Implementing the National Framework for Values Education in Australian Schools

Report of the Values Education Good Practice Schools Project – Stage 1

Final Report
September 2006

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Edited by Barbara Vaughan

This report is available on the Values Education Website at http://www.valueseducation.edu.au/values/.
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Executive Summary

The Values Education Good Practice Schools Project – Stage 1 supported selected clusters of schools from across Australia to design and undertake projects that would identify and exemplify good practice in values education.

The aim was to demonstrate how implementing the National Framework for Values Education in Australian Schools could realise the vision for schools to provide values education in a planned and systematic way, and make it a core part of schooling. The 26 school clusters, involving 166 schools, worked from their own contexts and implemented many different types of values education projects.

This Final Report captures the key outcomes of their endeavours. It gives an account of their work and synthesises what their experience can tell other schools in Australia about what good practice in values education looks like and what type of outcomes such practice generates in schools.

The Executive Summary presents this material under the following headings:
- Key findings about the educational impacts of good practice values education in schools;
- Recommendations to Australian schools about the principles of good practice in values education;
- The Values Education Good Practice Schools Project;
- The structure of the report;
- Inferences about good practice implementation of the National Framework for Values Education in Australian Schools.

Key findings about the educational impacts of good practice in values education

The following key findings about the educational impacts of good practice in values education have been distilled from the Values Education Good Practice Schools Project – Stage 1 cluster school experiences and reports.

Project schools presented evidence of the impacts on many aspects of the school life, including student learning, student behaviours, teacher professional practice, relationships in school and school culture change. The outcomes and the types of evidence on which they are based are elaborated within the cluster school accounts in the body of this Final Report.

Not all schools necessarily experienced all or even any of these outcomes. The outcomes claimed varied according to the nature of the projects and are necessarily preliminary in the light of the short time frame of the Stage 1 project. They do provide indicators of educational impacts, which Stage 2 projects may
further explore and confirm or modify. The *Values Education Good Practice Schools Project – Stage 1* demonstrated that good practice values education can:

1. lead to changes in teacher professional practice in classrooms and, in particular, in the way teachers relate to and communicate with their students;
2. produce calmer and more focused classroom activity;
3. enable students to become better self-managers;
4. help students develop greater capacities for reflection;
5. increase teachers’ levels of confidence in their approaches to their work and their sense of professional fulfilment;
6. produce strong positive relationships between students and between students and teachers.

### Recommendations to Australian schools about the principles of good practice in values education

The set of inferences outlined above, together with the key messages included at the conclusion of each cluster report, can be distilled into the following set of principles of good practice to inform future thinking and work in each of the initiating, developing and consolidating stages of implementing values education in schools.

1. **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.**
   
   Reaching agreement within the school community about the values that guide the school, and the language in which they are described, is a precursor to successfully embedding these values in the policies and practices of the school.

2. **Values education is sustained over time only through a whole school approach that engages all sectors of the school community.**
   
   The definition of what is meant by a whole school approach needs to be explored and understood by the school community. Involving more people in the enterprise takes more time but ensures deeper commitment, stronger consistency and durable continuity beyond personnel changes.

3. **School leadership is critical in developing values education as a core part of schooling.**
   
   Strengthening values education in schools often involves significant school change and reform. In this regard committed and inspiring leadership that models and articulates the values of the school as an everyday occurrence and provides the vision, energy and focus over time can make the difference. At a minimum, to be effective, values education initiatives require substantive support from school leaders.

4. **Values must be explicitly articulated and explicitly taught.**
   
   Values are intrinsic to all that a school does. The Good Practice Schools Project experiences support the conclusion that effective values education involves the explicit articulation and explicit teaching of the values. This means values
education is integrated with the ‘mainstream’ curriculum rather than being seen as an ‘add on’ or something separate to teach. It means the values spoken are the values modelled. It means creating opportunities for students to practise the values. And it means seizing the opportunities to reinforce the values in those ‘teachable moments’ offered in the unplanned incidents in everyday school life.

5. It is critical to student learning that there is consistency and congruence between the values espoused and the values modelled.
Values education is as much about how students are taught as what they are taught; hence the quality of teaching is essential. In this respect consistency and congruence between the values espoused and the values modelled and enacted in the teaching and learning exchange have a critical impact on student learning, understanding and adoption of the values. A number of cases from Stage 1 of the Good Practice Schools Project specifically illustrate the power of engaging students directly in the values education implementation process.

6. Professional learning of all teachers is critical at all stages of the development of values education.
Professional learning is critical at all stages of the values education process, and some of the best professional learning comes from the sharing that schools and clusters are able to promote. The Stage 1 projects reinforce the conclusion that teachers require and respond positively to explicit professional learning in values education. Some of the best professional learning comes from the sharing that teachers, schools and clusters are able to promote. If there is one consistent message from all 26 projects that are the subject of this report, it is the value of teachers sharing experiences, perceptions, issues and ideas about values education and the fact that such sharing is a powerful agent in promoting change in professional practice.

7. Developing positive relationships in classrooms and schools is central to values education.
At the very heart of building values-based schools is the development of positive relationships between students, teachers and parents – in classrooms and schools, and between schools and their school communities. This was central to much of Good Practice Schools Project Stage 1 work.

8. Success is achieved when values education is integral to all aspects of school life.
The greatest success is achieved when connections are made between values education and other initiatives and priorities of systems, sectors and schools. This helps to ensure that values education is integral to and not seen simply as ‘additional’ to other priorities and work.

9. Schools working in clusters can foster effective professional development and quality teaching and learning as well as provide support for values education initiatives.
As a method of fostering good practice in values education school clustering can be an important source of professional development, learning and support. That said, it also is the case that making clusters effective requires conscious attention and dedicated leadership and support.

10. Supportive critical friends and mentors contribute markedly to professional development and the values education work of schools.
Supportive critical friends and mentors can contribute markedly to professional development and the values education work of clusters and schools provided schools and clusters are clear about their needs and are open to critical feedback and advice.

The Values Education Good Practice Schools Project
The Values Education Good Practice Schools Project – Stage 1, the subject of this report (and which for ease of communication is also referred to as the Good Practice Schools Project), was funded by the Department of Education, Science and Training (DEST), and managed by Curriculum Corporation. The project worked towards the vision as outlined in the National Framework for Values Education in Australian Schools (the National Framework).

The vision is that all Australian schools provide values education in a planned and systematic way by:
- articulating, in consultation with their community, the school’s mission/ethos;
- developing student responsibility in local, national and global contexts and building student resilience and social skills;
- ensuring values are incorporated in school policies and teaching programmes across the key learning areas;
- reviewing the outcomes of their values education practices.

The project funded 26 selected clusters of school communities to explore ways of improving their approaches to values education and identify effective ways of implementing the National Framework in practice in their schools.

One hundred and forty-two clusters applied to participate in the project. The successful 26 – which involved 166 schools and 70,000 students in the project – were selected on the basis of rigorous criteria including how their projects were aligned with the intentions for values education expressed in the National Framework.

The work of clusters and schools involved in this project centred on action research aimed at improving values education in their own particular contexts, with a specific focus on devising ways of successfully implementing the National Framework. Clusters subsequently used their action research and a range of other data such as accounts of their teaching experiences, patterns of student
achievement, records of student work and attendance records to develop case studies of their work. This material has been used to inform this report.

The principal aim of the project was to identify good practices that effectively applied the National Framework. With that in mind, Curriculum Corporation developed a Configurative Mapping exercise designed to help clusters implement the National Framework with their project. It also enabled them to collect information about the extent to which their values education projects improved the outcomes they sought by having the clusters systematically collect and collate evidence that indicated the nature and extent of that improvement. Most clusters found the tool useful for clarifying their project focus and subsequently making some assessment of what they had achieved.

Curriculum Corporation established a University Associates Network (UAN) to provide advice and assistance to clusters with a range of project activities and the Configurative Mapping exercise. According to the individual needs of clusters, members of the UAN, many of them deans of faculties or professors drawn from 17 Australian faculties of education, lent assistance with action research at the school level, and gave advice about values education, professional development and the process of case study writing.

