be taught in school classrooms.

**The Airs journey as experienced by its drivers, self taught mechanics, navigators and passengers
Airds High School (NSW)**

Catherine Angel and Carol Jones (Teachers, Airds High School) focused on the journey taken to date by one of the most 'socio-economically challenged' schools in the Sydney area to implement values education across the school.

As the presenters themselves put it, they used the workshop to enable participants to:

Hear some of the passengers' (a.k.a students') thoughts on values, check out the planned itinerary; visit some of the deep pot-holes encountered and learn how we navigated them; discover modifications we made to the journey and vehicle; trial some of the vehicle features for yourself' and view some of the souvenirs collected along the way.

**Resilient thinkers, resilient learners; a values connection to a changing world
Modbury School (South Australia)**

Lina Scalfino (Principal, Modbury School, Preschool to Year 7) explored the ways in which schools in the Modbury Cluster have gone about strengthening the values culture at each site under the common theme 'resilient thinkers, resilient learners; a values connection to a changing world'. This has involved using the National Values Framework to focus on:

- resilience;
- responsible citizenship;
- ethical reasoning;
- developing values policies; and
- pedagogies that support values education.

Each school in the cluster which, apart from Modbury comprises St Columba College, St Augustine's Primary, Penola Primary, Para Vista Primary and Salisbury High, has developed its own unique approach to the theme in response to the needs of its particular community and staff. The resulting differences reflect and hence respect the diversity of the sites, but in ways that enable collective conversation and sharing along the way, and provide opportunities to engage in 'the values journey' at a local, national and global level.

Specific focus workshops

Having experienced workshops provided by good practice schools, participants were able to attend one of six workshops focused on issues related to values education in schools which are briefly summarised below.

Valuing our region: Making the links

Allan Goedecke (Partnerships Manage, Asia Education Foundation), Jan Kiernan (Acting Values Education Contact Officer for Tasmania) and Anne Spencer (Project Manager for Values Education Curriculum and Professional Learning Resources 2005-8, Curriculum Corporation) explored the links between the National Statement for Engaging Young Australians with Asia in Australian Schools and Values Education.

In this context they particularly examined and discussed professional learning programmes which focus on developing intercultural understanding and shared a range of resources schools and teachers can use such as the three professional learning programmes:

- The Really Big Beliefs Project;
- Australian Kaleidoscope; and
- Developing Intercultural Understanding: an introduction for teachers.

The Good Life: An integrated service — learning unit in Year 9 English

Terrie Jones and Maura Murray (Director of Service Learning and Assistant Head of English/Boarding Coordinator respectively at Abbotsleigh) outlined a year-long, independent research project unit for students in Stage 5 of English in New South Wales. The unit, which involves students addressing the 'age old' question, 'how are we to live?', has four stages and involves students in formulating an action plan to address a defined community need at the local, national and international level.

Drawing on reading, independent research and hands-on service, students endeavour to come to conclusions regarding 'the good life' and what it means to them, as well as what it might mean at the larger, societal level.

It is a project that sees students engaged in critical thinking, collaborative inquiry and real life problem solving as they seek to formulate, plan and then enact their own particular service project.

Workshop participants also had the opportunity to examine sample reflections from student journals, whilst also being provided with a curriculum resource that directly links to the Values Education Framework.

Improving literacy outcomes and values: Student achievement and values education

John Fleming (Head of the Berwick Campus of Haileybury College in Victoria) focused on the connection between improving student learning and the impact that can flow to the values the students hold and enact.

He described how, as Principal of Bellfield Primary School for 14 years, which catered to a very disadvantaged clientele, he managed a process of school improvement that resulted in dramatic improvements in student achievement, and which attracted significant interest in the education community. Of particular

interest, though, as far as this forum is concerned, is the fact it appeared to impact positively on student values as well.

John then outlined the improvement process used in some depth and provided data to demonstrate its success. He particularly focused, in this context, on the strategies used to strengthen students' understanding, and hence internalising of important shared community values. In doing so, he emphasised the relevance of research and how important research findings were used at Bellfield Primary.

He outlined a number of specific student case studies to illustrate the effectiveness of the overall approach and the culture that Bellfield was able to create.

