Appendix A. Key values education resources

Table 1. Teacher resources

Title of resource	Values education focus	Format
1. *Values for Australian Schooling: Building Values Across the Whole School: Teaching and Learning Units (Primary).* 2. *Values for Australian Schooling: Building Values Across the Whole School: Teaching and Learning Units (Secondary).*	Resources designed to assist schools and teachers to integrate values teaching and learning within learning areas of the school curriculum. The units are intended to support and supplement existing curriculum delivery rather than add new demands and new domains of learning. There are 16 units for primary years and 16 units for secondary years schooling. All the units have been developed in accord with the guidelines, principles and key elements of good practice in values education as of the *National Framework for Values Education in Australian Schools.* The units are organised through a simple learning pathway – Getting Started; Discovering and Bringing it Together.	A copy of *Building Values Across the Whole School* was delivered to Principals at all Australian schools in early May 2009. Additional copies may also be downloaded by schools from the Values Education website. www.valueseducation.edu.au
Values for Australian Schooling: Building Values Across the Whole School: Professional Learning Program.	This Professional Learning Program aims to promote teacher learning about values education and support teachers as they impart values education within all areas of the school curriculum. The program focuses on the role of the teacher as a values educator in classroom practice. The program consists of three modules of approximately 80-90 minutes each, in which the facilitator guides teacher exploration and professional exchange on key themes relating to values education in classroom practice.	A copy of *Building Values Across the Whole School* was delivered to Principals at all Australian schools in early May 2009. Additional copies may also be downloaded by schools from the Values Education website. www.valueseducation.edu.au
1. *Values for Australian Schooling: Supporting Student Wellbeing Through Values Education: A Resource Package* (Primary). 2. *Values for Australian Schooling: Supporting Student Wellbeing Through Values Education: A Resource Package* (Secondary).	These resources are designed to assist schools and teachers to integrate values teaching and learning within learning areas of the school curriculum, highlighting that values are, in fact, essential components of a complete education. Six values dilemmas are presented as sequenced learning activities. The dilemmas require students to explicitly examine the values that underpin people's actions and the choices they make. As students grapple with the values at work in complex, contemporary issues, they are guided to realise and articulate their own values. The Values Dilemmas are organised through a simple learning pathway – Tune In, Discover the Dilemma, Dig Deeper, Clarify Your Ideas and Reflect. The resource also includes six Values in Action Modules. These modules are designed to support values learning and practice in extracurricular contexts. The Values in Action Modules are organised through a simple learning pathway – Getting Started, The Process, Looking Back, Looking Ahead.	A copy of *Supporting Student Wellbeing Through Values Education: A Resource Package* was delivered to Principals at all Australian schools in early May 2009. Additional copies may also be downloaded by schools from the Values Education website. www.valueseducation.edu.au

Title of resource	Values education focus	Format
Side by Side	This Big Book is designed for shared reading with lower primary students to promote intercultural understanding and community relationships. It tells the story of neighbours who visit one another, play together, help each other, and learn and grow together. Even though things change, and different people come and go, shared values remain constant and ensure that these neighbours live happily 'side by side'. The book is accompanied by Teacher Notes. Learning activities are organised into a simple learning pathway: Tuning In; Discovering; Bringing it Together; and Going Further. Students are encouraged to find meaning within the story, supported by the strategy of Shared Reading, and through activities which encourage students to think about the values explored in the story and to connect these values to their own life experiences.	This Big Book is for the Foundation – Year 2 classroom. Copies for purchase available from Education Services Australia online shop, Curriculum Press http://www.curriculumpress.edu.au/ Teacher Notes available from Values Education website. www.valueseducation.edu.au
World of Values	This student-centred online resource, utilising film, documentary, animation and photographic texts, explores values through personal, intercultural and global perspectives. Designed for students across five levels of schooling (Years 5-9), it challenges students to expand their world view and explore issues outside their own perspectives through the themes of *Communities, Peacemakers, Boundaries, Future Makers and The Big Questions.* The student activities are organised into a simple learning pathway: Tuning In; Discovering; Bringing it Together; and Going Further. Through these activities, students are asked to think about values, clarify their own values, reflect on the impact of these values in their own lives and the lives of others, and to consider forms of personal and civic action related to these values.	This student-centred digital resource is for students in Years 4-12. Access via the Values Education website www.valueseducation.edu.au
Teaching for Intercultural Understanding: Professional Learning Program.	This Professional Learning Program is designed to support two curriculum resources – the Early Years Big Book, *Side by Side*, and the online digital resource, *World of Values* – that explore values in intercultural and global contexts.	This Professional Learning Program draws on the understanding developed in the big book, *Side by Side*, and the student-centred digital resource, *World of Values.* Available in PDF format on the Values Education website. www.valueseducation.edu.au
Values Education for Australian Schooling website *www.valueseducation.edu.au*	A dynamic portal for Australian school communities to find out about the Australian government's values education program.	This website which features publications (academic and classroom-based), values education resources, and information for schools about values education and values education initiatives,
Values-centred Schools – A Guide	This website is designed to support school leaders and schools in building a values-centred school culture using a whole school approach. It provides practical advice, case	This website draws together a wealth of material from forums, research, resource