The detailed outline of good practice that follows has been prepared to provide insight to those schools and their communities not directly involved in Stage 1 of the Good Practice Schools Project as to how cluster schools implemented the National Framework. The good practices are many and varied, which is both to be expected and consistent with the way schools were encouraged to treat the framework – as a framework and not as a cage.

The structure of the report

Each of the 26 cluster projects that form the larger Good Practice Schools Project Stage 1 is unique. To give a lucid and authentic account of each project, this report needed a way of listing, grouping and labelling all of the projects. This was based on the major emphasis that each project set out with on its quest to implement the National Framework. As the National Framework makes clear, there are a myriad of ways of applying it. One might commence by auditing the school community’s values. Others might plunge straight into a teaching programme focused on one or more of the nine core values expressed in the framework. The Good Practice Schools Project clusters confirm that there are many possibilities for implementing the framework and that for the clusters in this project these possibilities unfolded, grew and developed over time. To categorise the projects for this report we have adopted a loose taxonomy drawn from the language of the project proposals or the activities they anticipated undertaking. This includes the labels of:

- Guiding ethos and whole school approach – projects that roughly intended to follow Guiding Principle 3 of the National Framework (articulates the values of the school community and applies them) and Guiding Principle 4 (values
education that occurs in partnership with students, staff and families as part of a whole school effort) as well as Key Elements A (making school values explicit with the assistance of the school community) and C (whole school provision) of the National Framework;

- Something worthwhile to teach – consistent with Guiding Principle 7 (includes the provision of curriculum that meets the individual needs of students) and Key Elements E (support for students) and F (Quality Teaching);
- Teaching it well – consistent with Key Elements D, E and F (safe and supportive learning environment, support for students and quality teaching);
- Connecting to the community – consistent with Guiding Principle 4 (partnerships) and Key Elements A and B (school planning and partnerships within the school community).

However, this taxonomy is little more than a schema or set of thematic organisers for the report. As will become clear from a reading of what follows, each project developed its own pattern of evolution. In the process, each project gradually departed from its initial orientation and most transformed themselves into classroom activities concentrated on values education. This, too, is in keeping with the intention of the National Framework in that the Key Elements D, E and F and Guiding Principles 1, 5, 6 and 7 are all concerned with the provision of quality teaching and learning.

Moreover, professional learning is a feature of many of the projects. It is not included as part of the taxonomy but rather is absorbed into the discussion of each cluster project.

The structure of the report is therefore aligned with the guiding principles and key elements of the National Framework and uses the case studies of the projects to suggest good practice ways of implementing them, but not at the expense of providing insight into what actually happened in classrooms, which is, after all, the heartland of quality values education.

Table 1 sets out the allocation of clusters to categories as determined by the authors of this report.
<table>
<thead>
<tr>
<th>Lead school</th>
<th>Cluster</th>
<th>Project focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thematic organiser: Ethos and whole school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapel Hill State, Qld</td>
<td>Chapel Hill</td>
<td>Develop and embed values education in the policies and practices of the schools</td>
</tr>
<tr>
<td>Werribee Secondary, Vic</td>
<td>WITS</td>
<td>Learning how to be – values for learning and life</td>
</tr>
<tr>
<td>Airds High, NSW</td>
<td>Airds–Bradbury</td>
<td>Identification of core values to then reinforce and develop them</td>
</tr>
<tr>
<td>Norwood Secondary, Victoria</td>
<td>Maroondah North</td>
<td>Promoting relational learning through values education</td>
</tr>
<tr>
<td>St Charles Borromeo Primary, Victoria</td>
<td>Manningham Catholic</td>
<td>Implementing a whole school approach through Student Action Teams</td>
</tr>
<tr>
<td>St Peter’s College, NSW</td>
<td>Broken Bay Diocese</td>
<td>Embedding values education in the schools’ policies, teaching and practices</td>
</tr>
<tr>
<td>Hackham West Primary, SA</td>
<td>Noarlunga Centre</td>
<td>Embed restorative practices in the ethos and operations of the schools</td>
</tr>
<tr>
<td><strong>Thematic organiser: Something worthwhile to teach</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lightning Ridge Central, NSW</td>
<td>Bourke</td>
<td>Defining agreed community values leading to units of work</td>
</tr>
<tr>
<td>Longford Primary, Tasmania</td>
<td>Northern Midlands</td>
<td>Raising awareness of the National Framework and embedding it in schools</td>
</tr>
<tr>
<td>Brighton Secondary, Victoria</td>
<td>Brighton</td>
<td>Integrating values education into the middle years in all key learning areas</td>
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<tr>
<td>Domremy College, NSW</td>
<td>Sydney Catholic Schools</td>
<td>A ‘sense of the sacred’ curriculum units</td>
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<tr>
<td>Oxenford State, Qld</td>
<td>Gold Coast North</td>
<td>Implementing philosophy in the classroom aligned to national values</td>
</tr>
<tr>
<td>Calwell High, ACT</td>
<td>Calwell</td>
<td>Development of K–10 curriculum to support emotional literacy</td>
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<tr>
<td>Heights College, Qld</td>
<td>Central Qld Character Framework</td>
<td>K–12 character framework</td>
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<tr>
<td><strong>Lead school</strong></td>
<td><strong>Cluster</strong></td>
<td><strong>Project focus</strong></td>
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<tr>
<td><strong>Thematic organiser: Teaching it well</strong></td>
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<tr>
<td>Modbury School – Preschool to Year 7, SA</td>
<td>SA Alliance of Schools</td>
<td>Pedagogy to support values education, resilience, higher order thinking and citizenship</td>
</tr>
<tr>
<td>Nerang State High, Qld</td>
<td>Nerang Alliance of State Schools</td>
<td>Teaching values education through social literacy to improve resilience and social capital</td>
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<tr>
<td>Canterbury College, Qld</td>
<td>Canterbury</td>
<td>Pedagogy of service learning in the middle years</td>
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<tr>
<td>Birrigai Outdoor, ACT</td>
<td>Birrigai Outdoor</td>
<td>Empowering students through cultural experiences to teach others</td>
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<tr>
<td>Henbury School, NT</td>
<td>Northern Territory Tribes</td>
<td>Explicit teaching of social skills and teamwork through Tribes TLC®</td>
</tr>
<tr>
<td>Sacred Heart Primary, NT</td>
<td>Catholic Education Schools</td>
<td>Training teachers in Tribes TLC® and building their capacity</td>
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<tr>
<td>Townsville Central, Qld</td>
<td>TEACH</td>
<td>Dissemination of Peer Leaders – Catch the Spirit project</td>
</tr>
<tr>
<td><strong>Thematic organiser: Connecting to the community</strong></td>
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<tr>
<td>Spearwood Primary, WA</td>
<td>Fremantle</td>
<td>Building values-based and inclusive school communities</td>
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<tr>
<td>Merrylands High, NSW</td>
<td>Merrylands</td>
<td>A community approach to promoting values education, including home–school consistency</td>
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<tr>
<td>Mooroolbark Heights Secondary, Victoria</td>
<td>Red Earth Community</td>
<td>Engaging students in living their values in the community (through projects)</td>
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<tr>
<td>The Don College, Tasmania</td>
<td>Tasmanian State Secondary Colleges</td>
<td>Youth leadership and citizenship capacity building</td>
</tr>
<tr>
<td>Lance Holt School, WA</td>
<td>Children and Place Mapping Group</td>
<td>Attachment to place and active citizenship</td>
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</tbody>
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Guiding ethos and whole school approach

The National Framework suggests that quality values education programmes arise in part from schools and their communities identifying what the community values (its guiding ethos) and working together (whole school approach) to see it actualised. Several clusters envisaged that such things would be the emphasis of their efforts over the duration of their project. Some speculated that, building on the Values for Australian Schooling in the National Framework, they would pursue a particular, home grown set of values either as a whole school or by getting a ‘critical mass’ involved in the project. The following seven projects loosely fit into this part of our taxonomy.