Resolving a clash of values in a school situation

Terry Aulich (Executive Officer, Australian Council of State School Organisations and a former Senator and State Education Minister), Jennifer Branch (President, ACSSO) and Ian Dalton (Executive Director, Australian Parents' Council) conducted a form of active hypothetical for participants set in a disadvantaged high school.

More specifically, workshop participants were asked to solve a major problem arising from a clash of values within the school. Taking the role of a school board, participants had to determine their agreed stance on differences about where a facility should be built, under pressure of time and in the knowledge the media were scrutinising the case.

This exercise was designed to provide teachers, parents and administrators with a methodology to use in dealing with the sort of value-laden issues that commonly can arise in schools.

Lifelong professional learning and values education: Identifying professional development needs in values education

Judith Chapman (Professor of Education, Director Centre for Lifelong Learning, Australian Catholic University), along with Maryanne Davis (Deputy Principal and Head of Boarding, St Hilda's School, Qld) and Susan Cahill (Student Wellbeing Coordinator, St Charles Borromeo Catholic Primary School) outlined the important link between lifelong professional learning and values education, and the consequent articulation, development and implementation of professional development for teachers and school leaders in values education.

The workshop then discussed relevant work in this regard occurring through the Values Education Good Schools Practice Project with a particular focus on the Manningham Cluster in Victoria and the Canterbury Cluster in Queensland, which Susan and Maryanne respectively coordinate.

Discussion in this context centred on what has been learned from the work of these clusters especially when it comes to the professional development needs of staff in the values education domain. Collaborative clusters emerged, in this context, as the most valuable strategy for professional learning in values education, especially when supported by: an acknowledgment of the importance of a coherent approach to

lifelong professional learning in values education; reconceptualising of the roles and responsibilities of teachers in values education; designing of professional learning programs in values education; and professional renewal for leaders in values education.

Students in museums: Interpreting values-laden spaces

David Arnold, Colleen Fitzgerald and Dawn Spencer (Education staff, National Museum of Australia) explained how museums inevitably reflect values through their collections, stories and design elements.

The workshop then provided participants with the opportunity to explore the galleries of the National Museum with staff to consider how, in the context of the core values for Australian schooling, such spaces, which are rich in values and ideas, can be meaningful to the students they teach.

Values conversations

Barbara Bereznicki (Curriculum Corporation) facilitated a conversation involving a panel of practising classroom teachers and a parent comprising Rod McNeill (Swan Christian College, WA), Karen Brunskill (Glendal Primary School, Victoria), Jenny Rickard (Domremy College, NSW), Kerrie Foulds (Calwell High School, ACT), Denise Jaram (Mawson Primary School, ACT), Lorne Willadsen (Chapel Hill Primary School, Qld), Michelle Botei (Modbury Primary School, SA), and Cath Angel and Carol Jones (Airds High School, NSW).

Responding to a question about how her school 'does' values education as an explicit activity and how they know if it's working, Brunskill explained how they adopt a whole school approach using 20 values that incorporate the nine values from the National Framework, and tied very much into student wellbeing as the precondition for student learning. The school timetables values in this context, introducing values at assemblies which classes themselves run using a value they are allocated in advance. This is supported in this multicultural school by a buddy system, leadership positions for students, newsletters, an exchange programme with a Chinese school and more.

Airds High, Angel explained, agrees with this need to satisfy children's basic needs which in part it does by getting students to stand with someone they do not know and shake hands together to learn the simple things they should know about such as making eye contact, the appropriate space between, and so on. 'After a term they are now shaking hands in a quiet way around the school which is small, but very explicit and it makes a difference'.

Jaram outlined a similar experience with people in the community noticing the values programme in the fact 'the kids say please and thank you without prompts'. Interestingly the values programme at McNeill's school also began with shaking hands. 'You can't impose values on people, so you have to take these sorts of small steps that kids can embrace, and see as worthwhile'. The school then builds on this through community-based learning programmes where the students can feel the benefit of a value by being part of it.

Airds, Jones added, has developed a teaching unit based on happiness where the students identified how happiness is reflected in the school for them, as the basis of looking at how they can make their environment a happier one. The power of the unit, she explained, is that they work from their own concept which then is reflected in 'the nine values coming from them rather than us'. In this context, she noted, the problem we have had is more with 'passive resistance for teachers than from the kids' and they are working with staff on this through such strategies as the use of moral dilemmas to discuss. They also are starting to get some flow on from the positive experience of the class using the happiness unit, with teachers asking them 'how did you get that result?'