Title of resource	Values education focus	Format
	studies and resources gathered from schools which have implemented values education. This resource defines 'the what and why' of a whole-school approach to values education; provides practical advice and resources for engaging, implementing and monitoring a whole- school values education; and describes organising frameworks to support best practice across all aspects of school organisation.	development, school-based projects and professional learning to support school leaders in developing a values-centred school. www.valuescentredschools.edu.au

Table 2. Research Reports

Title of Resource	Values Education Focus	Format
Implementing the National Framework for Values Education in Australian Schools: Report of the Values Education Good Practice Schools Project. Final Report, September, 2006.	This research report highlights report the learnings and outcomes from *The Values Education Good Practice Schools Project* – Stage 1 (VEGPSP). The report presents recommendations to Australian schools about the principles of good practice in values education arising from the project. These are: It is essential to reach agreement within the school community about the values that guide the school and the language in which they are described. Values education is sustained over time only through a whole school approach that engages all sectors of the school community. School leadership is critical in developing values education as a core part of schooling. Values must be explicitly articulated and explicitly taught. It is critical to student learning that there is consistency and congruence between the values espoused and the values modelled. Professional learning of all teachers is critical at all stages of the development of values education. Developing positive relationships in classrooms and schools is central to values education. Success is achieved when values education is integral to all aspects of school life. Schools working in clusters can foster effective professional development and quality teaching and learning as well as provide support for values education initiatives. Supportive critical friends and mentors contribute markedly to professional development and the values education work of schools.	Research report available in PDF format on the Values Education website. www.valueseducation.edu.au
At the Heart of What We Do; Values Education at the Centre of Schooling: Final Report of the Values Education Good Practice Schools Project, 2008.	This research report highlights the learnings and outcomes of *The Values Education Good Practice Schools Project – Stage 2* (VEGPSP 2). The report identifies ten principles of good practice in values education: 1. Establish and consistently use a common and shared values language across the school. 2. Use pedagogies that are values-focused and student-centred within all curriculum.	Research report available in PDF format on the Values Education website. www.valueseducation.edu.au

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	3. Develop values education as an integrated curriculum concept, rather than as a program, an event or an addition to the curriculum. 4. Explicitly teach values so that students know what the values mean and how the values are lived. 5. Implicitly model values and explicitly foster the modelling of values. 6. Develop relevant and engaging values approaches connected to local and global contexts and which offer real opportunity for student agency. 7. Use values education to consciously foster intercultural understanding, social cohesion and social inclusion. 8. Provide teachers with informed, sustained and targeted professional learning and foster their professional collaborations. 9. Encourage teachers to take risks in their approaches to values education. 10. Gather and monitor data for continuous improvement in values education.	
Giving Voice to the Impacts of Values Education: The Final Report of the Values in Action Schools Project, 2010.	This research report presents an evaluation of the impact on teachers, students and parents of participating schools of *The Values in Action Schools Project* (VASP). The core purpose of the VASP was to further develop the evidence base for informing improved school policy and practice in values education. *Giving Voice to the Impacts of Values Education* identifies five key and interrelated impacts of the VASP: 1. Values consciousness 2. Wellbeing 3. Agency 4. Connectedness 5. Transformation	Research report available in PDF format on the Values Education website. www.valueseducation.edu.au