- Developing values-based schools – The Chapel Hill Cluster (Qld) used an existing history of collaboration between the schools to ensure they each adopted a more conscious, whole of school values approach.
- Learning how to be: Values for learning and life – The WITS Cluster (Vic) saw teams of teachers working together to improve students’ learning in the middle years, with a strong focus on developing social capacities to competently live in ‘an exciting, diverse, increasingly uncertain and changing world’.
- My happiness … My choice – The Airds–Bradbury Cluster (NSW) designed its values project to improve stakeholder engagement in the schools and build community social capital for students to succeed.
- Promoting relational learning through values education – The Maroondah North Cluster (Vic) sought to identify universally acceptable behaviours as the basis of implementing values education in the schools, with a particular emphasis on relationships in the learning process.
- Students taking the lead – Student Action Teams in the Manningham Catholic Cluster (Vic) led the investigation and implementation of values education by investigating the extent to which the nine national values are exhibited and then determining how to ensure they are seen, heard and felt in practice in the schools.
- Reconciling different approaches – The Broken Bay Diocese Cluster (NSW) sought to determine how the nine Values for Australian Schooling and their associated guiding principles can be incorporated with the ten overarching religious statements in the Diocesan Catholic Worldview Statement, as the basis for developing the more detailed policies and practices the schools adopt.
- Common values for improving student behaviour – The Noarlunga Centre Cluster (SA) explored how to embed values within the schools’ practices as a means of aligning the values the schools espouse, restorative practices and social skills education to increase student empowerment and the application of these values to everyday behaviour and relationships.
Something worthwhile to teach

Six cluster projects specifically focused on embedding values in the school curriculum and/or connecting to broader systemic curriculum frameworks that apply.

- The values we select – For the Bourke Cluster (NSW) the way to build values education into the curriculum in a planned and coherent way was to first get an agreed set of values and language to explain the values within the whole school community.
- Values for life – The Northern Midlands Cluster (Tas) pursued an integrated set of four Values for Life programmes linked to civic education teaching and the Essential Learnings framework in their State.
- Integrating values education into the middle years curriculum – The Brighton Cluster (Vic) used values education to develop students’ social skills and overall responsibility in local, national and global contexts with inquiry learning as their key pedagogical approach.
- A ‘sense of the sacred’ in KLAs – The Sydney Catholic Schools Cluster (NSW) led the revision of existing resources for integrating values across the curriculum in light of the subsequent emergence of the National Framework for Values Education in Australian Schools and recently revised syllabuses in New South Wales.
- Philosophy in the classroom – The Gold Coast North Cluster (Qld) built on earlier work in cluster schools to embed philosophy in the classroom, to enable students to exercise judgement and responsibility in matters of morality, ethics and social justice, and make rational and informed decisions about their lives.
- Taking small steps towards the big picture of emotional literacy – the restorative practices approach was the centrepiece of the Calwell Cluster’s (ACT) efforts to develop an emotional literacy curriculum that includes specific lessons to develop students’ social skills.
- A K–12 character framework – The Central Queensland Character Framework Cluster (Qld) researched and developed a K–12 character framework to support a whole school approach to embedding and explicitly teaching values in the curriculum.

Teaching it well

Teaching and learning were the prime focus of the work of seven project clusters.

- Modelling the values we espouse – With its long involvement in values education, the SA Alliance of Schools Cluster pursued a range of school-specific activities using a common model of whole school change with constructivist pedagogy at its core.
- Teaching for social action – The Nerang Alliance of State Schools Cluster (Qld) focused on using social literacy and student-led social action projects as the main vehicle for inculcating values education in all key learning areas.
• A pedagogy of service learning – The Canterbury Cluster (Qld) pursued the concept of service learning with students in the middle years of school.
• Teaching through cultural experience – The Indigenous Education Project coordinated by the Birrigai Outdoor School (ACT) enabled secondary students to explore both their own and cultural values as a prelude to teaching their own workshops in primary schools.
• Teaching social skills – The Territory Tribes Cluster (NT) used Tribes TLC® as the overarching framework for explicit values teaching with links to the Northern Territory’s EsseNTial Learnings and the National Safe Schools Framework.
• Tribes as the vehicle for values education – The Catholic Education Cluster (NT) also used Tribes TLC® as a primary means to pursue values education in their schools.
• Peer leaders ‘catch the spirit’ – The TEACH Cluster in Townsville (Qld) focused on developing peer support programmes as a means of shaping school ethos and values development in schools.

Connecting to the community
Engaging the school community in values education and the development of young people as productive citizens and contributors to society was pursued by five clusters of schools.

• Building inclusive, values-based school communities – The Fremantle Cluster (WA) undertook a three-phase project to engage school communities in developing a set of guiding principles and values that could become embedded in the vision, policies, practices and teaching programmes of each school.
• A community approach to values education and home–school consistency – Building on prior work, the Merrylands Cluster (NSW) identified commonalities and differences between school community stakeholders as a means of working towards a more consistent whole school, and also home and school, approach to developing students’ social skills.
• Taking values to the community – The Red Earth Community Cluster (Vic) sought to develop good citizenship by practising values in community settings and having students engage in community service in a variety of ways.
• Developing youth leadership and stewardship – The Tasmanian State Secondary Colleges Cluster (Tas) sought to redress a perceived lack of student engagement in leadership and stewardship roles by identifying, developing and promoting civics and values learning opportunities available to its students.
• Using place to develop citizenship – The Children and Place Mapping Group Cluster (WA) was designed to draw out students’ ideas about what nourishes or sustains them in their local places, and what it is they care for and would take action about.
Inferences about good practice implementation of the National Framework for Values Education in Australian Schools

At the end of each project case study, the Final Report lists the case study’s key messages about how to interpret and put into practice the National Framework. Some key messages also list some educational impacts of the values education practice that the project case study has identified. In identifying what the case study is saying generally about successfully implementing the National Framework in terms of its guiding principles and key elements, the case studies also generate a number of quite specific good practices regarding the teaching and learning of values. These are consolidated in this section.

A major purpose of Stage 1 of the Good Practice Schools Project and of this report is to share what has emerged to be good practice in values education, mostly drawn from ‘evidence-based’ accounts of the individual cluster projects. Although readers are encouraged to make their own judgements from the project stories and use them to inform their practice, we have drawn inferences from the cases which we recommend to schools as ways of advancing the values education enterprise envisioned in the National Framework. The inferences are neither exhaustive nor definitive but they are strong indicators of what schools can do in practice to strengthen values education in their own particular contexts. They suggest some ways forward for others.

Inferences about developing an ethos for and adopting a whole school approach to values education

In a project designed to identify good practices for implementing the National Framework, communicating it to others and recommending that those people adopt them, one might reasonably anticipate such questions as ‘What is the point?’ and ‘What difference will it make?’ Some of the good practice stories provide persuasive answers.

At the outset, several schools were worried about the ‘tone’ or ‘ethos’ of their school. In some cases, these concerns provided the impetus to be part of the Good Practice Schools Project Stage 1. These projects set out to have their values education programme address issues about anti-social behaviour in the schools. Thus, some projects initially proposed developing a values programme around an off-the-shelf commercial education programme such as Tribes TLC®, Peer Support, You Can Do It!, or some other strategy such as restorative justice, in the hope it would change the behaviour of the children or young adults in the school. With the passage of time staff members in these project schools sometimes observed that their efforts were contributing to the school becoming a calmer, friendlier and more caring place.
In making a concerted effort to apply the values in the National Framework, the school was changing its tone and its ethos. Gradually respectfulness became more evident in school life and in the general character and tone of the schools. At least two clusters also began to postulate that there were connections between this emergent ethos and the patterns of improved attendance and improved academic performance. Thus, one answer to the question of ‘What difference will it make?’ that might be identified from the good practice case studies is that concerted efforts at values education might well reshape the general ethos within a school by making schools and classrooms more harmonious. It may also significantly improve the interpersonal relationships in schools if they approached values education using some of the strategies of the schools in the Good Practice Schools Project. And there is some evidence that it may well improve student engagement and academic performance as it did in some of the project schools.

There were some warning flags too. Some clusters experienced the inherent danger of beginning values education with off-the-shelf commercial programmes. There is a tendency for schools to focus on implementing the programme and lose sight of the big picture of placing values education at the core of school life. The National Framework provided a useful guide for cluster schools to re-focus their work on values education within the big picture.

