

**2007 National Values Education Forum**  
**Values Education in Practice: Making Connections**

May 2007

**REPORT**

The National Values Education Forum 2007 was held at the Melbourne Exhibition Centre on Thursday 3 May and Friday 4 May, 2007.

The forum was organised and managed by the Australian Curriculum Studies Association (ACSA), in partnership with the Victorian Education Department, 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.

The views expressed at the 2007 National Civics and Citizenship Education Forum do not necessarily represent the views of the Australian Government Department of Science, Education and Training, the Victorian Education Department or the Australian Curriculum Studies Association.

## **BACKGROUND TO THE FORUM**

The 2007 National Values Education Forum brought together keynote speakers, international panellists, stakeholders, teachers, parents, principals and students to:

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

Workshops and presentations provided the impetus for discussion on current and future directions in values education in Australia and internationally with targeted input from international speakers from the United Kingdom and the United States.

## **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 PROGRAM**

The forum program, 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 and welcome to country from forum facilitator Tony Mackay (Executive Director, Centre for Strategic Education), the forum was officially opened by Senator Mitch Fifield, Senator for Victoria, on behalf of The Hon Julie Bishop, MP, Minister for Education, Science and Training.

This, Mackay noted, is the third gathering at a national level of the Values Education Program in its current guise. Since the last one, values education kits have been sent to all schools and stage one of the Good Practice Program has finished and we are into stage two. In addition, many schools have conducted community forums at the local level and more are on the way. He acknowledged, in this context, the contribution of the Victorian Department of Education in collaboration with ACSA in organising the forum on behalf of DEST and noted it attracted a much larger audience of around 350 than previously has been the case. What is more, participants include the full gamut of educators who are committed to values education in Australian and hence constitutes 'the right group to explore the connections and links we seek to make'.

Values education, Fifield noted in formally opening the forum, 'is not new'. It always has been with us, though not always with as broad a view of what we could achieve, which he evidenced with the example of Governor William Bligh who saw it as a means of 'rooting out the vile' convict stain.

There has, he observed, always been a community responsibility to teacher values — a private responsibility which tends to fall to parents and a public one which resides with institutions of some sort. Initially, Sunday Schools fulfilled the public responsibility, but as attendance at these institutions declined, it fell to schools to take more of the public role. The release of the Values Education Study in 2003, he argued, 'belatedly recognised this and gave it a formal voice'.

The Values Education Study, he explained, led to the agreement in 2005 between the Commonwealth and all States and Territories through MCEETYA, to the National Values Education Framework which has guided the program and its work. Since then, a national website and resources have been developed, cluster and school projects have and are being conducted, and various forums and other activities have been arranged as Allison Sewell in a later session outlined.

Values education might not at first glance, Fifield suggested, be 'core' government business, but it was an area where the government saw a need and sought to fill it.

'We know', he acknowledged, 'that values are intrinsic to all a school does', but it can't be 'bland' and it 'needs an edge'. For Fifield, that edge centres on 'concepts of right and wrong'.

We are, in that context, no longer involved in defining values education, but rather embedding it in teaching and learning in schools. And the evidence of the Good Practice Stage 1 clusters and schools is very encouraging indeed — calmer classrooms, more reflection and self-management amongst students and so on, as the stage one Good Practice Project report and the Lovat and Toomey book launched later in the program attests. What is more, the case studies included in the Good Practice report show that in 26 clusters there were 26 approaches that were used.

Much has been learnt from stage one to inform stage two, including: the need to infuse values not only in the curriculum but across the school as a whole; the need for clarity and consistency of meaning; and the need for staff education.

In that context, Fifield encouraged participants to look beyond just the other initiatives discussed in the forum to make connections, to other programs as well, such as the Australian government's citizenship changes which he outlined and which require a commitment to Australian values that echo the nine for our schools. The reason he cited this example and stressed the Australian values is that, although they may be intrinsic to our society, they are not necessarily embraced in some other parts of the world. And just as they matter for new citizens in our country, they are equally important in schools.

Values education, he concluded, is our 'bulwark against intolerance' and it requires us to eschew relativism and acknowledge the concepts of right and wrong. This includes teaching children an appreciation of our history and building the qualities that will enable them to function effectively in a modern, globalised world.

'We need to give positive values to our children and your work contributes to that'. He commended participants for this and wished the forum well for the ensuing two days.

## **Values Education: Inspiring adults and students worldwide**

Dr. Neil Hawkes (Education Consultant and Director of the Association of Living Values Education International, UK) built on Fifield's opening by referring to his own belief that Australia is 'leading the world in this field'.

In 1995, he explained, he was principal of West Kidlington Primary and Nursery School in Oxford when he received an approach from UNESCO to participate in a values education program which ultimately led to the founding of the Association of Living Values Education which he now directs; and much of what he then proceeded to share comes from that time and subsequent visits he has made to a number of countries pursuing values education around the world.

He acknowledged in this context the extent of what is happening in Australia which means that 'I won't so much tell you anything new, as remind you about what you are doing and why'.

He talked at the outset of his own 'philosophy of valuing' which is based on the premise 'we get the best results when we value the people in front of us'; and he

urged participants to embrace a 'valuing of yourself, others, your environment and the world in which we live'.

That, he explained, is the basis of a values-based school, where the words themselves are accompanied by a real focus on how those words really affect the behaviour of the school.

'What', he invited participants to reflect, 'is the most important thing a human being can do?'. His own response was 'to love'. Many of the children we see in schools missed out on the love they needed in their earliest years, and the most important act of a human being, he argued, is to both love the child and see them as 'lovable and capable'. And that in turn means seeing yourself in that way too.

'A lot of people, remember, do not feel good about themselves'. They make agreements at school that reflect this, such as the girl or boy we all know or even are who is told to mouth the words in the choir rather than sing. The result is they feel put down and, to that extent, are neither lovable nor capable in their own view. A values-based school releases people from these negative agreements and their consequences.

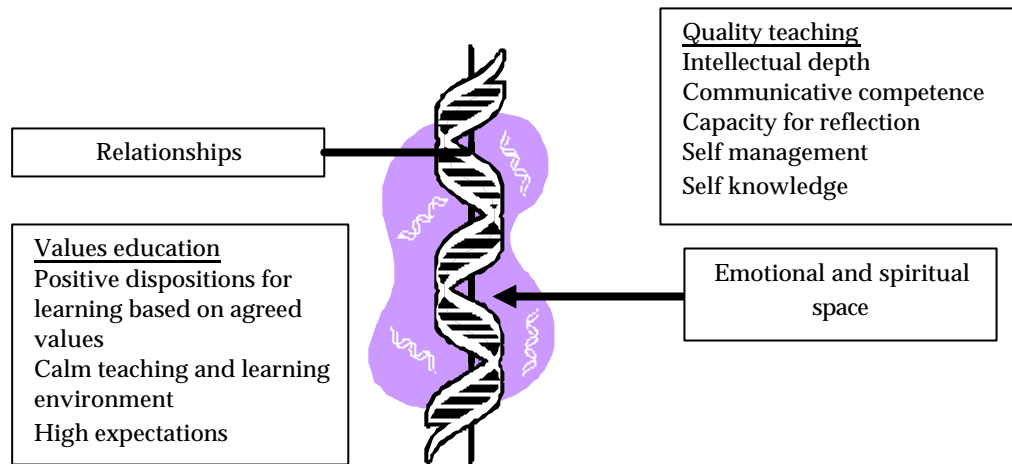
Values education in this context is, as Living Values put it, 'a way of conceptualising education that places the search for meaning and purpose at the heart of the educational process. It fosters positive relationships and recognises the worth and integrity of all involved in the life and work of the school, which are central to the creation of a values-based learning community that fosters quality in education'. It is founded on good relationships. Good schools, Hawkes explained, 'are founded on good relationships that release the creative energy of everyone in the school'.

### ***The big question***

The big question in the world at the moment in Hawkes' view is 'how do we educate our young people, in terms of values, so that we maintain a civil, democratic society in a time of constant change and continue to raise standards?'. The reference to standards, he noted, reflects the governmental interest in this, and all the evidence he is seeing worldwide suggests to him that 'standards rise more quickly in values-based environments, which is why so many governments around the world are interested in what we are doing'.

In beginning to frame his response, he cited in particular the book by Lovat and Toomey that was launched later in the forum program and its linking of quality teaching and values education in a 'double helix' with relationships at its heart.

Figure 1: The double helix of values education and quality teaching  
 Lovat, T. & Toomey, R. (eds.) 2007



See: Values Education and Quality Teaching The Double Helix Effect. Edited by Terry Lovat and Ron Toomey.

The seven core principles of a values-based school then are, according to Hawkes, that:

- the school understands that values education is the key to building a climate for learning which promotes quality teaching;
- the school values the person of the teacher and cares for all staff and pupils;
- the school agrees to underpin all its work with positive human values;
- adults agree to model the values;
- space is given for silence and reflection;
- the school environment reflects the school's values; and
- the school works with and in the community.

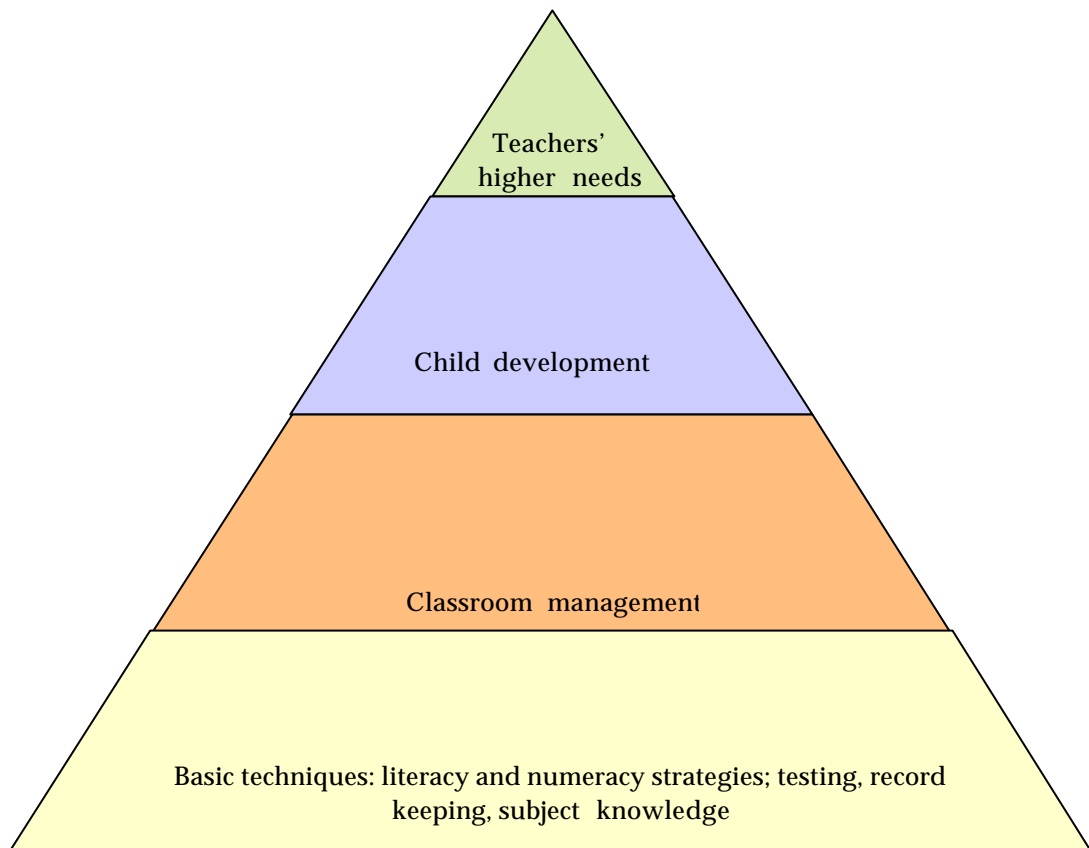
Focusing on the second of these principles in particular the key to quality education, he noted, is 'the adult — the teacher'. As Dr. Sam Intrator observed in his 2006 book *The Heart of a Teacher: Making the Connection between Teaching and Inner Life*,

*The success of the student depends mostly on the quality of the teacher. We know from empirical data what our intuition has always told us: Teachers make a difference. We now know that teachers make the difference.*

So a critical question becomes how, in a time when many teachers feel under pressure and effectively burn out, 'do we maintain a teacher's vocational vitality?'. And the answer, Hawkes suggested, lies in the understanding that vitality is maintained when we feel valued. 'When their inner life is nourished through appropriate professional and personal development'; and this is a principle of a values-based school.