Asked by Bereznicki how they, their colleagues and the school handle conflicting values that arise, Foulds acknowledged a 'real discomfort' with the notion 'we are going to teach someone values which we all have been struggling with'. One thing they did in this context was to go through a process where stakeholders were presented with the values and looked at what their own values were — ie, what they look like — as a means of showing the commonality of values which actually exists. The challenge is, she thought, to get students, teachers and parents together for this sort of task.

That is how parents like herself and others started at her school, too, Botei explained, and 'we were amazed at the commonality of aspirations and goals we had'. It took them a year to work out their core values, which the nine national values only confirmed. And as a parent, 'I felt real ownership of it all'. The key word in this context, McNeill added, is 'community'. When a school faces different values, 'then at least make sure people are included as part of a community that models the values it espouses to start to change'.

Willadsen's school put 'a lot of effort into bringing our adult educators together with key speakers from outside to expand our thinking every two months'. In this way 'we were invited on a journey about our own values and the community as a whole became engaged and involved'. For this school it was 'a waking up process to the fact that values are everywhere and not just a matter of a particular programme'. When a reluctant teacher sees values already happening in the school and their classes, but not necessarily in an explicit way, then their reluctance starts to wane.

And that, Jaram added, tackles 'one of our biggest challenges — getting staff on board'. The key to this, Brunskill felt, is showing how it actually helps them to become more effective teachers; 'and then they need programmes and resources to build their skills, especially in helping students to develop their social skills'. One thing Jaram's school uses when students don't understand what a value means in this context is a mind map they develop themselves, to determine what it means rather than teachers just assuming they know.

Working in a faith-based school, Rickard noted, she recognises not all teachers are Catholic and the National Framework actually helps because it gives a base level of confidence to pursue values even when they may not share the faith. Values Education for Willadsen is 'helping us to take responsibility as Neil Hawkes said, for our inner life and when adults are challenged in this way, there is a real waking up that can flow through to the kids'.

Asked how her colleagues and school engages parents in values education discussions Rickard answered that, as a principal, she talks about values in the interviews conducted with every parent at enrolment time so the school's values explicitly are laid out. Overcoming parents' busy-ness in this context is, for McNeill, a problem we often neglect. 'The point of contact therefore has to be their kids rather than simply trying to get them to meetings, so the teacher and their connection is the key'.

Jaram's school uses newsletters in the way that Hawkes had advised, with ideas for parents to reinforce desired values in the home, whilst the key in Botei's school was the teacher-student relationship in the sort of terms that McNeill suggested; and this included 'talking about what kind of child you want your child to be when they leave this school'.

Jones's school decided to introduce new opportunities for parents and teachers to get together that are more 'positive' than the traditional parent-teacher night, with a very good response. This included, Angel added, an informal progress barbecue information night which attracted 30 out of 70 parents involved which, in this school, is 'remarkable'. They put out an information book at the time on anger management for students which some parents then sought information about along with support on how it can be used. And this all has had a very positive flow on to teachers as well.

Brunskill's school actually has a community room and conducts a number of its parent activities at either 9 am or 2.30 pm when parents come to drop students off or pick them up, with the result that involvement has increased. In a somewhat related, though also different vein, Jaram's school starts the first two weeks of the year with a focus on building relationships rather than beginning the 'formal curriculum' as such. This year they invited parents to join in, with a free barbecue early on that attracted a very good attendance indeed.

In a sense, Foulds suggested, we need to build on the notion of school as 'the hub' of the community, and open it up much more to community activities and groups, so it's seen as 'a comfortable place to be'.

Responding to Bereznicki's final question about what is needed to build capacity in values education in their schools, Brunskill simply put it in terms of 'money, time and PD'. Time is the big issue for Foulds, given 'it's not a quick fix and building consistency of approach and what's going on requires time'.

'We are dealing with human beings', McNeill added, 'where a one size fits all approach won't work, so we often have to work with children one to one. That takes time and the truth is, time is money'.