For those cluster schools not experimenting with such commercial programmes the issue of school ethos highlighted the need for people to talk first about the ethos they wished to establish before engaging in any project activity. One school recounted:

*The cluster coordinators undertook a philosophical journey of their own, through the whole notion of a ‘good life’. The philosophic and moral authenticity of the National Framework values needed to be validated by us before we could confidently move forward and genuinely and responsibly accommodate community input to the framework.*

Another suggests that one way of beginning to address the issue of ethos is to audit the values implicit in the teaching that goes on at the school and use that as a basis for further discussion.

In light of the stories of the clusters noted for adopting a whole school approach – namely the small community schools in Western Australia, some of the faith-based schools (including the group of Christian Colleges in Queensland) and Modbury School in Adelaide – we can infer that establishing a whole school approach to values education might occur in one of two ways. In some cases it is a natural occurrence and the values education programme tends to add to the solidarity of the cluster or school. Where it is not a natural occurrence, making it a reality requires orchestration as the National Framework implies. It requires someone (usually a principal) to initiate broad-based discussions about what values have support in the school community, articulate them and put them at the
centre of all school activity. As one of the principals in the WITS Cluster bluntly put it: ‘Get your values right, make them clear and put them everywhere!’

In cases where there is less than whole school involvement in establishing the values education programme, the insights from the good practice schools suggest that it is wise to establish a strategically located critical mass around the values education enterprise and have the programme speak for itself from there. Several schools, for instance, located their project in the middle school or at particular year levels in the school. Project personnel were then able to draw positive attention to the programme by having the students who were immediately involved publicly celebrate the outcomes of the project. More than one project team advises that it is unwise to try to force a values education initiative on reluctant colleagues. Their consistent advice is to use an ‘invitational approach’. Also, the good practice stories suggest that the path of least resistance to getting broader adoption of values education programmes is often to simply build on something that exists and is familiar. Several projects operated in this way. For instance, in one case a middle years environmental education project was reconceptualised in terms of the values in the National Framework, rebadged and implemented as the cluster’s values project.

Finally, the experiences of many of the good practice schools suggest that developing a whole school ethos does not necessarily have to involve having as many of the school community as possible consider the meaning and relevance of the nine core values in the National Framework. Several clusters and schools focused on a refined set of ‘core’ values drawn from the National Framework. Thomas Chirnside School in western Melbourne, for example, concentrated on three: Respect, Responsibility and Relationships. Nonetheless, regardless of the number and nature of the values contributing to the ethos, many people point to the merits of having them documented in the school policies. An important aspect of this practice is the way it legitimises the values education programme.

**Inferences about having something worthwhile to teach**

Many project coordinators expressed their frustration in their reports at their colleagues’ unwillingness to participate in the project because of their perception that it would just add to their already ‘too busy day’. The good practice schools that were able to overcome this perception often managed to do so by making the values programme part of existing practice. For instance, in one school where the inquiry method was the predominant approach to teaching and learning, the project coordinator worked with staff to show them how to reshape the questions they were using to frame their class inquiry into questions with a values focus. The values project was therefore subsumed into an existing well accepted and successful teaching and learning strategy.

Several clusters blended their projects into existing State or Territory curriculum frameworks. One in New South Wales adapted its project to the State’s ‘productive pedagogies’ framework and in so doing legitimised it for parents,
teachers and students alike. A Northern Territory project dovetailed itself in the Territory’s EsseNTial Learnings with similar effect.

Several projects adopted the strategy of making one of the nine core values in the National Framework the centrepiece of everything the school did for a period of time – sometimes a week, other times considerably longer. In this way regular practices were not disrupted but the substance of the school activity became much more values oriented.

Inferences about teaching it well

There are numerous accounts from teachers in the good practice schools of how generalised they initially found the list of values in the National Framework. In such form, the values were unlikely material for teaching and learning. Over time, several good practice projects have successfully addressed this issue. Virtually all projects recount the importance of developing a ‘shared language’ for their values education programme – a language that is shared between all involved, teachers, parents and students. Sometimes the shared language is arrived at through good values education teaching and discussion with colleagues. At other times it comes from interrogating the National Framework so that it correlates with the language the school uses:

Our job became clear: to use our ‘comfortable’ community language, but to also remain faithful to the framework values. ‘My happiness … My choice’, our Values Project ‘umbrella concept’ emerged! The correlations were unambiguous. The community and the National Framework were not speaking different languages!

Several projects point to the importance of a staged approach to teaching the values. By this they mean that first the values have to be taught explicitly. Commonly this involves using Y charts (a graphic organiser that requires the brainstorming of ideas around three dimensions: what a particular topic or situation ‘looks like’, ‘sounds like’ and ‘feels like’) to establish agreed meanings of the values. Second, it means the values have to be practised. In practice this translates as providing and seizing opportunities (sometimes referred to as ‘teachable moments’) for practising and modelling the values. This can mean a vast range of things in the school such as providing specific values-rich curriculum like ‘Philosophy in the classroom’ or service learning programmes. It might mean establishing and abiding by a code of classroom behaviour fashioned from the values. It might mean establishing a school or classroom policy whereby all negative behaviour is ignored, and as much behaviour as possible that is consistent with the shared meaning of the values is acknowledged and positively reinforced. The notion of trying to always emphasise the positive is a constant theme in the best practice schools stories:

The Business Services teacher decided to institute similar practice to the Year 7 roll call meet and greet, in her class, as it was standard business procedure. Students entered and left the classroom with a handshake accompanied by appropriate phrases.
Many students had never encountered the skills of handshaking in the formal sense. This simple activity produced numerous positive spin-offs. Students all now knew and could demonstrate appropriate procedures. Many extended this activity to outside the classroom. The class settled into their work more readily, and conducted themselves in a more business-oriented manner during the class, maintaining the formalities instigated by the initial entry to the room.

Several good practice schools report benefits when teachers model the behaviour that has been identified as consistent with the values in the National Framework:

Values need to be taught and practised explicitly and that students identify the values [that are] prominent in a teacher’s manner when interacting with students, and that students look to teachers for example.

Improved interpersonal relationships in the classroom are frequently mentioned, especially in terms of how this occurs as a consequence of everyone trying to live the values. Some teachers also recount how their views on teaching and learning have altered as a consequence of their trying to live the values in their classrooms. For many of the good practice schools, making an effort to live the values extended to trying to ‘really get to know the kids and them you’. Almost unanimously the advice from the schools is that student ownership of projects is vital.

Inferences about connecting to the community

One of the key benefits expressed by the good practice schools about community engagement is how it can provide for the students an overall sense of consistency which of course is so important in any quality teaching and learning circumstance. By enabling the school community to participate in identifying the values to be promoted by the school and then maintaining the sense of engagement and involvement, the aspirations for the children become more consistent, classroom to classroom and between classrooms and home.

Maintaining the connections between school and home was accomplished by the good practice schools in a number of ways. Some invested considerable time and effort in a regular newsletter that sought to engage family members in school life by explaining some of the details of the project and especially the ethos the school was concerned to establish, as well as the related aspirations it had for the children of these families.

Some projects formed project coordinating groups comprising teachers, parents and students and so found that connections with the community were strengthened.

One of the clusters that experiences very high rates of leadership and teaching staff turnover engaged parents to be a part of the leadership team, as opposed to
just being participants. This was their way of addressing the sustainability of values education in their school communities.

Community engagement was of particular significance for cluster projects working with Indigenous communities. In these cases the differences of language and cultural views needed to be explored in a deep way before the school community could attempt to move forward with a common understanding.

Finally, some cluster schools also make the point that community engagement can, in itself, provide a source of enormous positive reinforcement, not only for the values being promoted in the programme but also for the form of learning being encouraged and its outcomes. In one case, for example, the students were required to present their project to a panel of community experts. In the process, they were forced to articulate their understanding of the values and to give accounts of their application to the panel, thus reinforcing them for the students. The teachers here and elsewhere commented about how such activity promoted the growth of students’ intellectual depth, communicative competence, reflection, self-management and self-knowledge – the very hallmarks of quality teaching.