Intrator and Kunsman, who Hawkes then cited, have adapted Maslow's hierarchy of needs to teachers' professional development (Figure 2) as a visual means of showing how most systems tend to focus on the base.

Figure 2: Current Professional Development



A values-based school, by contrast, builds on the person of the teacher. It puts the teacher at the base and addresses their higher needs: 'vision, values and purpose evokes the inner life of the teacher; probes what really matters in quality teaching. Teachers then teach with greater consciousness, and feel valued'. And this all reflects the fact it's not what teachers say that matters most, but rather who they are.

So what, Hawkes asked, does it look like in practice? Trevor Riches, who was someone who inspired him, suggested for example that staff meetings and professional development should start from the person of the teacher. So he often invited teachers to reflect on a poem to stimulate discussion and Hawkes shared one Riches himself wrote as a tribute to Riches who recently died. It helps the teacher, he explained, to get into 'a discussion about the big issues in life and what really matters in education, so the more mundane stuff can be accommodated'.

Other things to consider that help us to be authentic and real include walking with a friend, or what Parker Palmer (author of *The Courage to Teach*) referred to as 'the work before the work', and giving time to sharing about how things are in 'a circle of friends'.

### ***The values-based school***

Turning to what a values-based school looks like, Hawkes cited the example of The Manor Primary School in Didcot, UK. This school developed its approach using a values blueprint, similar to the approach he used at West Kidlington, and which is available on the website of the UK Qualifications and Curriculum Authority, [www.qca.org.uk/innovation/](http://www.qca.org.uk/innovation/).

The school, he explained, agrees to underpin its life and work with positive human values, such as trust, which are not just taken up by being displayed as a value of the month, though they are, but are lived and put into action within the school and through working in the community as well.

Values-based schools such as The Manor use story, and especially the great stories of the world as a vehicle through which they transact values education.

Interestingly enough, Hawkes noted, the principal of The Manor, who has sought to monitor the impact of their approach, has found that values mostly affect children's attitudes and behaviour at the start, but over time, affect adults' attitudes and behaviour the most.

Hawkes then shared the example of a school in the Seychelles where he has been working as 'a microcosm of what the world could be'. Prior to values education being introduced, many schools in the Seychelles were very rough places with facilities characterised by vandalism and neglect.

At Praslin Secondary School where he has worked with the principal on values-based leadership to release 'the creative dynamic of the school community', however, things have substantially changed; to the point where the school now proudly proclaims on its front gate, 'welcome, you are approaching a values-based school'.

The school's values, which also are prominently displayed, are:

- Cooperation, friendliness and respectful relationships among staff, students, parents and the external community
- An empowering leadership that fosters a culture of collaboration and professionalism
- A culture that promotes differentiated teaching and motivates active students' learning
- A physically and emotionally safe, secure and supportive environment.

These are reflected in efforts over the last three years to really improve the environment of the school, as represented in pictures Hawkes showed of dilapidated rubbish bins being replaced by a school-designed and built more pleasing approach, because of what it says about the school. 'The school environment', he explained, 'reflects the school's values'; and it involves being 'creative and visual outdoors'.

In this context, he then told the story of the positive impact it actually had on a student in the Seychelles and a parallel story about a teacher in a Jamaican school which has worked to ensure that 'a climate for teaching and learning is built, based on the school's values'.

### ***Time and space for reflection***

One of the most important things that Hawkes himself is finding as he works around the world, is the growing interest in brain research and how people learn best. People generally need to feel 'relaxed and alert'. But schools tend to be characterised by 'frenzy'.

If we want to change the quality of education, he argued, then we should 'give more time for silence and informal reflection'. This is not, he was quick to add, 'mumbo-jumbo, new age stuff'. It is based on research. If we teach children to focus and sit still, we will contribute positively to them becoming more confident learners. And adults need to model this themselves. We need to practise stopping for just a minute because reflection is important and 'people who control their inner experience are able to determine the quality of their lives'. And what values education ultimately does is to help children to control themselves.

The Dalai Lama with whom he shared a podium in Scotland recently, commonly talks of the importance of universal values and upholding these individually and in society as a whole. You, Hawkes commented in bringing his presentation to a close, are 'the heroes who help put these fundamental building blocks in place'.

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Opening a short question and answer session, a contributor from the floor noted the existence of an Australian branch of The Courage to Teach, called Courage to Be ([www.couragetobe.org](http://www.couragetobe.org)), which she invited participants to join and which Hawkes endorsed. Another participant then recommended Hawkes' own highly practical book, *How to inspire and develop values in the classroom*, which can be ordered through ACSA which co-hosted the forum.

One participant then wondered aloud whether 'spirituality, which has bounced into values', isn't as much part of the problem as the solution in the absence of 'developing a positive understanding of the term, compared with the convictions and cultural norms which some people will live and die for'? Hawkes in response recommended Zohar and Marhsall's *Spiritual intelligence: The ultimate intelligence*, which argues the existence of spiritual intelligence to accompany the other intelligences of which we already are aware, as the ability to be thinking about matters of ultimate concern. Research in the US, he observed, shows that when these sorts of questions are asked, it lights up an area of the brain that the Eastern world calls 'the god spot'. It empowers the teacher to think about big, important questions and then the students can as well. 'Spirituality is about the inner world of thoughts and meanings and not just the religious interpretation of it'.

Citing the importance of the relationship between school and home, and building family-school partnerships, a parent participant pointed specifically to the need to engage parents as part of the team. Hawkes agreed, noting that 'unless you engage your community in the debate about values, it won't work ... and that is why your values forums are so important'. At West Kidlington, he explained, they invited the whole community into a debate, rather than values being seen to be imposed. That resulted in 22 values being identified for the school, which are pursued one a month

over a two year cycle so that each student will be exposed to them all three times over their six years at the school.

Closing the session off, Mackay asked about the 'indicators in your mind which show the success of the program and can demonstrate that values education is becoming more mature'. One of the challenges, Hawkes noted in response, is to determine how to show the impact of values education. Other areas such as literacy and numeracy are easier to measure, but 'how do you develop a test for wellbeing or respectful behaviour?'. Schools that adopt a values-base tend, he suggested, to be 'schools that are doing well, and it can be shown in the behaviours of the students'. And he cited in this context a high-performing school in the Hague where students were achieving well but were somewhat out of control but now, as a result of their focus on values, are behaving in more civilised ways.

## **The Australian Government's Values Education Program**

Alison Sewell (DEST) provided an overview of the Values Education Program over the last five years.

Values education, she noted, has been 'high on the national policy and political agenda' since mid 2002 and the first milestone along the way was MCEETYA's approval for the Values Education Study in July 2002. This study, conducted throughout 2003, was aimed at demonstrating current practice in values education and comprised:

- action research with 69 schools;
- a comprehensive literature search; and
- a survey to determine values the Australian community seeks to foster.

The study resulted in the development of the National Framework for Values Education in Australian Schools which, after extensive consultation, was released and distributed to all schools in 2005. 'Significantly', Sewell noted, 'it was endorsed by all State and Territory Education Ministers, which is something of a rare event'. This framework, of course, underpins the four year national values education program in which forum participants all are engaged.

The nine shared values included in the framework are, she pointed out, intended as 'a guide' for developing school values in discussion in the school community at the local level. It is, in effect, a framework for schools to 'develop their own approaches to values education in partnership with their school communities'.

### ***The Program***

With funding of \$29.7 million from 2004-2008, the Values Education Program constitutes a 'very large commitment from the Australian government'. Its initiatives include:

- curriculum and professional learning resources;
- national partnership projects;
- values education forums in every school;
- clusters of schools developing good practice approaches; and
- this annual national forum.

Curriculum resources, Sewell explained, are an important part of supporting schools in making values education an integral part of schooling. These resources, outlined in more depth later on in the forum program by representatives from Curriculum Corporation, include the primary and secondary Values for Australian Schooling Kits distributed to all schools in June 2006, and an extensive range of resources available on the values education website at [www.valuededucation.edu.au/values](http://www.valuededucation.edu.au/values).

Another important component of the national program to which she pointed is the national partnership projects where funding is provided to peak bodies (parent, principal, professional and deans of teacher education organisations) to promote community discussion about values education. This specifically aims to 'influence every level within the system and not just leave it to teachers on their own'. And organisations already are implementing a range of activities such as websites and forums of various sorts.

School forums are a very important part of the program as a whole as Hawkes acknowledged in his address. Grants are provided to every school on application, coordinated through State and Territory contact officers. These enable schools to conduct forums to build networks in their local area, especially when they work on a cluster basis, and to showcase successful work and consider as a community the place that values education can play in our school policy and practice.

### ***The Good Practice Project***

The Good Practice Schools Project – Stage 1 involved 26 clusters of schools funded to implement good practice approaches in values education. A total of 166 schools were involved, with around 70,000 students, supported by academics in a university associates network from 17 universities. Put simply, grants were made to enable schools to adapt the national framework to their own context and then report back on what they had learned.

The lessons from stage one of the project were charted in the final report released in September 2006. This report, which is available from the values education website, outlines the results of the projects, provides strong anecdotal evidence of their success, and includes ten suggested principles to follow as unifying themes for what has been learned.

Stage two of the project which is now underway involves 25 clusters announced by the federal minister in August 2006. The clusters, which are implementing projects designed to build on the lessons from stage one, comprise 143 schools and are supported by 21 academics from 16 universities around Australia.

Stage two will run from July 2006 to March 2008 and the clusters involved have received grants ranging from \$35,000 to \$95,000 each.

### ***Next steps***

Systematic, ongoing research, Sewell noted, is essential to ensuring successful approaches are pursued.

The University of Newcastle conducted by a team led by Professor Terry Lovat and Dr Ron Toomey, will examine whether the effects of explicit values in education can be measured, 'to help move us beyond anecdotal evidence and case studies to demonstrating the impact and outcomes in terms of what is different as a result of values education in a school'.

Rigorous research, Sewell argued, needs to be accompanied by accessible material for teachers to make it a little less mysterious than it otherwise might be, which is why the efforts to develop curriculum and professional learning resources will continue as the later Curriculum Corporation presentation outlined.

Sewell informed participants about, *Values Education and Quality Teaching: The Double Helix Effect*, edited by Terry Lovat and Ron Toomey (David Barlow Publishing, Sydney, 2007) which reports on the results of Good Practice Project schools. The book describes the relationship between values education and quality teaching and was now available for purchase.

## **Good Practice Schools Stage 2: Workshops and Panels**

After an overview of the outcomes of Stage 1 of the Good Practice Schools Program, participants had the opportunity to attend either one of four workshops presented by Stage 2 Good Practice Schools and Clusters, or a panel comprising school leaders, students and a parent. Each of these presentations is briefly summarised below.

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Barbara Bereznicki (Curriculum Corporation) began by showing a DVD of student voices on values education produced by the Merrylands Cluster of schools in New South Wales to give a flavour of some of the feelings on the project of its key participants and the impact it has had.

As Sewell already had explained, the Values Education Good Practice Schools Project Stage 1 comprised 26 diverse clusters around Australia involving 166 schools, hundreds of teachers, principals and parents, 17 University Associates Network colleagues, and literally thousands of students.

The project constituted what Bereznicki referred to as 'a period of intense thinking, meeting, reflecting, writing and above all, doing' as schools and clusters sought to demonstrate how implementing the National Framework for Values Education in Australian Schooling could realise 'the vision for schools to provide values education in a planned and systematic way'. The framework she explained in this context is not

‘a rigid construct’, but rather a means of providing schools with a ‘way into implementation that is appropriate to their context’.

By undertaking projects that identified and exemplified good practice in values education, the Good Schools project is a means of ensuring that the national framework becomes ‘more than just words on a page’.

So what, Bereznicki asked, did schools do? The writers of the Stage 1 final report, she explained in response, found at least 26 distinct cluster approaches which they were able to categorise as broadly fitting under the four headings of: guiding ethos and whole school approach; something worthwhile to teach; teaching it well; and connecting to the community. This is not to suggest that each or even any case study included in each section operated solely in one of these domains, but rather that this was the major focus of their work which could be reported in a readable way.

Each cluster project was unique in its own way, and ‘developed its own pattern of evolution’; which was documented in a case study, supplemented by data collected on the action research the schools and cluster undertook. At the local level, there was a degree of uniqueness as well, to reflect each participating school’s own context and needs.

### ***Lessons from the project***

One of the first lessons learned, Bereznicki explained, is that ‘teachers have to grapple with what values education means’, as evident in the tough questions that Airds cluster asked in its 2005 mid term report that included:

- Are values universal? Culturally determined? Completely contextual? Is it possible for stakeholders in our community to have shared values?
- What are the processes through which human beings gain values/life principles and then act upon these?
- What are our ethical responsibilities as teachers generally? In our particular school community?