Even with money and time though, Jones felt, you can't always get the replacement teachers you need, and sometimes teachers don't even want to be replaced because of the impact time out of the classroom has on relationships they continually strive to build. This means 'we really need to get into teacher training', so new teachers aren't having to learn about values education, but instead already are prepared for it. This reminded her in turn of a formative quote from her previous principal which proved

the final word of the session, that 'you are not a teacher of English, Science or Maths; you're a teacher of children'.

Reflections and messages

Tony Mackay then facilitated a panel discussion involving Judith Chapman, Terry Lovat, Neil Hawkes, Cathy Blackburn, David Brown and Declan O'Connell on their reflections on the forum and the key messages they felt emerged.

Some of the phrases from the two days that really 'touched' Chapman included: 'only if the child feels right, can s/he learn right' which arguably set the tone for the forum; 'we are giving children memories'; 'the National Framework is just that, a framework and not a cage'; 'we are doing it because students are at the heart of it all'; 'we're all pretty much the same, it's just easier to define the differences than the similarities'; and Hawkes' call for the adoption of 'universal values.

The key concepts to emerge for her in this context were that:

- Values Education is 'at the centre of what education is all about'. It helps people to have a sense of meaning, identity and purpose.
- We need to change what we value in the school and start looking at the implications of this for how we assess and report student learning, structure the school and liaise with universities and employers about student capacities. This in turn requires us to engage universities and their senior personnel through lobbying beyond just the values education initiative itself.
- How we look seriously at take up and dissemination, drawing on all the successes and challenges noted on the previous day.

One issue to which she then pointed that was not explicitly addressed through the forum is the need to review 'the symbolism of values education in Australian education'. Cultural awareness and diversity is 'one of the big shifts of the last twelve months — from Simpson and his donkey to some other symbols that are part of the work of education today'. We need, she concluded, to think seriously about symbols of values relevant to our times and the future of our children.

There seems, in Blackburn's view, to be something of 'a consensus that we need to strive for a set of universal values without any suggestion that they be imposed'. It has to be about 'how we treat each other and want to be treated ... the pro-social values'. In that context it all, for her, is ultimately about relationships, with schools modelling how we would like the world to be. The two days for her in this context were 'very affirming of Maslow's work and the fundamental human needs that have to be addressed before we can expect serious learning to occur'.

That said there are, she noted, 'various terminologies we use that have different connotations for people' and she wondered how we get 'the cynics and knockers' in particular on board; especially in secondary schools where forming relationships often is dismissed as 'warm fuzzies' for someone else. On the other side of the coin, though, she also felt that in Victoria at least, where the new curriculum is actually paving the way, teachers as a profession are becoming more inclined to take values

education on. What she really was getting at was that 'not all teachers feel the way we do, and there is lots of work with our colleagues that needs to be done'.

We need to remember, O'Connell added, that 'we are all in this together ... It's a partnership where there is heightened expectation of all stakeholders'. It is, in effect, 'a serious programme of partnerships and mutual reinforcement, which is part of the purpose of this forum itself'; which induced one respondent from the floor to note the importance of 'making it personal so the kits don't just sit on teachers' shelves'.

Building capacity, Brown acknowledged, does require resources. He feels in this context 'a mix of immense optimism because of the richness of approaches being implemented in schools, and also challenge to deliver resources with both flexibility and a national fit'. The usual limitations of time and budgets naturally apply, but Brown is 'confident about the resources themselves'. What we now need is to give these resources 'real traction with teachers' through professional learning as well, since we know the traditional model of delivering resources to them simply won't work.

One forum participant from the floor expressed a concern in this context about the notion of 'selling' values and values education. 'What is happening in this country when we have to sell values?'. Is there also an issue, another participant asked, about schools having been 'too willing in the past to take over the role of parents, with the result some of the responsibility has to shift back?'

O'Connell agreed and pointed to the capacity in the programme to go to the 'logical next step'; through the community forums about to begin now the resources are 'out of the box'. This, he felt, is where parents and the community really can become engaged. As one of the workshop presenters he heard at the forum had said, 'the rock's been thrown into the pool and now we are beginning to see the ripples'. The selling everyone is talking about, he noted, 'will be about more and more ripples, flowing from the good stories from Good Practice and other schools'.