**Inferences about professional learning**

There is uniform agreement among the cluster schools about the extent to which professional learning contributes to best practice in values education. According to some schools, from a purely utilitarian viewpoint, the promise of professional learning to accompany the implementation of the project can be very persuasive in getting people to participate. In terms of its impact on the quality of the cluster project, cluster schools make two main points. First, professional learning that takes the form of colleagues discussing issues about classroom practice and collaboratively working on practical ways of addressing them has greatest impact. However, the stories also make clear that teachers in the project do not always single-handedly manage to produce good practice. Many schools talk about the importance of using outside ‘experts’. Their value is at least twofold according to some best practice schools. On the one hand, they are sources of practical and insightful material on values education and related matters. On the other hand, because they are frequently able to influence the school culture in ways ‘insiders’ find difficult, they can get things happening.

**Inferences about the common challenges schools and clusters may face**

Virtually all cluster schools observed that the implementation of a whole school approach to values education takes time, and cannot be achieved in only one year. By its nature, Stage 1 of the Good Practice Schools Project could not provide sufficient time to achieve the objectives of the National Framework; particularly since the project spanned more than one calendar year with attendant changes to personnel and student groupings in most of the schools. The implementation of values education is, rather, a long-term project that, as foreshadowed in the inferences about ‘teaching it well’, may need to be staged over time. This is
particularly important if the implementation is to gain the support of the school community as a whole which is, as already noted, a precondition for success.

Seeing values education through over time in this way requires strong and consistent leadership at both the school and cluster level. Such leadership is essential if the focus is to be maintained and the values education goals and objectives are to be achieved. Good leadership at both the school and cluster level builds commitment to the task and empowers people, including students, to make a difference to the culture and practices of their schools. For integrating school-based activity, it is important to develop an ethos and adopt a whole school approach to values education, ensure there are worthwhile things to teach that in turn are well taught, and that the community is engaged at all stages along the way.

The importance of leadership in part reflects the fact that not all staff will necessarily come on board easily and accept the necessity of adopting something that is more than just a quick-fix programme. Not all staff embrace new initiatives with the same vigour as other ‘early adopters’, though persistent professional learning support can help turn this around. More specifically, the experiences of the Good Practice Schools Project clusters suggest that less passionate teachers in the schools need to be supported and encouraged to take a more active interest in values education over time through professional development and sharing with colleagues who are taking the lead. In this context, schools found that the National Framework itself can serve as a means of engaging teachers in dialogue that can help overcome some of the negative attitudes that exist.

Similarly, schools often found it difficult to engage parents in values education activities in which their clusters were involved. Parent attendance at values education forums, for example, generally was poor, and much remains to be done to engage parents more in dialogue about values and values education in schools. This, as one cluster noted, does not necessarily mean parental enthusiasm or support is low, but rather that many parents prefer their involvement in values education to be via their children’s classroom teacher instead of through formal meetings out of school hours.

The story of Stage 1 of the Good Practice Schools Project also offers some guidance if schools choose to work together to strengthen their approaches to values education. Although clusters clearly contributed markedly to values education success in individual schools, the effectiveness of clusters is neither automatic nor guaranteed. It requires a high level of commitment from all schools involved, good leadership of the cluster as a whole, and frequent communication between cluster schools, or else it can just become another layer of meetings and work. When these preconditions are met, however, cluster meetings become a source of inspiration and support, as evident in the case of one particularly effective group where meetings
… always ran to an advertised agenda. Always had a minute taker (these minutes were distributed to everyone in our interest group), always provided time for all school coordinators to share the good, the bad and the ugly, always shared the financial update, always had a professional development component and always, and most importantly, had a lot of laughs.

In a similar vein, the mere existence of a university adviser or other critical friend such as those engaged by project clusters from the UAN does not mean they will be used to good effect. A need exists to clearly define the role and expectations of the UAN or critical friend and be assertive about this relationship if time is not to be wasted on both sides. Only in that way will schools be assisted, as this same effective cluster explained, ‘to develop professionally and to grow personally as we travelled the values journey’.

End of Executive Summary
The Values Education Good Practice Schools Project – Stage 1

Background

On 19 July 2002, with the unanimous support of the State and Territory Ministers at the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA), the Australian Government announced the commissioning of a values education study managed by Curriculum Corporation designed to:

- enable schools to develop and demonstrate current practice in values education;
- provide an informed basis for promoting improved values education in Australian schools;
- make recommendations on a set of principles and a framework for improved values education in Australian schools.

It took the form of a qualitative investigation with the following three interrelated components:

- a literature search;
- research to determine parent, teacher and student views on the values the community expects Australian schools to foster;
- action research with a range of schools across Australia funded with grants that enabled schools to develop, demonstrate and then document what they are doing to support community values and provide effective values education to students. Seventy-one schools were selected to receive grants from all States and Territories; schools included primary and secondary, government and non-government, urban, rural and remote, with some working in clusters and others operating on their own.

This Values Education Study report and its recommendations led to the development of a Draft Framework for Values Education. After widespread consultation the draft framework was refined to express a vision for values education in Australian schools. That vision was endorsed by MCEETYA and published as the National Framework for Values Education in Australian Schools (2005). The National Framework is provided as Appendix 1 to this report.

Purpose, structure and operation of the project

The Values Education Good Practice Schools Project – Stage 1, which is the subject of this report (and which for ease of communication is also referred to as the Good Practice Schools Project), was funded by the Department of Education, Science and Training (DEST) as part of a wider four-year comprehensive values education programme, which also includes:

- development and publication of an ongoing values education website;
• development, publication and distribution of values education curriculum and professional learning resources;
• funding for every school in Australia to conduct a school-based values education forum;
• partnership projects with key education stakeholders;
• a series of National Values Education Forums.

The Values Education Good Practice Schools Project – Stage 1 was established and managed by Curriculum Corporation to work towards the vision outlined in the National Framework for Values Education in Australian Schools (the National Framework) of all Australian schools providing values education in a planned and systematic way as a central aspect of their work.

More specifically, the project funded selected clusters of school communities to explore ways of improving their approaches to values education and identify effective ways of implementing the National Framework in practice in their schools. The full list of 26 clusters and their constituent schools is provided as Appendix 2.

To support and guide the project DEST requested Curriculum Corporation to establish a national project advisory committee with nominee representatives from key stakeholder groups in the education community. The committee met several times throughout the project, assisted in the selection of the project schools and provided advice in response to project progress reports.

In early 2005 all Australian schools were invited by the Minister for Education, Science and Training to apply for funding to undertake values education projects that would use the National Framework in implementing programs that met the needs of their local school communities. Schools were invited to form clusters of four to ten schools, to design projects and to apply in a competitive selection process for funding grants ranging from $45,000 to $100,000.

The final cluster projects were selected through three-stage, criteria-based selection process. In the last stage a National Selection Committee, chaired by Curriculum Corporation, selected and recommended to DEST a list of projects to be approved by the Minister. The 26 cluster school projects were announced by the Minister for Education, Science and Training in May 2005.

The cluster school projects conducted their work over a twelve-month period from May 2005 to April 2006. As the project manager Curriculum Corporation provided a range of services to facilitate the work.

This included the establishment of an innovative network of university-based education advisers, called the University Associates Network (UAN). Led and coordinated by the University of Newcastle and the Australian Catholic University, the UAN came to include selected staff from faculties of education in 17 universities. Each of the successful clusters was offered the assistance of a
critical friend drawn from the network to work with throughout the project. These critical friends assisted the clusters with the research aspects of the project and provided valuable professional advice about values education, approaches to project implementation and quality teaching and learning matters. Many of them became very deeply and personally involved with the projects and played significant roles in making projects successful. Reports from UAN critical friends have informed the development of this Final Report.

The full list of UAN contributors is included as Appendix 4.

Curriculum Corporation provided other support via the values website at http://www.valueseducation.edu.au, through email, a phone help desk and onsite visits to some clusters. The project managers also conducted a series of three one-and-a-half day residential briefing sessions in which project cluster school coordinators came together with Curriculum Corporation project staff, UAN advisers, State and Territory values education officers and DEST representatives to discuss aspects of project delivery, share accounts of progress and explore values education issues arising from the work.

Project clusters were required to submit interim reports and a final report to Curriculum Corporation in April 2006. This Final Report is primarily based on those school reports.

The most effective strategies for improving values education have been captured in this report for consideration and adoption as appropriate in other Australian schools. They also will inform the framing and work of the Values Education Good Practice Schools Project – Stage 2.