The clusters also learned that values are taught explicitly and must be modelled. The Bourke cluster, for instance, observed in its final report that, ‘In this school, good practice revolves around respect. We know from experience that kids from volatile backgrounds respond and reciprocate respect. Teachers had to bite their tongues to begin with. Then, by showing respect for background, and location, things began to change’.

Similarly, the SA Alliance of schools cluster found that, ‘by “giving” children a level of trust which they can live up to, we are teaching the very essence of the values desired’, as illustrated at one of the cluster schools where the teachers trusted students to do the right thing when such facilities as the canteen and photocopy room were left open through the day, and the students did.

One of the key lessons to emerge from the cluster projects was that values education ultimately is about pedagogy. As the Maroondah North cluster in Victoria indicated in its final report, ‘we are very firm in the belief that, if values education is to be sustainable, it should not be “packaged” as a programme, but rather it should be approached as an evolution of teacher pedagogy.’ This in turn means, as Bereznicki

explained, that values education cannot just be relegated to the humanities, but belongs in all disciplines.

An important, perhaps unintended side benefit of the projects, she noted, is that teachers themselves learned self-confidence through their participation to try new approaches and take risks, to 'struggle, stumble and succeed', to lead, and to become more self-aware as people and as teachers'

Finally, the project schools learned that 'a consistent values vocabulary is the bridge where students and teachers intersect and, if this exists, then certain things happen'. More particularly, according to Bereznicki, when a common language exists, 'students have a deeper shared understanding of values ..., are more reflective ... (and) are better able to manager their behaviour/themselves/learning'.

In a very real sense, then, values education can lead to:

- changes in teacher professional practice in classrooms and, particularly, in the way teachers relate to and communicate with their students;
- calmer and more focused classroom activity;
- students becoming better self-managers;
- students developing greater capacities for reflection;
- increasing teachers' levels of confidence in their approaches to their work and their sense of professional fulfilment; and
- stronger positive relationships between students and between students and teachers.

One of the key messages of the Good Practice project report in this context is that, as Bereznicki concluded, everyone involved 'has in some way changed'. As a teacher from the Calwell cluster who she quoted observed, the project was 'the hardest thing I have ever done in my short teaching career. The hours we committed to developing the lessons, the energy we gave to sharing this programme with other teachers and families and the thinking that we did around how we could achieve what we wanted to achieve ... I found it exhausting. However, this work is also the work I am most proud of. I think we have done something really important and unique'.

Responding to a comment from the floor that most of the schools cited were from the primary sector, Bereznicki explained that the 26 clusters did contain a mix of primary and secondary schools and that these not only are written up in the stage one project report (available on the values education website), but also are well represented in the forum workshop over these two days.

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### ***Deep connections between self, others and place***

Dr Ron Tooth (Pullenvale Environmental Education Centre, Queensland) introduced participants to the Storythread Values Project being conducted as part of the National Values Education Good Practice in Schools Initiative.

Underpinned as it is by Howard Gardner's call to develop schools where individuals strive to understand the world as it is and then 'ardently crave to alter it for the better', along with the knowledge that values education is about 'great teaching and learning', the project asks teachers and students to engage with a new 'mental map' that views the world as a series of sustainable interconnected nesting systems.

Students and teachers then explore what it might mean to 'live and act with respect towards self, others and place' drawing on the experience of the nationally and internationally regarded Pullenvale Environmental Education Centre.

### ***The values story***

Marion Mackenzie (Seaford 6-12 School, South Australia) explained how her school, which won the Medal of Distinction for the most outstanding school within the 2007 Australian Government National Awards for Quality Schooling, has used a systems approach to embed values education in its school community.

More specifically, she outlined how school leaders, teachers, students and parents have been involved over the last two and a half years in bringing values alive, at the core of the school culture, policies and procedures as well as in its curriculum and community partnerships.

The workshop included the showing of a DVD on how quality tools were used with the 900 students to identify the school's vision, purpose and values, and provided a range of practical ideas that any school can adopt.

### ***Values education through a multiliteracies approach***

Rita Van Haren (Lanyon High School) and Sue Gorman (Charles Conder Primary) in the Lanyon Cluster in the ACT discussed the centrality of engaging students academically, focusing on intellectual quality, connecting learning to 'student lifeworlds' and addressing diversity to the work of teachers in this cluster of schools.

Following an outline of how the *Learning by Design* framework developed by Kalantzis and Cope is being used by cluster schools, participants were provided with an opportunity to view and respond to a range of texts that teachers are using with the cluster's values education project not only to explore values, such as an understanding of tolerance and diversity, but to explicitly teach them as well so that students 'demonstrate transformation in applying values'.

### ***Creating compassionate communities***

Susan Wilton (Samford State School, Queensland) addressed the important question of providing experiences and practical opportunities to explore 'the foundational ideas of values education', with a particular focus on how to encourage the development of schools as compassionate communities.

Given that 'healthy connective relationships across a school' are a core building block of values education, the workshop provided participants with an opportunity to experience ways of teaching deep listening skills and creative and respectful methods of resolving problems that meet everyone's needs.

The workshop also provided a taste of how philosophy in the classroom can contribute 'gently and safely' to making meaning in schools, in an attempt to help

participants to clarify the key questions that are central to their own project or values education experience.

**Panel**

A panel comprising Lina Scalfino (Callington Primary School, SA), Anthony Ryan (Townsville Central State School, Qld), Lyn Kemp (Dandenong Cluster, Victoria), Terry Aulich (Australian Council of State School Organisations), and two students, Tanvi Gupta and Jemma Dunstan from Paterson River Secondary College (Victoria), addressed the question, 'How do schools make meaningful connections to the whole school community so that there is conformity of message and all stakeholders are engaged?', in a conversation facilitated by Tony Mackay.

While acknowledging she deals with such values as responsibility and a fair go in every facet of her life Dunstan, who is in Year 12, believes 'it becomes more dominant through being included more clearly in our school'. There may not be a sign on the gate as exists in the Seychelles, 'which mightn't be a bad idea for us to look at ... But the environment in our cluster is one of cooperation between secondary and primary schools. We visit the primaries and work together on the values not just in words, but through activities as well', aimed at improving the schools.

Gupta, who is in Year 9, agreed, noting that there 'is more cooperation in the school since the values program was enacted'. Students are coming together more and using a common language as 'teachers promote a fair go and respect' and the students respond accordingly.

These values, the cluster educator involved with this school noted from the floor, were developed through discussion between the primary and secondary school communities on what is needed to improve the schools. Each of the schools involved then developed its own programs after the community forum, such as the primary school that established a quiet play area for students who sought it at lunch breaks, and they now are collectively looking at having deeper conversations between teachers and parents about the integration of values education into the broader curriculum programs of the schools.

A participant from the floor at this point raised a concern about values 'becoming static'. Involved as she is in a stage two good practice school in a community that is heavily affected by drought, she has found in talking to parents that such qualities as perseverance are emerging as very important, and 'we need to ensure we respond sufficiently to community needs like this'.

The Dandenong cluster's community forums, Kemp explained, were structured in ways that would support 'a community of inquiry within our schools'. The forums in this context were not so much about particular values, but rather 'what are values, why do they matter and what do they/should they be like in terms of what they look and feel like'. It is for Kemp about 'having the conversation and what it all means to the individuals and the particular communities'.

That, Mackay observed, is exactly what Sewell had spoken of. 'It's a generous invitation to use the national framework as a starting point for your own conversations at the local level'.

‘What we are seeing’, according to Aulich, ‘is that when the values are set out as nine commandments, the response is muted’. If, by contrast, we want take-up, ‘then you have to converse with people in a variety of ways, with a focus on what’s important to you’. The most successful forums, he suggested, focus on ‘what you want your children to be’, and these should be supplemented by visuals and activities that connect people and get them engaged. ‘And to give DEST its due, they have let the various projects define their own approaches so this can be achieved’.

Working in partnership with the whole community, Scalfino found while at Modbury (her previous school until this year), that ‘remarkable things can happen’. When values are put at ‘the centre, they can really influence all aspects of school activity’; which she illustrated with reference to a campaign to maintain a number of community groups at the school rather than seeing them evicted because their presence involved a financial cost. ‘It is’, for Scalfino, ‘a matter of grounding our values in action as well as in words’.

Values, according to a contributor from the floor, ‘provide an opportunity to cross some of the silos that exist in our structures and programs in Australia, starting on the ground and moving up from there’. And this, Mackay added, is why we ‘explicitly are seeking to make connections over these two days’.

The use of the word ‘values’, in Ryan’s view, ‘generates a great deal of discussion in its own right’. At his own school they came up with four values after much discussion in the school community — a sense of self, a sense of possibility for the future, resilience and connectedness. ‘It wasn’t just a case of a forum in a formal sense, but a wider forum involving constant informal discussion and chats which then fed into the forum that developed the four guiding values we now embrace’. Once these were set, they then can ‘help drive other changes which we collaboratively can pursue’.

When we have a conversation of this sort, Mackay observed, it becomes apparent that ‘values education is potentially a very powerful vehicle to gain student voice, drive quality teaching, generate parental and community involvement, and promote networking between schools. Given this, though, are we perhaps not loading too much on it? Is there a risk involved?’

Not in Scalfino’s view at least. ‘Values is not a project. Values are part of all of us and they are around us. We’re not loading too much because it’s who we are. It’s a question of identifying the values we want to focus on at any time, to guide our actions and policies. But it will take time and enormous amounts of engagement and commitment’.

For Kemp it is a case of ‘the throughlines in schools’. Values are not an add-on, but are ‘embedded in all that we do’. And the key is ‘to provide the opportunities for dialogue so people can engage in the way they want. It’s about the culture of the community, including in a broader global context in our interconnected world of what values are all about.’

## **Making connections**

Participants were provided with an opportunity to attend workshops where they could make connections to a range of other DEST initiatives, each of which is briefly outlined below.

***Values and What Works: The Work Program, improving outcomes for Indigenous students***

Geoff Ainsworth (What Works) explained how the work program of What Works is an Australian Government program in Indigenous education working with teachers and school principals to improve outcomes for Indigenous students.

The workshop specifically sought to connect the values education agenda with What Works and included discussion of particular examples of relevance drawn from the What Works materials.

***Dare to Lead: Helping schools to get better outcomes for Indigenous children***

Rod Elmer (Dare to Lead) provided participants with a tool kit of practical strategies, planning documents and resources for use with school staffs, communities and children.

After a short overview of the program, the session particularly featured a DVD on the world's largest interactive collection of Indigenous art, culture, music, drama and literature ('Moorditj'); the experience of Yule Brook College which also presented a workshop later in the program and hence is outlined below; a values-based CD-Rom tool for use in classrooms and with staffs ('The Dreaming'); a sample school/community self assessment tool; and more.

***Teaching about Australia and Asia: A way forward in making values education explicit***

Kurt Mullane (Asia Education Foundation) led an interactive session where participants were provided with the opportunity to explore how teaching and learning about Asia and Australia supports quality values education programs.

The workshop specifically drew on work undertaken by AEF over 15 years, in collaboration with state and territory education systems and education stakeholders, to develop and implement curriculum that supports students to be 'inter-culturally aware, informed and active citizens'. In this context, participants examined a range of studies of Asia and Australia curriculum resources to identify connections with values education, and considered and described how teaching about Asia and Australia can assist efforts to be explicit about values education.

***Values and mental health: The MindMatters approach***

MindMatters, according to Jo Mason (MindMatters), is a resource that seeks to make it easier for schools to address mental health by being clear about 'its own values as well as the strategies that will achieve results for both initiatives'.

MindMatters, she explained, is currently the key Australian Government secondary mental health and wellbeing resource for students aged 11 to 17 in Australian schools. The resource will, she observed, undergo significant development over the next 18 months with a particular focus on reflecting the links to values education even more strongly than already is the case.

The workshop then examined both the current and intended future MindMatters resource along with staff development exercises that can be considered by school management teams.

### ***Languages and history***

This workshop comprised two short, complementary presentations:

#### *Beyond tolerance: Values and intercultural language learning*

Dr Anne Marie Morgan (Research Centre for Languages and Cultures Education, University of South Australia) explained how 'an intercultural orientation to languages teaching and learning goes hand-in-hand with the teaching of values'. The development of understanding of oneself and others as members of linguistically and culturally diverse groups of necessity, according to Morgan, 'requires engagement with the values underpinning both our own and other societies'.

She then explored how the learning of languages provides insights into values through investigation of 'the very words used to express values; and, in connection, through the values that are inherent in and influence language choices'. Languages and their cultural contexts, in Morgan's view, 'mediate understanding, learning and knowing in the ongoing educative process across all domains of learning'.