'If we lived with the thought the individual teacher could do it all for a while', Lovat commented in response to the issue of parent or teacher responsibility that was raised, 'it might be a preferable corrective to the unfortunate view we developed in the 20th century that they couldn't make a difference at all; particularly to students' moral development'. Recalling some feedback he heard last year that 'you can't teach values', which implies there isn't an intellectual facet to the development of values education, he noted he is not hearing that now, because 'people have experienced the power and capacity of the teacher to make a difference'.

That, for Lovat, 'is the great breakthrough we have made'. There is power in the school and the teacher who takes their job seriously to make a difference, which will vary according to what the student brings to school of course, but will constitute a difference nonetheless. And ideally, this will involve every stakeholder in the school community, so it becomes 'the quality teacher in a quality school environment'.

Hawkes, who is re-reading Illich and John Holt at the moment, indicated he sometimes wonders 'why we have schools ... Why we persist with a 19th century British system designed to provide clerks for an empire'. We need to challenge ourselves, he argued, and ask 'why?'. Why in the 21st century 'do we still behave in

front of students in the way teachers behaved in front of us? How much do we want to replicate the past as we seek to move forward?’

In Australia there is, he felt, ‘wonderful support ... You are uniquely placed, provided you treat the nine values as a starting point with which communities can work. Addressing teachers in particular he noted, ‘it is what you do in the classroom that counts. It’s about how you behave in the classroom, in particular listening to students and not just talking at them. Let’s’, he urged, ‘re-evaluate what our relationship with the pupils really means and how it is enacted each day’.

The big thing about teachers in this context is, in his view, their ‘isolation, especially from each other’. We need to simply ‘share more’. Assemblies too are a key for the school leader and leadership team which we commonly tend to neglect. It’s a time for the principal and others to ‘really model to students what their values are’. At West Kidlington, he explained, they spent hours thinking about how their assemblies can be really meaningful experiences; and assemblies started ‘in the classroom when the children left the class, and not when they entered the hall’.

The clear message is, Mackay observed, that this really is ‘a shared agenda’. Having been associated with a lot of change, and given there is no point in resources without a strategy for change this suggests, in his view, a critical role for school leadership. Hawkes agreed, pointing out that ‘without the principal you can’t make it work’. Individual teachers can do good work, but you don’t get the consistency of which he had spoken earlier in the day. And in this context, the focus must be ‘not simply values education, but good educational practices overall’.

Concluding the forum, O’Connell noted that there is a sense in which ‘our directions have been set’ to 2008 as outlined in his earlier address. The programme as a whole will be evaluated in 2007 to determine its effect and Good Practice Schools stage two is the next immediate step. The challenge is to keep the momentum going back in participants’ schools and to work to pursue this priority focus ‘in ways that reflect the discussions we have had over the last two days’.

2006 National Values Education Forum
Values Education in Practice: Building Capacity in Australian Schools
National Museum of Australia
4 & 5 May 2006

Thursday, 4 May 2006 Facilitator – Tony Mackay, Director, Centre for Strategic Education	
8.45 – 9.15 Visions Theatre Foyer	Registration Arrival Tea and Coffee
9.15 – 9.45 Visions Theatre	<i>Introduction and Welcome</i> Louise Brown, Ngunnawal Elder David Arnold, Manager, Schools Programs, National Museum of Australia.
	Official Opening Pat Farmer MP, Parliamentary Secretary to the Minister of Education, Science and Training
Session 1 Visions Theatre 9.45 – 10.45	Key Note address <i>Values Education: The Missing Link in Quality Teaching</i> - Terry Lovat
Session 2 Visions Theatre 10.45 – 11.15	<i>The Values for Australian Schooling Resources</i> David Brown, Curriculum Corporation
11.15 – 11.45	Morning Tea
Session 3 Peninsula Room 11.45-12.15	<i>Overview of Australian Government's Values Education program</i> Dr. Declan O'Connell, Department of Education, Science & Training.
Session 4 12.15- 1.15 Bunyip Broadcast Studio Biarni Peninsula Yowie	Workshops – Good practice schools <ul style="list-style-type: none"> • <i>Peer Support in Schools – does it work with Values Education?</i> Anthony Ryan, Townsville Central State School QLD • <i>Students Investigating & Implementing Values Education using a whole school approach</i> - Susan Cahill, St Charles Borromeo Primary School, • <i>Emotional Literacy & Restorative Practices: Values Education in Action</i> - Kerrie Foulds, Calwell High School, ACT • <i>Values in Action Across the Merrylands Cluster</i>- Belinda Giudice and Katie Zito, with student leaders: David Merzi, Marina Petridis, Sheree Finlay and Jack Dengate, Merrylands High School, NSW • <i>Philosophically Reflecting on Values</i> - Gayle Alessio, Oxenford State School, QLD
1.15 – 2.00	Lunch
Session 5 Peninsula Room 2.00-2.45	Student Voice : <i>What does Values Education mean to me?</i> Students from Canberra Grammar, St Clare's College and Calwell High School.
Session 6 Peninsula Room 2.45-3.30	Roundtable Discussion: <ul style="list-style-type: none"> • How have schools implemented the <i>National Framework for Values Education</i> in Australian Schools? • How can we ensure that all schools are familiar with the Framework? • What is happening at the State and Territory level to support the implementation of the Framework? • What further support is needed for the implementation of the Framework?