Using the National Framework, it should be emphasised, did not mean that schools and clusters had to abandon any statements of values they already had in place, but rather that they examined the ways in which these relate to what emerged in the national realm. Consistently, the clusters were told that the National Framework was just that – a framework and not a cage. Some of the flavour of how this was translated into projects is evident in the matching of values that occurred in the Red Earth Community Cluster where, among other things, discussion of the framework led schools to examine their own statements of values in more depth and to pose such questions as, ‘Freedom doesn’t focus in our charters/strategic plans: Is this because we take freedom for granted?’ More such examples are embedded in the discussion that follows this introductory chapter to the report.
### Table 2: Red Earth Community Cluster Values Analysis

<table>
<thead>
<tr>
<th>National values</th>
<th>Manchester Primary</th>
<th>Bimbadeen Heights Primary</th>
<th>Mooroolbark East Primary</th>
<th>Kilsyth Primary</th>
<th>Mooroolbark Heights Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Care and Compassion</td>
<td>Connectedness</td>
<td>Getting along</td>
<td>Caring and supporting</td>
<td>Caring environment</td>
<td>Contribution to college and wider community</td>
</tr>
<tr>
<td>Doing Your Best</td>
<td>Achievement</td>
<td>Persistence</td>
<td>Success</td>
<td>Pride</td>
<td>Excellence</td>
</tr>
<tr>
<td>Fair Go</td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Freedom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sense of belonging</td>
</tr>
<tr>
<td>Honesty and Trustworthiness</td>
<td>Integrity</td>
<td>Integrity</td>
<td>Integrity</td>
<td>Integrity</td>
<td>Leadership</td>
</tr>
<tr>
<td>Respect</td>
<td>Respect</td>
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</tr>
<tr>
<td>Responsibility</td>
<td>Responsibility</td>
<td>Organisation</td>
<td>Responsibility</td>
<td>Responsibility</td>
<td>Leadership Citizenship Self-discipline</td>
</tr>
<tr>
<td>Understanding Tolerance and Inclusion</td>
<td>Getting along</td>
<td></td>
<td>Tolerance and inclusion</td>
<td>Acknowledge individual differences</td>
<td></td>
</tr>
</tbody>
</table>

**A programme of action research**

The work of clusters and schools involved in this project centred on action research aimed at improving values education in the schools’ own particular contexts.

Action research (see Figure 1) is a practical strategy aimed at helping schools and teachers improve their practice through an ongoing cycle of collective, professional activity comprising:
- planning for improvement;
- acting on the plan;
- monitoring outcomes;
- evaluating;
- revising the plan;
- re-engaging the cycle.

More specifically, action research was used to answer the two broad questions:

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1 As the schools explain: ‘The shaded values have a direct correlation. Although the wording may be different the meaning is similar.’
• What would it take to improve the outcomes of our values education programme?
• Can we point to any evidence regarding the progress we are making with values education?

By starting with small cycles of planning, action, observing and reflecting, schools can then more clearly define issues, ideas and assumptions to frame more powerful questions for themselves as their work progresses.

As the cycles are repeated the opportunities for stakeholder involvement increase, which in turn can stimulate better understanding of what is required and support for the initiatives introduced.

Clusters of schools involved in the project used their action research and any data kept to develop case studies of their work, which have informed the development of this report.

A good example of the range of strategies used to pursue action research can be seen in the WITS Cluster where the schools involved established five learning teams entitled Learning How to Be, Learning How to Learn, Interdisciplinary Learning, X Factor and Keys to Excellence. The Learning How to Be Team, for example, then embarked on a programme of activity that included:
• filling in the mapping tool outlined below to investigate strengths and areas for development in our school values in relation to the Values for Australian Schooling;
• developing a survey tool for the local community, business, parents, teachers and students to help articulate school community values, which then can be consistently applied;
• visiting various workplaces to investigate the values in operation (eg Ford Motor Company, Melbourne Rudolph Steiner School K–12, Werribee Zoo, Common Ground Publishing Company);
• the team members themselves expanding their emphasis on values learning in their classrooms;
• teacher shadowing on a small scale to broaden the ‘consistency and effectiveness of the values and strategies being trialed’.

The diversity of strategies used by other clusters and schools is embodied in the detail of the good practice reports that follow this introductory chapter.
Figure 1: The action research cycle
Evidence-based accounts of good practice

Curriculum Corporation developed what it called a Configurative Mapping exercise that schools and clusters could use to help them in both the planning and evaluation stages of their projects as well as the action research process of monitoring the developments with the project over its lifetime.

The tool, provided as Appendix 3, helped schools to focus attention on the way they were practically implementing the National Framework and, by encouraging a systematic collection and collation of evidence that indicated the nature and extent of project improvements, helped schools identify the extent to which their values education projects achieved their intentions.

The cluster schools were also encouraged to keep another range of evidence-based data about their projects, including accounts of teaching practice called ‘case writing’, any evidence of student improvements with attendance, scholastic performance, attitudes to school life on the part of students and changed patterns of relationships within the school and beyond.

Although the Configurative Mapping tool was not without criticism from participating schools – commonly along the lines, as one cluster put it, that the tool was ‘open to a range of interpretations and contained some ambiguities’ – most clusters found it useful for clarifying their project focus and subsequently making some assessment of what they had achieved. This particularly was the case where clusters worked closely with a critical friend to complete tables contained in the tool.

In light of the schools’ response to the Configurative Mapping exercise we propose that it can be used by schools outside of this project to facilitate a discussion among key stakeholders about the National Framework and how it might best be applied in Australian schools.

The structure of the report

Each of the 26 cluster projects that form the larger Good Practice Schools Project Stage 1 is unique. To give a lucid and authentic account of each project, this report needed a way of listing, grouping and labelling all of the projects. This was based on the major emphasis that each project set out with on its quest to implement the National Framework. As the National Framework makes clear, there are a myriad of ways of applying it. One might commence by auditing the school community’s values. Others might plunge straight into a teaching programme focused on one or more of the nine core values expressed in the framework. The Good Practice Schools Project clusters confirm that there are many possibilities for implementing the framework and that for the clusters in this project these possibilities unfolded, grew and developed over time. To categorise the projects for this report we have
adopted a loose taxonomy drawn from the language of the project proposals or the activities they anticipated undertaking. This includes the labels of:

- Guiding ethos and whole school approach – projects that roughly intended to follow Guiding Principle 3 of the National Framework (articulates the values of the school community and applies them) and Guiding Principle 4 (values education that occurs in partnership with students, staff and families as part of a whole school effort) as well as Key Elements A (making school values explicit with the assistance of the school community) and C (whole school provision) of the National Framework;
- Something worthwhile to teach – consistent with Guiding Principle 7 (includes the provision of curriculum that meets the individual needs of students) and Key Elements E (support for students) and F (Quality Teaching);
- Teaching it well – consistent with Key Elements D, E and F (safe and supportive learning environment, support for students and quality teaching);
- Connecting to the community – consistent with Guiding Principle 4 (partnerships) and Key Elements A and B (school planning and partnerships within the school community).

However, this taxonomy is little more than a schema or set of thematic organisers for the report. As will become clear from a reading of what follows, each project developed its own pattern of evolution. In the process, each project gradually departed from its initial orientation and most transformed themselves into classroom activities concentrated on values education. This, too, is in keeping with the intention of the National Framework in that the Key Elements D, E and F and Guiding Principles 1, 5, 6 and 7 are all concerned with the provision of quality teaching and learning.

Moreover, professional learning is a feature of many of the projects. It is not included as part of the taxonomy but rather is absorbed into the discussion of each cluster project.

Thus we have attempted to align the structure of the report with the guiding principles and key elements of the National Framework and use the case studies of the projects to suggest best practice ways of implementing them, but not at the expense of providing insight into what actually happened in classrooms which is, after all, the heartland of quality values education.
Guiding ethos and whole school approach

The National Framework suggests that quality values education programmes arise in part from schools and their communities identifying what the community values (its guiding ethos) and working together (whole school approach) to see it actualised. Several clusters envisaged that such things would be the emphasis of their efforts over the duration of their project. Some speculated that, building on the Values for Australian Schooling in the National Framework, they would pursue a particular, homegrown set of values either as a whole school or by getting a ‘critical mass’ involved in the project. The following seven projects loosely fit into this part of our taxonomy.