#### *What about values and history?*

Gary Shaw (Department of Education, Victoria) reflected on the role of the Values Education Forum Project and teacher professional development initiatives in Victoria which were generated through the Commonwealth History Project.

He specifically focused in this context on material produced by teachers involved in the Virtual History Project in which teachers filmed good practice from their history classrooms and presented some of this work.

### ***Safe Schools Framework/Drug Education***

This workshop also comprised two short, complementary presentations.

#### *The National Safe Schools Framework (NSSF)*

Angela Kitzelman (Centre for Behaviour Support, Education Queensland) explained how the NSSF incorporates existing good practice and provides an agreed national approach to help schools and their communities address issues of bullying, harassment, violence, and child abuse and neglect. It particularly presents a way of achieving a shared vision of physical and emotional safety and wellbeing for all students in all Australian schools.

The NSSF recognises the way that values impact on the behaviour of students in schools and communities and hence the workshop specifically focused on how schools can implement both the NSSF and the National Framework for Values Education in structured, practical and linked ways.

#### *Resourcing Drug Education in Victorian Schools*

Liz Weir and Julie Millar (Department of Education, Victoria) showcased several government-funded resources that have been developed by the Victorian drug

education team. Participants had the opportunity to view seven new resources and engage in activities related to these.

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These presentations were followed by a facilitated discussion involving all of the workshop presenters as a basis of considering the potential practical connections that can be made to enhance and reinforce values education work.

Asked to cite the most powerful potential connection to emerge from his workshop Ainsworth, for instance, pointed to 'lots of comments that the values being talked about overarch all of the other stuff that is going on'. In the context of Indigenous education, and seeking to achieve comparable outcomes for Indigenous students, such values as fairness, cooperation and working together constantly come to the fore. Inclusivity and relationships are key in his view, 'so kids are included, willing to participate and striving to succeed ... That sense of connection is absolutely vital'.

Elmer's workshop primarily focused on tools to use in the classroom to promote cultural diversity. Key ones he cited which were discussed in the workshop included *The Dreaming* CD-Rom, lesson plans he shared which link values and Indigenous education, and 'a wonderful PowerPoint called *Growing the Spirit*.' The point is, he observed, that these resources 'help give expression to values in education in practice in schools' which, Mackay added, would be illustrated later in the forum when participants would be briefed on Curriculum Corporation resources they and others can use.

'When you think about joining the dots', Mullane argued, 'the links between values education and studies of Asia are obvious, though not necessarily to all'. The point is that 'each needs explicitly to be taught'. Better still, he observed, 'teaching studies of Asia provides lots of opportunities to enhance values education'. Students learn best when teaching and learning is relevant to their lives, and in modern-day Australia, that has to mean including a focus on Asia. Values education has to embrace history, but also needs to look forward to the future and 'our future means links to the region'. His workshop in this context looked at specific resources available to help in this regard which, along with other resources, were included in a display session that ended day one.

One of MindMatters' discoveries, Mason explained, is that 'a sense of culture is essential for mental health'. Talking to people about being clear about our culture, she argued, in fact is key to mental health. Her workshop in this context focused on a host of protective factors for student mental health and wellbeing which all have an underlying values base. MindMatters is a resource for 'putting values into practice' as occurred when both she and Barbara Bereznicki, coming from different nationally-supported programs, met in Bathurst Island to see the same project but for different purposes. Individual reflection in the way Neil Hawkes outlined is, she suggested, 'a wonderful thing ... but values are there to be shared, so you need collegiality to promote the values we seek to enact and tackle things such as bullying that we seek to overcome'. MindMatters needs to draw young people and their families into the program and the values on which it is based in a way that lasts beyond just their years at school.

According to Morgan, the current direction in language learning involves 'an intercultural perspective which values what every student and teacher brings to class and these are fore-grounded in the learning of another language'. Values and the personal are 'central' to this new approach to teaching languages. A lot of teachers, she acknowledged, were concerned this would lead to a focus on culture at the expense of language learning, but the outcome has been a greater focus on both, with much more 'meaningful learning' for students as a result.

History and values education for Shaw are 'inextricably connected so teachers are all teachers of both'. A teacher can't in his view 'teach about today if you don't know about the past'. In the context of the issues emerging from what have been called 'the history wars', values education provides 'an opportunity for school communities to engage in discussion about what it means to be a citizen of Australia and a citizen of the world'. The point is that 'high profile values education dialogue gives an opportunity locally to really get into these sorts of issues ... It's the beginning of a conversation which civics and citizenship education also has opened up'.

Kitzelman actually looked at both the values education and national safe schools framework documents to examine the links between them and found 'very little where they do not connect'. For her the links are obvious — the NSSF is 'a powerful tool to help schools to create the safe and supportive environment the values education framework seeks'. The other important connection is that they both 'emphasise community engagement and that the community is involved'. In Queensland for example, where she works, they have put a lot of materials from both frameworks into policies and practices focused on behaviour and how it can be improved; and schools are doing 'many wonderful things already' in this regard, with the result 'we can start to see the benefit of a more coordinated approach start to emerge'.

Drug education, Miller suggested, 'sometimes drops off the agenda in schools and our profile today locates it right with the safe schools framework and values education'. With drug education, she explained, 'we look to empower young people and turn around inaccurate portrayals of them in the media'. The conversation around values education forums, for example, creates a 'more enabling environment in which we can operate'. The foundation of drug education, Weir added, is 'building a sense of belonging and connectedness to school and engaging parents more actively in the school community'. That also is what values education is on about 'so we are really well aligned'.

The other connection we could make, Mason added in this context, is between 'the evaluations we all do to demonstrate the impact we have, and so can show the school and these programs do make a positive difference'.

The Australian government, Mackay observed in drawing the session to a close, has 'invested systematically in a range of programs deliberately designed to be supportive and values education helps link them'. That, for Joy Duffield (DEST) is definitely the case and 'the nine values are a starting point for the conversations that are required'. Once those conversations get underway, 'it snowballs and opens up even more ... We have a snowball of joining programs which I haven't seen in other programs before. Each school has its own problems and issues and develops its own

solutions in response. Part of the purpose of the forum is to provide people with the information and tools that resonate with them as they tackle that task’.

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Day one of the forum then ended with a display of resources available from What Works, Dare to Lead, Studies of Asia, MindMatters, the Safe Schools Framework, Drug Education, and History and Languages with relevance to values education in schools.

## **Victorian welcome**

Day two began with a formal welcome to participants from Tony Cook, General Manager, Strategic Policy Division in the Department of Education in Victoria.

The forum, Cook noted, is ‘very exciting for Victoria because we are very proud of the work we are doing around values education and the way in which we are taking advantage of the opportunities DEST affords to work with all our schools, not just government, but non-government as well’.

There has, he indicated, been some ‘great work undertaken’, some of which he shared, with a particular focus on the implementation of the new Victorian Essential Learning Standards (VELS) including as it does a strong values and civics and citizenship education base. ‘With the VELs we have’, he explained, ‘defined standards in relation to personal development, interpersonal learning, thinking processes and so on and there is an expectation that schools will report to parents on these’. This puts values at the heart of the curriculum and he invited participants to view online both the standards themselves and the range of tools the Victorian Department has produced to support their achievement in schools. (See respectively <http://vels.vcaa.vic.edu.au/> and [www.education.vic.gov.au/](http://www.education.vic.gov.au/))

The Victorian context, he noted in concluding his welcome, is very devolved and perhaps more so than anywhere else in Australia if not the world. What is more, this is likely to be extended further still. The point is that individual schools develop their own approaches with the engagement of their local communities and this applies as much to values education as anything else. Professional learning is critical in this context, and the Victorian Department is providing many opportunities in this regard, including opportunities to pursue values both in schools and the community as a whole. That is why the Department welcomes its partnership with ACSA in relation to this forum and further values work.

## **Unpacking the nature of values education in primary school settings**

Dr Andrew Furco (Director, International Center for Research on Civic Engagement and Service Learning, Graduate School of Education, University of California - Berkeley) outlined the findings of a three-year study he led on the character (values) development of primary school students.

A focus on values education, he noted at the outset, ‘can support service learning and service learning can support values ed’. The focus on values education is something we are seeing globally in terms of what we want to accomplish for our young people, but what strikes him in this context, is that ‘we sometimes approach values education in a way that won’t fundamentally change the institutions in ways that we want’.

The point for Furco is that ‘we have good goals, but then we put them in packages (hence the “unpacking” in the title of the talk) rather than coming to grips with what values education really means ... We skirt around provocative and sensitive issues

which we should surface and discuss', in the way the H3 program he later outlined deliberately seeks to do.

He then posed a number of specific questions in this context which he believes embody some of the universal debates which are occurring around the world. These 'values education dilemmas' include:

- Should schools be responsible for teaching values? Why or why not? If not schools, then who?
- Is there such a thing as a set of 'common values'? If so, what are they? If not, which values do we choose to teach and who decides? — This reflects his view that 'values are not monoliths, so we have to dig deep into what universal values really mean'.
- Can we educate students about values without indoctrination? — 'As educators, we have to understand our own belief system and whether we consciously or unconsciously impose it on others'.
- Can a teacher effectively teach values that go against his/her own values orientation or belief system?

These all, he argued, are conversations we need to have, not just nationally or regionally, but locally as well.

### ***The nature of values development***

In general, Furco argued, we tend to have curricula that focus on values in particular year levels, or a value of the month approach ('you can be honest in January') whereas in fact, values education has to start early and occurs over a lifetime. To what extent, then, he asked participants, is your curriculum articulated over the years and to what extent are values developed over time'.

Equally important, values are developed not just by what we teach, but why what students hear, see, experience, feel and think. Not all values in this context are equal all the time. Rather, they are interrelated and hence have to be reconciled and negotiated according to context. 'Good values education not only teaches what a value looks and feels like, but also when it is appropriate to exercise it'.

Beyond these key facets of values development, values education should, according to Furco, be:

- both explicit and implicit;
- cognisant of both nature and nurture;
- influenced by social norms and contextual influences;
- personal and individualised, recognising that within the same sub-cultures, different people have different values;
- developmental; and
- interconnected among traits.

The important thing to recognise in this context, he advised, is that not all values are good. A specific value can be good or bad, appropriate or inappropriate, depending on:

- culture, social, religious customs and norms, and ‘we run serious risks of creating clashes if we don’t take this into account and provide the opportunities for dialogue around these different perspectives’;
- age — ‘what’s appropriate for a four year old is different from what you expect of a twelve year old’; and
- circumstances and situations, or context once again.

In this context, Furco specifically commented on the Australian approach because ‘you have brought some of these factors to bear and are really looking at good practice in this domain’. He specifically pointed to:

- the Australian National Values Education Framework and its focus on evaluative case studies of good practice, the adoption of ‘a more rigorous, evidence-based approach to developing good practice’, the integration of values education into core teaching, and the incorporation of dimensions of good teaching;
- the Australian National Values Education Guiding Principles which he quoted and which are incorporated in the National Framework; and
- the six Key Elements of Values Education in the Framework — school planning, partnership with the school community, a whole school approach, a safe and supportive learning environment, support for students, and quality teaching.

### ***A moral development perspective***

There is, Furco explained to participants, an important emerging area of values education they should consider as they work to implement the national framework, which focuses on different perspectives people bring to situations, and what it tells us about how values manifest themselves in young people and what it means to them. There are, put simply, five different moral perspectives that people tend to adopt in response to situations they confront, which are included in Table 1.

Table 1: Moral development perspectives for character education

Framework	Theorists	Essence of Questions	Salient Elements of a Response
<b>REASONING PERSPECTIVE</b>	Kohlberg, Piaget, Turiel, Smetana, Killen, Helwig, Wainryb & Nucci	What are you thinking about in making decision your decision.	Looking for elements of domain distinctions among morality (harm, welfare, and rights), convention, and personal domains; high character involves effective coordination among these domains within the boundaries of likely developmental considerations.
<b>CARING</b>	Noddings	In what ways are you taking into account your relationship with others in making your decision?	Looking for evidence of focusing on other person's perspective and doing the necessary work to see the other person's perspective (walk in their shoes); high character
<b>COMMUNITY OF PRACTICE PERSPECTIVE</b>	Etzioni, Bellah, Dunn, Tappan and Miller	What do you think would be expected by your community (e.g. classroom) of you to do?	Looking for evidence that the child sees the community as providing the means to have good character; measuring both how the child perceives the community and the quality of the community in the classroom.
<b>EMOTIONAL PERSPECTIVE</b>	Hoffman, Zahn-Waxler, Eisenberg, Arsenio and Tisak	How do you feel about the situation and what is your understanding of how others feel about the situation?	Looking for evidence of feelings (sympathy/ empathy/ compassion) and the lack of anti-social emotions (feeling happy that someone is sad).
<b>COMPETENCE PERSPECTIVE</b>	Freud, Bandura, Kuczunski, Grusec, Thompson	To what degree do other people's expectations affect your decision and how well do you feel you will be able to meet those expectations?	Looking for evidence that their actions are not dependant on the expectations of others because of sufficient self- efficacy.