Session 7 Peninsula Room 3.30-4.00	Report Back from Round table discussion.
Session 8 Peninsula Room 4.00- 5.00	State and Territory Reports ACT - Bruce McCourt, NSW - Stuart Hearne, VIC – Gary Shaw, QLD – Barbara Henderson SA – David Butler & Mary Hudson, NT - Karen Nixon, WA – Brian Rogers, TAS – Jan Kiernan
7.30pm The Ottoman Restaurant	Forum dinner / dinner speakers Mohammed Zaoud and John Gore

Friday, 5 May 2006	
8.45-9.15	Arrival Tea and Coffee
Session 1 Visions Theatre 9.15-10.15	Keynote address <i>The Values-based school - the hope for the future?</i> - Neil Hawkes, Educational Consultant, UK
Session 2 10.15-11.15 Biarni Yowie Bunyip Peninsula Broadcast Studio	Workshops – good practice schools <ul style="list-style-type: none"> • <i>Promoting Relational Learning through Values Education</i> - Catherine Blackburn, Norwood Secondary College, VIC • <i>Children's Place: Values and Sustainability</i> - Kathryn Netherwood and Samantha Wynne, Lance Holt School, WA • <i>How Values Education was introduced to the Northern Midlands Cluster through the Values for Life Project</i>- Kisha Chilcott, Bracknell Primary School, TAS • <i>The Airds Journey</i>- Carol Jones and Catherine Angel, Airds High School, NSW • <i>Resilient Thinkers, Resilient Learners: A values connection to a changing world</i>- Lina Scalfino – Modbury School, SA
11.15-11.45	Morning Tea
Session 3 11.45-12.45 Yowie Biarni Bunyip Peninsula Studio Information Desk	Workshops <ul style="list-style-type: none"> • <i>Valuing our Region, Making the Links</i>- Asia Education Foundation, Allan Goedecke with Jan Kiernan and Anne Spencer • <i>The Good Life: An Integrated service – learning Unit in Year 9 English</i>- Terrie Jones and Maura Manning, Abbotsleigh • <i>Student Achievement and Values Education</i> - John Fleming, Haileybury College, VIC • <i>Resolving a Clash of Values in a School situation</i> - Terry Aulich & Ian Dalton and Jennifer Branch • <i>Lifelong Professional Learning & Values Education: Identifying Professional Development Needs in Values Education</i>- Judith Chapman with Maryanne Davis & Susan Cahill • <i>Students in Museums: Interpreting values laden spaces</i>- David Arnold, Colleen Fitzgerald and Dawn Spencer, National Museum of Australia.
12.45-1.30	Lunch
Session 4 Visions Theatre 1.30-2.30	<i>Values Conversations</i> (Broadcast Studio) Facilitated by Barbara Bereznicki, Curriculum Corporation, with a panel of practising classroom teachers.

Session 5 Visions Theatre 2.30-3.30	Panel - Values experts <i>Your reflections of the forum and key messages.</i> Judith Chapman, Terry Lovat, Neil Hawkes, Cathy Blackburn, David Brown, Declan O'Connell.
Session 6 Visions Theatre 3.30-4.00	Collating ideas for key areas for action, outcomes and priorities
4.00pm	Close