- Developing values-based schools – The Chapel Hill Cluster (Qld) used an existing history of collaboration between the schools to ensure they each adopted a more conscious, whole of school values approach.
- Learning how to be: Values for learning and life – The WITS Cluster (Vic) saw teams of teachers working together to improve students’ learning in the middle years, with a strong focus on developing social capacities to competently live in ‘an exciting, diverse, increasingly uncertain and changing world’.
- My happiness … My choice – The Airds–Bradbury Cluster (NSW) designed its values project to improve stakeholder engagement in the schools and build community social capital for students to succeed.
- Promoting relational learning through values education – The Maroondah North Cluster (Vic) sought to identify universally acceptable behaviours as the basis of implementing values education in the schools, with a particular emphasis on relationships in the learning process.
- Students taking the lead – Student Action Teams in the Manningham Catholic Cluster (Vic) led the investigation and implementation of values education by investigating the extent to which the nine national values are exhibited and then determining how to ensure they are seen, heard and felt in practice in the schools.
- Reconciling different approaches – The Broken Bay Diocese Cluster (NSW) sought to determine how the nine Values for Australian Schooling and their associated guiding principles can be incorporated with the ten overarching religious statements in the Diocesan Catholic Worldview Statement, as the basis for developing the more detailed policies and practices the schools adopt.
- Common values for improving student behaviour – The Noarlunga Centre Cluster (SA) explored how to embed values within the schools’ practices as a means of aligning the values the schools espouse, restorative practices and social skills education to increase student empowerment and the application of these values to everyday behaviour and relationships.
Developing values-based schools

Chapel Hill Cluster, Queensland
Cluster coordinator: Lorne Willadsen, Chapel Hill State School
Participating schools:
- Brookfield State School
- Chapel Hill State School
- Fig Tree Pocket State School
- The Glenleighden School
- Kenmore South State School
- Mt Crosby State School
- Upper Brookfield State School
- Kenmore State High School

UAN critical friend: Associate Professor Pam Christie, University of Queensland, Qld

The Chapel Hill Cluster (six primary, one high school and one small independent school catering for students with primary language disorders) wanted to use its existing history of collaboration to ensure each school adopted a more conscious whole school values approach.

Although each school already was undertaking some worthwhile values work, they all also recognised, as their final report explains:

*It was, for the most part, operating as the hidden curriculum; unplanned, implicit and dependent on the commitment and initiative of individuals or small groups … In keeping with the priorities of the National Framework, our vision was to make values education a conscious whole school initiative involving the teaching and non-teaching staff, parents and students and embracing all facets of school life.*

The cluster sought, in this context, to implement a three-year plan that would see it, in the first year:
- raise awareness and increase dialogue about values education and the National Framework;
- establish Values Teams at each school entrusted to:
  - conduct a values audit
  - identify the values of the school community (surveys and forums)
  - align these values with the nine Values for Australian Schooling
  - develop a three-year strategic plan to map the effective transmission of these values;
- reach the point where it could begin the development of values frameworks for the schools – i.e a whole school developmental values education framework, from P–7 in the primary schools, and Years 8–12 in the high school.
At the beginning, each of these objectives was seen as having equal weight, leading in years two and three to the provision of professional development for staff, the location and/or development of classroom resources, and then using the whole school framework to deliver values education in each of the schools.

As the project transpired, however, it became clear this was because ‘we had no idea about the enormity or complexity of the task involved in implementing objective one’, as the cluster explained in its story of progress using the metaphor of lighting and tending a fire.

From mid 2005 on, the project’s leadership team sought to ‘light the fire’ by generating discussion in each of the cluster schools. The first difficulty that arose in this context, however, which required some ‘checking’ of the flame, was being confronted with a number of ‘honest questions and genuine, but troubling thoughts emerging from our ranks’, which needed to be addressed. These included such comments from staff forums as:

- Whose values are we talking about?
- This all smacks of indoctrination.
- Are values taught or caught?
- If values is about moralising, I’m not interested.
- Values are easy to agree on until you start unpacking them in real contexts, with real people who hold different world views.

This prompted a change in direction, which one of the schools described in the following terms:

At first it was thought that values education was about the nine values for schools, but as the project continues, it has become clear that the whole notion of values is huge. How to go about it is becoming more of an issue. Teachers will need considerable PD and will need to feel confident in their ability to manage values education without bias. There is great variation in the opinions and points of view even among the leaders in the field. This is, to say the least, confusing and will necessitate spending time to think through what would be the best approach.

What the project leaders started to see, though, as they worked this problem through, is that they actually were involved in a form of values education within their school communities as they began, in their own words, ‘to enquire and seek a truthful and accurate understanding of what the values were in our lives, as we functioned as real people in real contexts’.

Having tackled this for some months, a ‘dragon’ then entered the den in the form of a visiting British academic, theologian and author with a high profile in values education in the United Kingdom. His extended work with cluster schools challenged them to see that values education is as much as anything else about ‘engaging young people in passionate, relevant and rigorous debate about the
deeper questions confronting their lives and their world, and providing them with the intellectual tools to be able to confidently participate in this process.

The visit set them ‘on fire again’, with each of the schools committing to

… values education that goes far beyond a simplistic or superficial approach … values education that was concerned not only with developing cognitive understandings of what the values might look like, feel like and sound like in lived contexts, but also with educating our students, P–12, to think well and to ask important questions.

The new challenge the cluster effectively set itself was to answer the three ‘enquiry questions’:
• What are the intellectual tools our students need so that they can explore their own and others’ thinking and values?
• What will we have to do in our schools in order to provide the spaces for this to happen?
• What does it mean to live a fulfilled human life?

Each of the schools sought its own answers in a place that made sense to them. Three of them, for example, decided to investigate such whole school responses as Philosophy in the Classroom, the Mindfulness Project and Action Research for Children. Two others gathered their Values Teams and additional community members to develop their mission statements to reflect their changing understanding of values education and the challenges it presents. Two others opted to work with staff to tease out how this broader vision of values education would impact on the content and delivery of the local curriculum, and the final school linked this thinking to its existing whole school work.

Throughout, the schools continued to work on developing their strategic plans which, for the most part, required some careful auditing to start off what actually was happening in values education ‘right now’, and the subsequent articulation of how it could be done more explicitly in future. In addition, several cluster schools also began taking a closer look at the mandated curriculum at each year level, as exemplified by one:

We completed an audit of our day to day work addressing the nine agreed values. The point was not to identify where explicit teaching of the values was occurring now, but rather to realise how values were implicitly embedded in the material we were covering with our students; eg Year 6 unit on Antarctica, where the teacher identified the value Doing Your Best was exemplified by the courageous undertakings of the early explorers. Staff then discussed how they would make this value explicit by involving their students in the discovery of what the value looks like, sounds like and feels like in this context. They then went on to discuss how they would help students to understand how their taking on this value would assist them to lead a fulfilled human life.
The flames of the fire were, to use the cluster’s terminology, really ‘fanned’ when representatives attended the first state values conference where they were ‘inspired, challenged and in some instances wary of the approach taken by other schools’. Above all, though, they received a range of ideas for further pursuing values education in the cluster and became convinced that values education ultimately is about engaging:

- the head – cognitive understanding and intellectual analysis/critiquing of values and espoused value positions (Think);
- the heart – being motivated and desiring to adopt the values (Desire);
- the hand – the necessity to engage in opportunities to practise and demonstrate espoused values (Act).

This helped them to better understand there are many ways of ‘doing’ values education and that their school communities already were doing quality values work when they engaged in ‘the demanding process of looking more closely at our schools and actively and consciously questioning the fit between our espoused values and our lived values’.

The cluster schools became even more convinced they needed to ‘protect the flame’, to continue their metaphor, by continuing to address their three key questions and involve the adults in their communities in answering these. A wide range of activities was undertaken for this to be achieved. These included the use of newsletter articles, web pages, discussion groups and small forums, surveys, PowerPoint® presentations, staff meetings, curriculum planning sessions, flyers, school billboard messages, raps, emails, informal conversations, sourcing local support, feedback sheets, assembly presentations, role-plays, students’ public art, songs, special whole school learning experiences, posters, think tanks, and really anything that would keep communities talking and thinking about ‘their core values, the nine Values for Australian Schooling and how living out of them impacted on the quality of our individual and collective lives’.