He then illustrated these with reference to a 15 year old boy who is part of a 'gang' of students who want to smoke. 'Will Johnny smoke?'. Research tells us, he explained, that it depends on the perspective that Johnny brings to the situation.

If he brings the first reasoning perspective to it, then he will tend to rationalise it mentally, looking at such things as the health effects. A caring perspective, by contrast, will see him considering his relationships with others such as his parents and peers. The third, community of practice perspective will tend to involve a focus on what he thinks the community expects. An emotional perspective will result in him looking at what he feels for himself and/or others, while the final competence perspective is based on what others believe you are capable of doing and hence what they expect.

Our actions will be determined by which is the 'dominant perspective we have'. What is not known, Furco indicated, is whether we traverse the field in different situations, or have a dominant one that applies all the time. The point is, though, that we cannot teach values, so much as realise they will be interpreted in different ways.

### ***Character Education in US schools***

The American answer to values education is Character Education which Furco briefly outlined. Character education, he explained, is about 20 years old and is highly aligned to tests. A number of different curricula and programs exist to the point the curriculum is really 'all over the place'. The programs tend to differ in terms of the traits emphasised, the kinds of activities, their intensity, the degree of emphasis on knowledge, skills or behaviours, and the unit of analysis (the classroom or the school).

Where they all are similar, however, is that most are 'tangential or peripheral to the academic curriculum' and they all are not well studied.

In response to a range of challenges in US society such as the growth in shootings and the use of drugs, the US Department of Education has provided a number of four year grants of up to \$2 million to encourage links between character education and other educational efforts such as service and socio-emotional learning in schools.

### ***Head, Heart and Hands***

The Head, Heart and Hands (H3) program is one of these funded programs aimed at 'shaping capable, caring, socially-responsible youth through character education and service learning'.

It currently serves 33 schools, with over 1,000 teachers and 20,000 students, in three districts near San Francisco in California. It focuses on the primary school curriculum and, in particular, addressing values education through language arts, with both social-emotional learning and service learning built in. It is integrated into the language arts curriculum at each grade level, and reinforces reading comprehension and higher order analytical skills.

The program effectively 'allows teachers to address language arts content standards while developing character'. It is based on the three frameworks of moral development, youth developmental asset, and experiential learning. Teachers are provided with intensive training and discussions which they are expected to model in their classrooms.

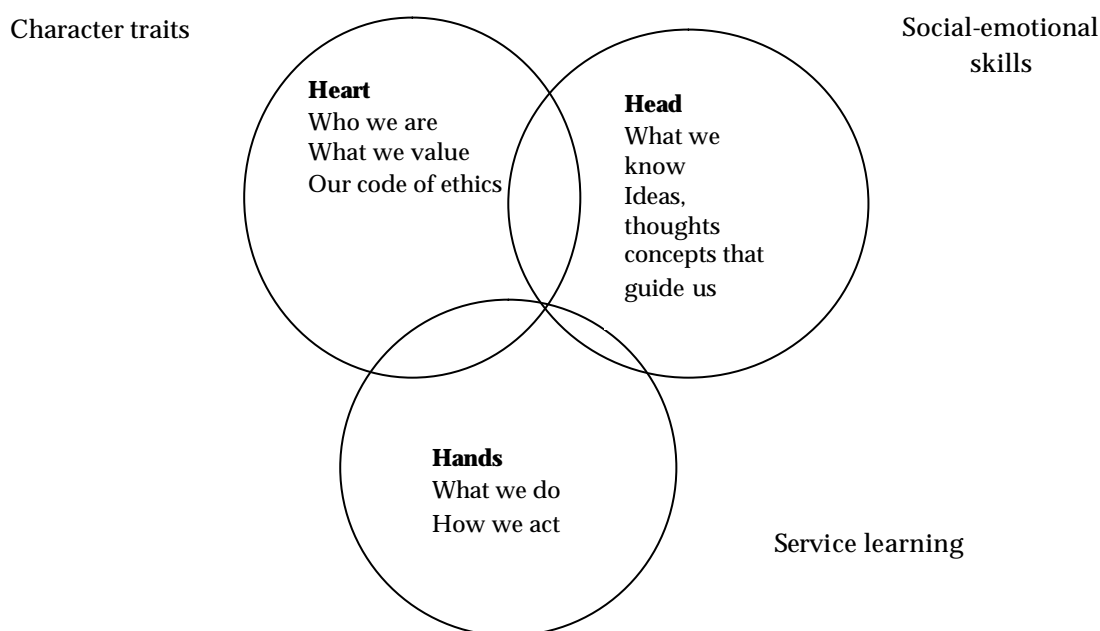
The H3 program has identified 22 'characteristics' which it has categorised into eight 'traits' that Furco suggested align well to the nine national values used in Australia as outlined in Table 2.

<i>Australian values education</i>	<i>H3 eight great traits</i>
1. Care and Compassion	1. Caring for others
2. Doing your best	2. Planning and decision making
3. Fair go	3. Problem solving
4. Freedom	4. Citizenship
5. Honesty and Trustworthiness	5. Honesty
6. Integrity	6. Integrity
7. Responsibility	7. Responsibility
8. Respect	
9. Understanding, Tolerance & Inclusion	8. Respect for others

Sites involved in the program elect to have whole school implementation, from K to 6, and teachers attend a two-day summer institute to prepare them for the approach. H3 staff and consultants conduct monthly site-based meetings to support teachers during the first year of implementation, and provide coaching for site support teams of three to six teachers each during years two and three to achieve site capacity to continue to use the program effectively. Each of the sites involved submits data about program usage and administers teacher and student pre- and post-surveys.

It is, Furco argued, an ‘integrated approach’ that fosters the development of character traits (eg, honesty, respect, responsibility), builds social and emotional skills (eg, effective communication, conflict resolution), and engages students in service learning so they practice values through service learning to the community.

Figure 3: H3 — An integrated approach



The program, as indicated earlier, gathered data both at the beginning and the end from students involved in the program, but also students from a control group. These, together with data collected from focus group interviews and other means from teachers, were supplemented by researcher observations of schools and classrooms and discussions with program coordinators.

***Some key findings***

The project found from all this data collection and analysis, that students had higher assets at the beginning than at the end, both in the program and control groups.

At first glance, this does not appear to be good. Furco explained that there is, however, a ‘maturational effect’ at play. As students get older, their sense of what their values are and what they mean decreases; which also combines with the degree

to which younger students, in responding to surveys and other data gathering instruments, sometimes are keen to please.

The good news in this context is that the students who were involved in the H3 program decreased less than students in the control group, and hence retained their assets more.

In addition, the data collected revealed that dosage makes a difference. Students exposed to the H3 curriculum in higher dosages retained their assets statistically significantly more than those with a lower dosage. It makes the case, Furco suggested, that 'we can't just do responsibility, for instance, in January. It has to be ongoing.

He then ended his presentation by citing one teacher in particular who is involved in the program, and who noted that 'every moment can be a teachable moment for values, whether in class or out'. In that way, Furco concluded, 'it becomes part of the overarching way we do business in the school'.

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Opening a brief question and answer session following Furco's address, a participant from the floor noted that he gets 'concerned about the lightweight quality of some values in schools such as persistence, organisation and the like'. To this participant they appear 'too neutral with insufficient ethical focus'. Furco was inclined to agree, particularly about the 'values neutral component' of the question. 'In multicultural communities in particular', he suggested, 'we get concerned about offending anyone, so steer away from controversy'. We tend not to want classrooms to be forums for these sorts of discussions, 'but that's where it has to happen, because of the overall educational guidance that can be provided for it to appropriately occur'.

Asked whether his comments apply to all learning areas, Furco indicated that they did. 'In the US we teach the history of the American revolution, about slavery and so on, but not racism. We want kids to think critically, but not too critically. That's why the H3 approach is as it is, and includes service learning to give students a sense of empowerment, while being respectful of other views ... A values education program in Year 4 in this context won't make a difference, because it's a life-long process'.

Correcting a misinterpretation that the training for H3 only comprises two days, Furco explained that this summer school input is only a start. There are also monthly training sessions and meetings with coach support and more.

Responding to a concern from the floor that service learning can become a case of merely ticking things off a list, Furco indicated that the H3 approach to service learning focuses on 'empowering the kids to think about an issue that really exercises them. They start by reading stories and then consider issues where there's tension and they can play a positive role in the community. They then develop their project to address. So it's not about ticking the box, but pursuing an issue where they can make a positive difference in their community'.

Asked about whether the greater asset retention to which he referred may in part relate to loyalty to cultural roots and/or family, Furco suggested this lies in the

realms of whether we assimilate or retain our identity. This, he acknowledged, is a bigger program than the project he had discussed, but values education can 'help us get where we want to be in that continuum'.

## **Workshops**

Participants were then able to attend one of eight new workshops on a range of values education topics.

### ***Dandenong Cluster values education forums***

Lyn Kemp (Cluster Educator, Dandenong Cluster) explained how a cluster focus group has commenced looking at a 'community of inquiry' approach to identify 'the most effective teaching and learning strategies to develop deep learning and understanding' in a culturally diverse area where more than 80 languages are spoken in the secondary schools.

The workshop specifically shared the Cluster's journey as it conducted a series of very successful community forums involving teachers, students, parents, religious leaders and other community members to explore values education and gain their support.

### ***Value-adding values: School students and pre-service teachers doing values education***

Merryn Davies (University Associates Network) explained how the Darebin Cluster of schools in Victoria is taking values education a step beyond just dealing with school communities of students, teachers and parents, to encompass pre-service teachers as well.

Through an arrangement with the Partnerships Office at Victoria University, pre-service teachers have been attached to the cluster schools to assist with Values Education Project work. They attend schools each Thursday and work on the project as they undertake their more extended teaching rounds at the school.

Davies then outlined how the pre-service teachers support teachers and students in the Student Action Teams that form the core of the project and discussed:

- the effects this approach is having;
- the contributions the pre-service teachers make to the project in the context of what they bring to their schools: and
- the effect on the pre-service teachers' own learning and engagement with their school.

### ***Integrating values on the basis of an all-embracing pedagogy***

Paul Billings and Cheryl Bettridge (Yule Brook College, WA) outlined how this government middle school in suburban Perth has wrestled with the competing demands of:

- meeting the academic needs of students in an area which suffers significant social and economic disadvantage; and
- establishing and maintaining a harmonious and safe learning environment.

More specifically they shared the developmental story and key strategies used by the college to develop a consistent approach to values education which is evident in all elements of the school's work with students and the broader community, from behaviour management, to classroom pedagogy and pastoral care.

***The Examined Life: An English/Service Learning unit for students in Years 9 and 10***

Terrie Jones (Abbotsleigh, NSW) outlined the nature and basis of the Examined Life project aimed at helping students in Years 9 and 10 to explore 'the wisdom of philosophers past and present, the ideas and wit of writers who are professional observers of the complexities of life, and to examine their own thoughts and beliefs in relation to all that they discover'.

The particular focus of the project, she explained, is to enable the students to 'critically engage with the question of how to live a meaningful life'. An important aspect of the project, which links English and Service Learning in the school, is the design and implementation of an action plan to meet a community need.

Throughout the process, the students are encouraged to critically explore 'the relationship between thought, values and behaviour on an individual and a societal level' in Examined Life Journals that they keep.

The workshop not only provided an overview of this integrated curriculum unit, but also an insight into the challenges experienced in incorporating a year-long project of this sort in an already crowded curriculum.

***Implementing values education: The other climate change***

Rosalie Shawcross (Education Queensland) and Gary Shaw (Department of Education, Victoria) conducted an interactive workshop based on experience from approaches used in both Victoria and Queensland for participants interested in school culture change to explore the impact, challenges and potential of current values education initiatives.

They specifically presented a range of strategies for introducing and sustaining values education in school communities and managed workshop discussions on these.

***'The Village People' at Altona Green Primary School***

Karen O'Dowd (Altona Green Primary School, Victoria) provided an overview of how, having found four years ago from its student welfare data that although its community's needs had changed, its approaches had not, the school worked with its parents, children and staff to find the best way forward.

She specifically outlined in this context:

- the process the school used to define its own values;
- the process used to bring everyone together in a committed way;
- the school's range of student welfare programs;
- what it found and the successes it achieved; and
- where it plans to go next.

### ***Chaplains: How to practice values in a controversial area***

Terry Aulich and Jennifer Branch (Australian Council of State School Organisations), together with Ian Dalton (Australian Parents Council) conducted a role play exercise where participants engaged, as school board members, in decision making about the federal government's new chaplaincy scheme.

They attempted in this context to wrestle with some religious and social issues which schools can be expected to face and their connection with the nine national values.

Religion and politics, the presenters explained, 'can sometimes be an uneasy mix', and participants were expected to work their way through a range of possible solutions in the hope they would take away some methodologies for dealing with the practice of values in potentially difficult situations.

### ***Creating mind fitness thinking: The Building Bridges Project***

Jenny McIntyre (Fig Tree Pocket State School, Queensland) described a 'unique and ground-breaking' program instituted at the school in 2006 specifically for students in the middle years of schooling, which drew on the expertise of consultants who were teaching adults the skills of mindfulness, focus, emotional and social intelligence in the workplace of multinational companies.

The program's practical tools, she explained, 'utilise the most up-to-date neuro-scientific and psychological research to enable students to achieve a mind/ body/ emotion balance that improves both academic performance and social/emotional abilities'. She then shared the process used and the dramatic effects it has had on students, beyond just resilience and social skills, to their confidence and optimism about choices and the way they live their lives.

## **Values education resources**

David Brown, Leanne Compton and Maureen Gustus (Curriculum Corporation) briefed participants on a range of values education materials available and coming for use in schools. They emphasised in this context that Curriculum Corporation is 'not writing values education curricula, but rather ways of incorporating values into schools to create values-based schools'.

Perhaps the key resource already out in schools is the primary and secondary values education kits. These are designed as 'initiating resources' which all are also available online at the values education website, and primarily focus on professional learning for teachers and school forums.

The resources being developed from 2006 to 2008 are designed to build on these kits. More specifically, there will be curriculum and professional learning resources to support integration of values education into all learning areas, as well as the school mission/ethos, organisation and policies in primary and secondary schools. These will go to all schools and be downloadable from the website, and will include teaching and learning units, professional learning programs and a handbook for school leaders which each were briefly outlined.

### *Building Values Across the Whole School: A Resource Package*

This curriculum resource will contain 32 teaching and learning units of work — eight each for the early years and middle childhood in primary schools, and a further eight each for early adolescents and later adolescents in secondary schools.

One example from the early adolescent stage called ‘Eating Green’, incorporates both social inquiry and technology practices and explicitly addresses the values of responsibility, care and compassion, integrity and respect.

A later adolescent unit on Australian history, entitled ‘Changing Values, Changing Nation’, looks at the 1960s and 70s with a particular focus on the shifts in dominant values that occurred in society, the lives of key players from the time and how they lived their values, and the values operating in the historian’s craft itself. The unit endeavours to develop ‘good historians’ through deep inquiry, using primary and secondary sources to build a broad narrative of the period. It includes an examination of several change themes such as changing Indigenous rights. The unit culminates in a look at values in history as a profession, including work to develop a Draft Charter for Historians based on comparisons with other professions and a range of well-known historians’ views.

### *Teaching Practice and Values Education: A Professional Learning Program*

This professional learning package will comprise three modules of about three hours duration each, intended purely as a start for ongoing work in schools — an introduction to values education, values education in classroom practice, and applied values education in teaching and learning.

The modules are directed at local facilitators and provide them with materials they can use. Each of the modules is based on proven principles of adult and action learning, and have a deliberately practical focus, with an accompanying emphasis on reflective practice and collegial exchange so that learning can occur between and beyond the modules themselves.

### *Integrating Values Education Across the School: A Handbook for School Leaders*

This handbook will provide support for building the values-based school and making the connection between values and all that the school does. It will build on the kits by presenting pathways for action that leaders can consider:

- the context and principles for values-based schooling;
- engaging the school community;
- leadership, vision and values;
- values in policies, programs and practices across the school;
- values in the life of the classroom; and
- a case study — Transformation to a values-based school.

As well as the three new resources outlined, the CC presenters explained that the values education website will be maintained, at [www.valueseducation.edu.au/values](http://www.valueseducation.edu.au/values), and they briefly took participants through key aspects of the site highlighting in particular the range of lesson plans and ideas for integrating values into key learning areas, co-curricular activities, an annotated values education resources directory, and a section for parents.

Two other resources under development to which they pointed are:

- Supporting student wellbeing through values education: A resource package — primary and secondary resources containing a range of curricular and co-curricular activities; and
- A world of values in global and cultural contexts — resources for each of the four phases in primary and secondary schools.

In closing, they also alerted participants to The Le@rning Federation’s learning objects. These will be incorporated more into the resources being provided, which they illustrated with an audio-visual object called ‘That’s not fair’. Twenty-four of the objects, it was noted, are currently available until the end of August on open access at [www.tlf.edu.au/values](http://www.tlf.edu.au/values).

## **Good Practice Schools Stage 2: Workshops**

Participants then had a further opportunity to attend one of six workshops presented by Stage 2 Good Practice Schools and Clusters which are briefly summarised below.

### ***Values in a sustainable world***

Anthony Ryan (Townsville Central State School, Qld) outlined the Values in a Sustainable World project underway in the school which utilises UNESCO’s model of sustainability to create clarity for students and teachers in curriculum terms.

More specifically, the workshop took UNESCO’s advice that ‘achieving sustainability will depend ultimately on changes in behaviour and lifestyles, changes which will need to be motivated by a shift in values’ to explore the intersection of two critical aspects of school operations.

- Relationships — the Peer Support Program which develops a sense of self, a sense of possibility for the future, connectedness and resilience across the school community.
- Curriculum — UNESCO’s model of sustainability with reference to economic, social, political and environmental sustainability.

Each of these aspects, it was explained, is seen as a ‘critical driver to integrating learning activities for students and more powerfully embedding values for sustainability’.

### ***Leading and aiming the values rocket: A whole school approach***

Dan Feehley (Toowoomba State High School, Qld) explained how the Toowoomba Cluster became engaged in values education work to further reforms that already were well underway. More specifically, he outlined the story of reform in the cluster, ‘warts and all’ as they initially got ‘burnt fingers’ and then experienced what he referred to as ‘exploding launching pads and achieving orbit’.

Even when well underway, the school found there were hard questions to address such as how do we create ‘the whole child’, what skills do students need to

cooperate, and how do we get students to 'seek opportunities'? — and values education has provided a means of starting to answer these.

This enabled the workshop to shift into 'problem-solving mode' where participants were asked to contribute questions and suggestions to a series of issues that confront both this school and their own settings. This in turn led to a consideration of practical strategies for 'garnering whole school approaches to implementing change and ideas for how to approach values education implementation'.

### ***Connecting our communities through values, leadership and whole school commitment***

Belinda Giudice and Robyn Wagner (Merrylands High School, NSW) explained how the Merrylands Cluster of schools has, for some years, worked to 'enculturate an ethos and practice of developing a shared understanding of pedagogical issues aimed at enhancing the academic, social and emotional needs of learners'.

Their achievements in this regard, which have been acknowledged through state and nationally-recognised projects on quality teaching and values education, have all been underpinned by a values-rich framework and high leverage strategies to build leadership density and the capacity of student, staff and parent leaders across the schools.

In this context, the workshop specifically examined:

- what drives effective values education practices across a school/cluster, including the aligned and consistent whole school approach to practice and ethos;
- the importance of the seven school communities working together to improve student learning outcomes and build a values-rich culture across the cluster; and
- the student, staff and parent leadership that is embedded through values, pedagogy, professional learning, decision making and community cohesion.

### ***Values education and quality teaching in the Newcastle Cluster***

Garrie Russell (Wallsend South Public School, NSW) and Kerry Dalley (University Associate for the Newcastle Cluster) explained how their project specifically aims to teach values to children in the nine government primary schools involved. The project 'embraces values education and recognises the importance it plays in quality teaching'.

They outlined a framework for pedagogy involving the three perspectives of valuing ourselves, valuing others and valuing our world, for the nine national values and the local values incorporated by the schools. Children in cluster schools are taught values explicitly in four week cycles based on the West Kidlington model and each values forms a whole school focus involving children, teaching and support staff and parents in the schools.

The workshop then provided an overview of teaching approaches in use along with shared professional learning and cooperative planning across the cluster, and an outline of some preliminary results from teacher and student surveys undertaken along the way to measure changes in student behaviour, teacher practices, parent involvement, school climate and classroom ambience.

### ***Socratic Circles: Changing communities and classrooms***

Catherine Devine (St. Monica's College, Victoria and Coordinator of the Melbourne Interfaith, Intercultural Centre) described the process of establishing an Interfaith and Intercultural group of schools to encourage a diverse group of students to participate in discussion groups based on the framework of Socratic Circle Dialogue.

More specifically, she outlined how this innovative discussion method follows an inquiry style of questioning and encourages the exploration of ideas, themes and issues. Participants in the circles attempt to explore the opinions of others, rather than defend their own position as they would in a competitive debate. Immediate, specific and constructive feedback, she explained, is an important element of this classroom discussion method, which can be used in most classrooms across learning disciplines.

Content for student Socratic Circles conducted by the schools included such topics as national identity, social cohesion, religious and secular leadership, building community and cultural identity, and all were discussed with reference to the values for Australian schooling of freedom, respect, responsibility, and tolerance, inclusion and understanding.

### ***Values education through the eyes/mind and heart of students***

Sue Cahil (St. Charles Borromeo Primary School, Victoria) explained how the Manningham Catholic Primary Cluster which she coordinates moved from a focus on 'students leading in investigating and implementing values education using a whole school approach' in stage one of the Good Practice Project, to 'listening to the student voice in improving teaching, learning and school culture in values education' in stage two to ensure that they not only talked the talk, but walk the walk as well.

In this context, she used the workshop to share the impact that Student Action Teams and the explicit and implicit teaching of values education has had on the cluster schools. The six schools, she explained, specifically were asked to 'trust their students, to expect that students can and will do significant things in their community, and to enable and support these students to carry out research and action around values education'.

She described both the ups and downs of the 'amazing journey' they have undertaken and how the schools have each made remarkable changes to their culture and organisational structures as they progressively listen to and respect the student voice.

## **Showcasing good practice**

Wendy Wise (Palm Beach Currumbin State High School, Queensland) presented a showcase where she outlined the values education experiences of her school.

Palm Beach Currumbin State High School (PBC) is located in the Gold Coast District of Education in Queensland and is the southernmost coastal high school, serving a wide area of the Gold Coast hinterland. The school comprises over 1900 students

who mainly come from suburban areas and represent a wide range of socio-economic backgrounds, with a nucleus of established local families.

The school, she explained, is 'committed to fostering a balanced yet dynamic curriculum within a friendly community where all members may achieve their potential. We value quality learning and we aim to provide diverse and challenging experiences that equip students for their role in society'.

Its core values and beliefs in this context are that:

- students should work in a positive environment where they are expected to strive towards their full academic, physical, social and cultural potential;
- all students are responsible for their behaviour;
- teaching and learning are central tasks;
- a curriculum responsive to the changing needs of our community best prepares students for their roles in society;
- in our global society students need to develop cultural awareness and understanding of people in other countries;
- parents, teachers and students share responsibility for the quality of teaching and learning;
- success is a key to learning;
- the welfare and professional growth of teachers are important and should be facilitated;
- the individual members of our community are our greatest resource. They should appreciate their own worth whilst valuing and respecting others;
- supportive and cooperative relationships enhance teaching and learning experiences; and
- effective communication is essential among all members of the school community.

### ***The values journey undertaken***

With this as her context, Wise then outlined the values journey undertaken by the school, starting with students as the 'clients' whose needs have to be addressed, and comprising a general audit of values provision, surveys, assemblies, newsletters, a community forum, auditing and student co-curricular programs as depicted in Figure 4.

Figure 4: The PBC SHS approach



This whole approach was underpinned by staff participation in a range of values-related professional development and a review of the school's Code of Behaviour to ensure that values-based behaviour management practices were in place, with a specific focus on the three key principles of conduct to:

- act safely;
- show respect; and
- be a learner.

The Code of Behaviour in particular is a good example of how the school has strived to align its initiatives to a range of values-related programs, such as the National Safe Schools Framework. This has seen it focus in particular on ensuring that:

- leadership is committed to a shared vision of a positive and inclusive school;
- student welfare systems/student support teams are in place;
- there is a yearly welfare conference (December) involving the entire Welfare Team to focus on bullying, violence, harassment and child protection issues; and
- cases of abuse/victimisation are identified and reported.

### **Key elements in the process**

Awareness of values within the school community was built through a range of displays, whole school staff meetings, assemblies, newsletters, a values audit and a community forum, each of which Wise outlined in some depth.

The audit and forum had a particularly important role to play moving as they did from awareness raising to more conscious engagement of stakeholders and gaining insight to their deeply held views.

The audit specifically sought to relate the National Framework values to the school and its own values, policies, programs and co-curricular activities, and included an effort to focus inside the classroom as well with an examination of classroom practice, curriculum content, teaching and learning strategies, and assessment practices.

Surveys of staff, students, parents/carers were conducted before, during and after the community forum, with the initial results informing discussion at this public event.

The community forum, Wise explained, was an especially important feature of the process as a whole providing, as it did, an opportunity for participants to consider and discuss not only the feedback from surveys undertaken in advance, but also such important questions as:

- what values do you think your child should be taught at the school?
- does PBC SHS support the values that you try to encourage in your child at home?
- What makes a good school? What values does a 'good' school practise?
- Who do you think should be responsible for values education at PBC SHS?

She provided participants with some of the flavour of the community forum by sharing the school newsletter's report of the event:

*PBC SHS held a Values Education Community Forum on March 14, 2007. Invited guests included Margaret May (Federal Member for Macpherson), Rosalie Shawcross (Education Queensland Senior Project Officer — Values Education) and Joy Duffield (Department of Education, Science and Training).*

*The Values Forum was an opportunity to give the wider school community a better understanding of current directions in Values Education in the local, State and Federal context.*

*A Values Audit at PBC SHS was presented with the associated data from the Parents and Carers, Students and Teachers Surveys. Aspects of the forum that were most interesting for the discussion group were the PBC Code of Behaviour (which was underpinned by the National Framework for Values Education in Australian Schools) and the survey results.*

*One parent comment was 'this is a very real happening at PBC. The staff has enthusiasm and excitement and the structure is set up for great potential in Values Education'.*

*Following the forum, a Values Education Committee will be formed consisting of Administration, Head of Departments, Teachers, Students, Parents and the wider community.*

*If you need any further information please contact ...*

### ***Findings along the way***

The outcomes of the surveys, together with community forum discussions, enabled the school to gain an appreciation of different stakeholders' views on the values education it provides, and to then identify the strengths on which it can build and the opportunities for improvement to extend its values education approach.

More specifically they found that:

- the school was working well in relation to — Freedom; Honesty & Trustworthiness; Care & Compassion (staff towards students towards staff); Integrity; Responsibility (Code of Behaviour); Understanding, Tolerance & Inclusion (International and Indigenous students); and
- improvement is needed when it comes to — Fair Go, Doing your best; Care & Compassion (students towards students); Respect.

The audit also enabled the school to identify values within the curriculum, revealing as it did that:

- implicitly taught values were Care & Compassion, and Honesty and Trustworthiness; and
- values that explicitly are taught include Doing your best; Respect & Responsibility; Integrity; and Understanding, Tolerance & Inclusion.

### ***Where to from here?***

Following the forum the school is, as indicated in the newsletter extract above, establishing a Values Committee to implement an Action Plan for PBC, including timelines and milestones which particularly focus on student social skills (student resilience, self-esteem and responsibility) and the integration of values in all curriculum areas.

A Values Education folder has been created on the Share Drive of the school intranet to further promote values education, ongoing values-related articles will be published in school newsletters, and staff will be supported to undertake professional development to share best practice in the field.

All of this action will occur within the context of the key elements of the National Framework represented in Figure 5.

Figure 5: National Framework key elements



Other immediate practical activities that have been implemented, according to Wise, include values education 'star awards' whereby students, teachers and/or community members can nominate a student for a monthly award, related to an assigned value for the month using the nine values of Australian schooling.

***'The best we can'***

Palm Beach Currumbin State High School is, Wise concluded, 'at the beginning steps of its values journey to implement values education successfully using the Resource Kit – Secondary', and thereby live its motto, 'the best we can'. This has enabled 'a successful, thorough and systematic approach to the integration and sustainability of values within the school community for the present and future'; and it is one from

which other schools can learn. It has proved very successful and provided the basis for students to get positive feedback for great things they are doing in the school.

## **Connecting to the big picture**

The forum ended with a panel comprising Judith Chapman (University Associates Network), Ron Toomey (Australian Council of Deans of Education), Professor Trish Jones (Temple University, USA), Jennifer Batten (Global Issues Resource Centre, Cuyahoga Community College, Ohio, USA), Neil Hawkes, Andy Furco, David Brown and Garry Shaw, facilitated by Tony Mackay.

'We already have a well-developed work program underway and to be completed', Mackay noted in briefing the panel on its task, 'and we won't be talking about new areas of work'. The real task in this context is the need to 'sharpen up on key issues that have emerged'. Three observations, he suggested, seem particularly relevant:

- we are making better connections within the program itself;
- we have picked up the connections with other national initiatives in this forum, to see how it works both ways; and
- we are getting early evidence about the success of the program though we aren't really there yet.

This in turn gives rise to three questions we arguably need to address:

- Can we be clear about the program really linking to our commitment to build the kind of civil society to which we aspire?
- Can we build the leadership capacity and teacher capacity we need to get to scale in a sustainable way?
- Can we be clear about the impact measures we will use about the success of the program over time?

Chapman, in reflecting on the forum, observed that education always has been 'value laden' and there is 'no such thing as a values-neutral school'. The national framework, she contended, has made matters concerned with values 'explicit and overt' and fostered a range of projects and diverse approaches in the field.

In her view, we are now moving towards more of an emphasis on developing individual capacities to think and act morally, which suggests to her some key challenges and questions we need to address.

### **QUESTIONS FOR FUTURE CONSIDERATION**

- Are there absolute or universal values or do values only have validity within particular cultures and traditions?
- Should teachers adopt a neutral stance or should they be open to students about their own values?
- How are you preparing students for recognizing, understanding and handling values issues that are complex and difficult?

- How are you preparing students for dealing rationally with clashes of values? How would you know when they are doing so successfully?
- Should additional time, resources, professional development be allocated to teachers to educate about values or can any teacher be expected to do values education in the usual course of their teaching?
- What might be involved in training school leaders for offering leadership in values education?
- As a school leader, what is your vision for providing an education in values?

How do you justify it?

How do you propose to achieve it?

How will you know if you have succeeded –or failed?

The whole question of the connection between values education work and civil society in this respect reinforces for Shaw a ‘discomfort I have had with values ed’. No-one, he noted, can claim to be ‘an expert in the field’, so we need to ‘adopt a critical lens to the bottom line of creating safe, supportive school environments in which kids can learn and become informed, good citizens’. In 2005, he explained, he met with visiting US scholars, including Trish Jones who was on this panel, and talked about peace education and conflict resolution which had been the focus of their work. In subsequently pursuing an opportunity to visit the US on these issues, he not only felt he learned a great deal, but also ‘realised how well we are doing in Australia’. That said, he acknowledged that ‘lots of countries and communities in the world are grappling with more difficult issues than us ... particularly as we accept we are global citizens with global responsibilities to address’.

Apart from anything else, according to Batten, this reflects the fact ‘you are not alone, and at the macro level you are doing a great job’. She then described a United Nations civil society conference she attended which, initially, didn’t focus on education but where in fact, the education working group found itself far and away the best attended activity, with the result that peace education or values education ‘depending on what you call it’, was accorded particular priority. This is because ‘they saw education as the source of more positive change’. Similarly, the Organisation of American States, with which she is working, comprises 34 countries which generally have policy at the macro level as well. One of the big challenges in this context, however, is that ‘on the whole the policies look good on paper, but how do we create the support to put them into practice?’ This, she argued, has led to a focus on teacher education, curriculum integration, staff development and the engagement of the community. Norway she advised, like Australia, is a world leader to consider, especially in combating bullying, and she urged participants to Google the International Network on School Violence and Bullying Prevention to find out more.

Jones echoed the theme that ‘you are doing wonderful work’ because ‘you are moving beyond the macro towards building partnerships across systems and communities, and you are really focused on the need to blend the orientation of

knowledge, skills, values and behaviour and not short-sighting on any one'. In effect, she commented, 'Australia is taking a complex problem and dealing with it complexly'. In this context, she specifically cited the value of making connections in three particular ways:

- To related fields such as peace education, conflict resolution and so on. There are some differences between them, but more similarities and there is a need for more dialogue between these related and interconnected fields of work.
- To learning to deal with values clash and conflict about it. Lots of civil society organisations have experience of this and there is much to learn from it.
- To how we get the word out effectively. In particular she noted a need to 'share the work and connect people across the world in different ways, especially through the internet since we shouldn't all be reinventing the wheel all the time'.

Taking up the theme of 'values clash as something we will have to confront', Mackay wondered whether we ought not actually 'embrace it as a way of making greater progress still', and asked Furco in particular for any hints about how this might be achieved.

'Before you can do it', he responded, 'you must train people appropriately for the task'. A lot of what values education is about in his view, is what is happening with teachers, and teachers have to be prepared to take on values education in the way in which it is intended; including by making the sort of connections of which Jones had just spoke. 'Education', he argued, 'compartmentalises ... but we are teaching the whole child'. It therefore is, for him, 'both a structural issue and a practice one which comes first to the training of educators'.

Reflecting on his own experience of conflict, Hawkes quoted a 16 year old African girl's observation that 'the conflict isn't in the school now, but in the community'. The point for him is that conflict 'generally trickles down from adults, and values-based schools create a safe, supportive environment where students can start to overcome this'. Some of the best strategies he feels he is seeing in this context are where different aspects of community services are sited together in a 'one stop shop' which focuses on its community. 'Most people are OK folks', he commented, 'and it is the experience of life that creates the differences and conflicts, and the values-based school is about helping every kid to feel OK'.

Education and values education in particular, a participant noted from the floor, are 'contested terrain'. In this context, 'we shouldn't shy away from, or get bogged down in controversial issues, but focus on the positives and move on from there'. It is worth noting, though, another participant indicated, 'that there are generations who are not represented in the room and who need to have a say'.

In focusing on connections, another participant stated, 'we need to recognise we are not even making connections between our own separate service learning, values, studies of Asia, civics forums and more, so what message does that send to schools as we ask them to coordinate what they do?'

'I am interested', yet another participant commented, 'in how we move beyond feel-good values and approaches, to something that actually measures outcomes at the end; to ensure school graduates do make a positive impact on civil society'.

'As educators', a final participant argued before the panel discussion resumed, 'we create silos and bury individuals in systems that suppress their individuality. The contestability we face will be in the classroom where kids seek to define their own values ... We need to foster this rather than be seen as imposing adult values on them'.

From his experience with Good Practice clusters, Toomey has found that 'when you use a process and get the double helix right, it works'; which he illustrated with two anecdotes from working as a member of the University Associates Network including efforts he undertook himself to open up teacher training institutions to the issue themselves. In that context, he noted that Lovat once suggested it's time to change the name because values education is seen as 'soft and left ... and I think there is something in that'.

The implementation of the national framework has been 'very significant' in Chapman's view, 'in building capacity among teachers because it has brought together diverse schools and supported diverse leadership as cluster teachers can attest'.

'When we say values education', Toomey added, 'we need to think curriculum and not subject'. Values education is 'a big idea, not a compartment', which he illustrated with reference to Hawkes' book and his account of an English teacher nominally teaching English using *The Secret Garden* but also raising issues of character so she explicitly taught about values and literature at the same time. Similarly Student Action Teams at places such as Charles Borromeo (described in the Good Practice stage one report and also the subject of a forum workshop) also provide food for thought in this regard using what Toomey described as 'approaches to teaching and learning that are riddled with values and are not just talking about it'.

'Until we can build in professional learning in substantial ways', a participant commented from the floor, 'I can't see us moving forward beyond tokenism. We need to remember that this is an audience of the converted and we need wide-scale professional learning to move beyond this group' — 'especially', another participant added, 'the experienced teacher who has lost some heart and really needs to be renewed'. That means, yet a third interposed, 'starting with the principals and getting them on side and behind it, since they are the gate keepers ... so that is our challenge'. Perhaps it is a matter, as one other pointed out, 'of developing a professional learning continuum appropriate to where different teachers are at and not a one size fits all approach ... (and) that would involve looking beyond just teachers to the school community as a whole'.

'We have moved on', Mackay suggested in seeking to paint a picture aimed at dramatising the main challenges that exist. 'Just suppose we have the gate keepers on board. Schools and system bodies, along with teacher education, all are committed to creating values-based schools in the terms we have described. But it's likely we will not have moved on it terms of success indicators. How do we know we are making a difference?'

‘A difference for what?’, Furco asked. There is a need first to reconcile the different purposes of education. ‘Until we agree on the outcomes we seek, it’s hard to identify the measures’. And a prior question then, in his view, is ‘who are we educating? Young people are students, members of a community, members of families, etc, but we tend to see them only in one way, as students, without connecting to their lives outside the school’. For him, then, a philosophy of teaching must underpin our success. ‘Once we reach consensus on outcomes we want, we can build the measures, but it’s getting that consensus that’s the really difficult task’.

A way forward for DEST that Shaw suggested might be ‘a partnership project with politicians, the media, non-government organisations and, in effect, the people who influence schools and have a lot to say about education, to engage them with our values education views’.

Given the Civics and Citizenship Education experience, Brown felt ‘we can agree on core values to uphold and we shouldn’t get too bogged down in measurement because in our hearts we know what a good society looks like, but we just aren’t there yet’.

There is in this context, as far as Mackay was concerned, ‘an emerging focus inevitably for next year — distance travelled and a progress judgment of what we have achieved, together with the communication and dissemination that is critical in getting it all to scale’.

‘Part of the spirit that underpins my work’, Brown noted in what proved to be the final word for the session and the forum as a whole, ‘is hope’. Hope, he conceded, ‘is not a strategy, but when I see something like Wendy Wise’s presentation which showed what is possible, it gives hope. But equally, I worry about connection, because there are so many who are not connected to it. Curriculum Corporation can’t do that. We provide the preconditions, but it requires a lot of professional learning support, and the support of the change agents in the room’.

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The forum then formally ended with a short DVD produced by Brenda Williams, a music teacher and values team leader from Beenleigh State High School in Queensland. The DVD was of students performing a song she wrote as a tribute to a participant in her community’s values education forum. The song, to be launched at a gala dinner for the Kidz2Kidz program by the Governor General, also will travel to Jordan later this year for a program event.

## Appendix: Forum programme

**2007 National Values Education Forum**  
**Values Education in Practice - Making Connections**  
**Melbourne Convention Centre**  
 Corner of Spencer and Flinders Street, Melbourne  
**3 & 4 May 2007**

<b>Thursday, 3 May 2007</b>	
Facilitator – Tony Mackay, Director, Centre for Strategic Education	
8.30– 9.00 Bellarine 6 (E1), Level 5	Registration Arrival Tea and Coffee
9.00 – 9.20 Bellarine 7 (E1), Level 5	<b>Introduction and Welcome</b> <b>Acknowledgement of Country</b> Tony Mackay
	<b>Official Opening</b> Senator Mitch Fifield, Senator for Victoria
<b>Session 1</b> 9.20 – 10.35 Bellarine 7 (E1), Level 5	<b>Key Note address</b> <i>Values Education: Inspiring Adults and Students Worldwide</i> Dr Neil Hawkes, Educational Consultant, UK <i>15 minutes questions</i>
<b>Session 2</b> 10.35 – 11.00 Bellarine 7 (E1), Level 5	<b>Overview of Australian Government's Values Education Programme</b> Ms Alison Sewell, Department of Education, Science & Training. <b>Book Launch - Values Education and Quality Teaching: The Double Helix Effect.</b> Lovat, T and Toomey, R. (2007) Sydney: David Barlow Publishing.
11.00 – 11.30 Bellarine 6 (E1), Level 5	Morning Tea
11.30 – 12.00 <b>Session 3</b> Bellarine 7 (E1), Level 5	<b>Overview of Good Practice Schools Stage 1-</b> Barbara Bereznicki, Curriculum Corporation
<b>Session 4</b> 12.00-1.00  Bellarine 7 (E1), Level 5 Bellarine 2, Level 5 Bellarine 3, Level5 Bellarine 4, level 5 Bellarine 5, level 5	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p><b>Workshops: Good Practice School – Stage 2</b></p> <p><b>1. Deep Connections between Self, Others and Place –</b> Dr Ron Tooth, Pullenvale Environmental Education Centre, QLD <i>Bellarine 2, level 5</i></p> <p><b>2. The Values Story: Seaford 6-12 School, SA</b> - Marion Mackenzie, Seaford 6-12 School ,SA <i>Bellarine 3, Level 5</i></p> <p><b>3.Values Education through a Multiliteracies Approach</b> - Rita van Haren and Sue Gorman - Lanyon Cluster of Schools <i>Bellarine 4, level 5</i></p> <p><b>4. Creating Compassionate Communities</b> - Susan Wilton, Samford State School, QLD <i>Bellarine 5, level 5</i></p> </div> <div style="width: 35%;"> <p><b>Panel</b> <i>Bellarine 7 (E1), Level 5</i></p> <p><b>How do schools make meaningful connections to the whole school community so that:</b></p> <ul style="list-style-type: none"> <li>· there is conformity of message, and</li> <li>· all stakeholders are engaged?</li> </ul> <p><i>School leaders-</i> Lina Scalfino, Callington Primary School, SA Anthony Ryan, Townsville Central State School, QLD Lyn Kemp, Dandenong Cluster, VIC</p> <p><i>Students –</i> Tanvi Gupta and Jemma Dunstan, Paterson River Secondary College.</p> <p><i>Parent Representative –</i> Terry Aulich, Australian Council of State School Organisations</p> </div> </div>

1.00 – 2.00 Bellarine 6 (E1), Level 5	Lunch	
<b>Session 5</b> 2.00-3.15  Bellarine 2, Level 5 Bellarine 3, Level 5 Bellarine 4, level 5 Bellarine 5, level 5 Corryong Room 1, level 2 Corryong Room 2, level 2	<b>Workshops:</b> Making Connections with other Department of Education, Science and Training initiatives.  <b>1. Values and What Works. The Work Program: Improving Outcomes for Indigenous Students</b> - Geoff Ainsworth, What Works <i>Bellarine 2, Level 5</i>  <b>2. 'Dare To Lead' - Helping schools to get better outcomes for Indigenous children.</b> – Rod Elmer, Dare to Lead. <i>Bellarine 3, Level 5</i>  <b>3. Teaching about Australia and Asia: A way forward in making Values Education Explicit.</b> – Kurt Mullane, Asia Education Foundation <i>Bellarine 4, level 5</i>  <b>4. Values and Mental Health – The MindMatters Approach</b> – Jo Mason <i>Bellarine 5, level 5</i> ----- <b>5. Beyond 'tolerance': Values and intercultural language learning Languages</b> - Anne Marie Morgan, Research Centre for Languages and Cultures Education, University of South Australia and  <b>What about values and history?</b> - Gary Shaw, Department of Education, VIC <i>Corryong Room 1, level 2</i> ----- <b>6. National Safe Schools Framework</b> – Angela Kitzelman, and  <b>Resourcing Drug Education in Victorian schools</b> – Liz Weir and Julie Millar <i>Corryong Room 2, level 2</i>	
<b>Session 6</b> 3.15-4.00 Bellarine 7 (E1), Level 5	<b>A facilitated discussion:</b> How do the above initiatives connect with Values Education? Sharing ideas to use in schools.	
<b>Session 7- 4.00-5.00</b>  Including Afternoon tea  Bellarine 6 (E1), Level 5	<b>Resources displays:</b> Making Connections with other Department of Education, Science and Training initiatives.  What Works Dare to Lead Studies of Asia Mind Matters Safe schools Framework Drug Education History Languages	
<b>Dinner</b> 7.00pm	<b>Forum dinner-</b> Melbourne Aquarium, Corner of King Street and Flinders Street  Dinner speaker – Deacon Gary Stone	

<b>Friday, 4 May 2007</b>	
8.30-9.00 Bellarine 6 (E1), Level 5	Arrival Tea and Coffee
9.00 – 9.15 Bellarine 7 (E1), Level 5	<b>Victorian welcome</b> Tony Cook - General Manager, Strategic Policy Division, Department of Education
<b>Session 8</b> 9.15-10.15 Bellarine 7 (E1), Level 5	<b>Keynote address</b> <b><i>Unpacking the Nature of Values Education in Primary School Settings</i></b> Professor Andrew Furco Director, International Center for Research on Civic Engagement and Service-Learning, Graduate School of Education, University of California-Berkeley
<b>Session 9</b> 10.15-11.15  Bellarine 2, Level 5 Bellarine 3, Level 5 Bellarine 4, level 5 Bellarine 5, level 5 Corryong Room 1, level 2 Corryong Room 2, level 2 Corryong Room 3, level 2 Corryong Room 4, level 2	<b>Workshops</b>  <b>1. Dandenong Cluster Values Education Forums</b> – Lyn Kemp <i>Bellarine 2, Level 5</i> <b>2. Value-Adding Values: School Students and Pre Service Teachers Doing Values Ed</b> – Merryn Davies <i>Bellarine 3, Level 5</i> <b>3. Integrating Values on the basis of an all embracing pedagogy</b> a. Paul Billings and Cheryl Bettridge, Yule Brook College <i>Bellarine 4, Level 5</i> <b>4. The Examined Life: An English/Service-Learning unit for students in Years 9 and 10.</b> - Terrie Jones, Abbotsleigh, NSW <i>Bellarine 5, level 5</i> <b>5. Implementing values education – the other climate change</b> - Rosalie Shawcross and Gary Shaw <i>Corryong Room 1, level 2</i> <b>6. “The Village People” at Altona Green PS</b> – Karen O’Dowd <i>Corryong Room 2, level 2</i> <b>7. Chaplains – How to Practice Values in A Controversial Area</b> - Terry Aulich and Jennifer Branch, Australian Council of State School Organisations, Ian Dalton, Australian Parents Council <i>Corryong Room 3, level 2</i>  <b>8. Creating mind fitness thinking – the Building Bridges Project</b> - Jenny McIntyre <i>Corryong Room 4, level 2</i>
11.15-11.45 Bellarine 6 (E1), Level 5	Morning Tea
<b>Session 10</b> 11.45-12.15 Bellarine 7 (E1), Level 5	<b>Values Education Resources</b> David Brown, Leanne Compton and Maureen Gustus, Curriculum Corporation
<b>Session 11</b> 12.15-1.15  Corryong Room 1, level 2 Corryong Room 2, Level 2 Bellarine 2, Level 5 Bellarine 3, Level 5 Bellarine 4, level 5 Bellarine 5, level 5	<b>Workshops: Good Practice School – Stage 2</b>  <b>1. Values in a Sustainable World</b> - Anthony Ryan, Townsville Central State School, QLD <i>Corryong Room 1, level 2</i> <b>2. Loading and Aiming the Values Rocket - A Whole-School Approach</b> - Dan Feehely, Toowoomba State High School, Qld <i>Corryong Room 2, Level 2</i> <b>3. Connecting our Communities through Values, Leadership &amp; Whole School Commitment</b> - Belinda Giudice & Robyn Wagner, Merrylands High School, NSW <i>Bellarine 3, Level 5</i>

	<p><b>4. Values Education and Quality Teaching in the Newcastle Cluster</b> - Garrie Russell, Cluster Coordinator and Principal, Wallsend South Public School and Kerry Dally, University Associate for Newcastle Cluster. <i>Bellarine 4, level 5</i></p> <p><b>5. Socratic Circles: Changing Communities &amp; Classrooms</b> - Catherine Devine, St Monica's College, VIC <i>Bellarine 5, level 5</i></p> <p><b>6. Values Education through the eyes/mind and heart of students</b> - Sue Cahil, St Charles Borromeo Primary School. <i>Bellarine 2, Level 5</i></p>
1.15-2.00 Bellarine 6 (E1), Level 5	Lunch
<b>Session 12</b> 2.00-3.00 Bellarine 7 (E1), Level 5	<b>School Forum Showcase – first steps.</b> Wendy Wise - Palm Beach Currumbin State High School
<b>Session 13</b> 3.00-4.00  Bellarine 7 (E1), Level 5	<p><b>Panel - Making the connections with the big picture</b></p> <ol style="list-style-type: none"> <li>1. The contribution of our values education work to civil society.</li> <li>2. Reflections of the forum and key messages for values education in schooling and</li> <li>3. future directions nationally and internationally.</li> </ol> <p>Judith Chapman, <i>University Associates Network</i>, Ron Toomey, <i>Australian Council of Deans of Education</i>, Professor Trish Jones, <i>Temple University, USA</i> Jennifer Batten, <i>Global Issues Resource Centre, Cuyahoga Community College, Ohio, USA</i>, David Brown, <i>Curriculum Corporation</i>, Garry Shaw, <i>Department of Education Victoria</i>.</p>
<b>Session 14</b> 4.00-4.15 Bellarine 7 (E1), Level 5	<b>Collating ideas for key areas for action, outcomes and priorities</b>
4.15pm	Close