As this work unfolded in the schools, the project leaders and initiators found a ‘growing enthusiasm’ among teachers and parents, as what had started as a ‘top-down’ process began to also include something of a ‘bottom-up push’. On the other side of the ledger, however, they also found they were overwhelmed to some extent by:

- the time involved in our commitment to adopt a whole school approach;
- the apathy and/or antagonism of a number of adults who saw values education as an additional responsibility and a direct infringement on the concept that state education was meant to be secular, compulsory and free;
- the sheer volume of strategies and approaches that were available in the marketplace and our need to be discerning in how we might engage with this material.

As one of the leadership team cogently observed, ‘we have put values education on the front page, but we are a long way from all being on the same page’.
What really ‘ignited’ their minds at this juncture in the process was the major professional development input they gained, and then were able to arrange for their cluster, from a Resiliency and Reality workshop which taught that ‘clear seeing of reality requires both intellectual skill and moral awareness’, and hence their task as educators is ‘to engage ourselves and our students in the art of good map-making’.

Good map-making, they were advised, involves:
- asking appropriate questions;
- drawing useful and accurate distinctions;
- investigating assumptions;
- looking for significant consequences;
- exploring possibilities;
- seeking alternatives;
- giving and seeking reasons;
- making considered judgements;
- clarifying meaning.

This in turn requires:
- an ability to see and admit to mistakes;
- a willingness to correct yourself;
- caring more about truth than being ‘right’;
- being able to ‘sit with discomfort’;
- an awareness of when personal preferences or emotions are getting in the way of true and accurate seeing;
- that opinion and dogmatic assertion are held up to scrutiny.

The hearts of staff were then ignited to use these intellectual tools by school-based professional development on ‘how to work with people who are not like you’. This helped them to understand that ‘values education is about the construction of a caring and compassionate reality and that there were essential habits of mind that would help us to live this reality’.

The challenge before the cluster increasingly was crystallising around the notion of ‘creating communities of truth’ where values educators help children to ‘dedicate themselves to mapping reality’ as well as they possibly can.

Certainly the range of professional development undertaken to spark people’s hearts and minds had a profound impact on many, with teachers noting in feedback that:

- I have learnt the necessity of asking questions that evoke students’ deep thinking, and I value the need to create interpersonal intimacy and trust within my classroom, so that it is a truth-seeking community.
• I have been encouraged to put more time into listening to the children’s responses and feelings about topics and experiences, so that they can more easily process their world.

For all of this the project is, the cluster acknowledges, still in ‘very early days’, though they are committed to staying the course, and further major professional development to keep the momentum going already has been arranged. This is not to suggest, however, that they have not already come a long way. As the cluster itself observes in reflecting on its experience:

We set out to raise awareness about values education for the adults in our school communities. Our most celebrated product is that we do have an enhanced and expanded understanding of ourselves, values education and how we can best support our students to live fulfilled human lives. For the majority in our school communities, it is no longer business as usual.

This does not mean, of course, that all 400 teachers in the cluster community are thinking the same way. There still are, for instance, some who indicate they are ‘more comfortable with a simple approach’, and hence are seeking formal programmes they can follow ‘where they can “do” honesty one week and fair go the next’. The cluster believes, however, that if it continues to provide opportunities to reflect and learn, as it has to date, it in time will see these people become ‘willing to engage more deeply and implement values as “central” to the task of teaching and learning’.

More common, though, as a result of the process pursued, is the sort of feedback provided by the teacher who wrote:

I now see the need, when I am discussing ideas with children, not just to draw on the children’s experience, but rather to extend their understanding of reality. I have a responsibility to provide time and experiences for children to wonder. We need to wonder ourselves. This will help us to understand and improve relationships with others – our children and our colleagues.

Little wonder, perhaps, the cluster now is able to conclude on reflection, that

… undertaking a school audit/scan is one of the most powerful, constructive and informative processes that a school can undertake. No teaching in values is neutral and the audit made us consciously aware of where we were doing values education well and where we were doing it poorly. They also helped us to build on from the good things we were already doing.
Key messages

1. Implementing a planned, systematic approach to values education begins with a dialogue about what values are and what values education means in your school community.

2. School staff need first to explore, probe, debate and develop their own understanding of values education before they can identify what their school needs to provide for students in this domain.

3. Audits are powerful tools to assess what implicit values education is taking place at the school; what the school is doing well and what the school needs to do better. Build on what you already are doing well.

4. Values education can lead to changed professional practice in classrooms and, in particular, in the way teachers relate to and communicate with their students.

5. Not all staff come on board easily, and not all staff will embrace the necessity of something more than simple quick-fix values programmes. Real movement in staff thinking and action comes after professional development in values education and the sharing of different opinions, perspectives and ideas.

6. Real progress comes through taking incremental steps, being flexible and being prepared to go where the work takes you, rather than pushing a preconceived schedule or agenda.
Learning how to be: Values for learning and life

WITS Cluster, Victoria
Cluster coordinator: Kelvin Botrell, Werribee Secondary College
Participating schools:
- Iramoo Primary School
- Thomas Chirnside Primary School
- Werribee Primary School
- Werribee Secondary College

UAN critical friend: Dr Merryn Davies, Victoria University, Victoria

The four schools comprising the WITS Cluster in the western Melbourne suburb of Werribee have, as part of a broader state-based initiative, had five teams of teachers exploring how best to improve student learning, particularly in the middle years of school.

The Learning How to Be Team, in particular, has taken a strong focus on values and clarifying the values around which school communities can coalesce and pursue common goals. This team is, therefore, the real focus of this report, rather than the other teams with which it constantly worked – ie Interdisciplinary Learning, Learning How to Learn, X Factor (ie new ways of learning) and Keys to Excellence teams.

The challenge the schools sought to confront through the work of these teams was probably best outlined by the cluster’s university associate when she explained that

... although ‘good kids’, well meaning and willing to learn and wanting to do the right thing ... [many students in the schools] do not receive or have not received guidance in some quite fundamental areas where schools might assume knowledge to be already acquired – for example in social interactions, in the behaviour of manners, in social expectations, or understandings.

One example ... occurred when three Grade 6 boys were waiting in the administration area of the school’s office and were taking up the limited seating (one couch) available ... Also waiting was a very solid middle-aged woman who had an appointment with one of the principals. When the principal asked the boys to give the woman a seat, they obliged, with some looks of surprise. Some time afterward, she asked the boys what they had made of that incident and whether they understood why she had asked them to let the woman sit. They expressed puzzlement – ‘after all, we were there first’ – and she recognised that no-one had raised with them the idea that children or young people should offer a seat – or other deferment – to unknown adults.

... The values education programme of the schools is based on the belief that the school needs to be the place for this sort of learning, so important for students’ management of social interactions ... As such, the principal emphasises values as
being one of the key areas where schooling can and will make a difference if judiciously and consistently applied … She wants her students to be ‘decent individuals and good members of the community’.

Learning how to be for this cluster of schools means, therefore, students and staff developing ‘social capabilities and capacities to competently live in an exciting, diverse, increasingly uncertain and changing world’. The schools are, in this context, seeking to ensure that all their students have the skills and sensibilities to be ‘independent and interdependent team workers and leaders, contributing as positive, responsible citizens with a sound understanding of their own identity, whether it be in the context of themselves, their community or globally. Values, the cluster notes, ‘promote personal, social, emotional and intellectual development so that they can be confident in meeting the challenges in a local, national and global community’.

The Learning How to Be Team of teachers established to pursue this goal contained representatives from each of the cluster schools who, among other things, visited each other’s classrooms to examine the differing roles of values in learning and school life. To give meaning and structure to the task, the team developed a shadowing pro forma, which is illustrated in Figure 2, with information recorded by one secondary teacher who visited a primary class.

**Figure 2: Teacher shadowing/Visits by Learning How to Be Team (sample)**

<table>
<thead>
<tr>
<th>Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td></td>
</tr>
<tr>
<td>Proposed date of visit:</td>
<td></td>
</tr>
<tr>
<td>Name of the venues you intend to visit:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Purpose of the visit</th>
<th>What did you learn?</th>
</tr>
</thead>
<tbody>
<tr>
<td>√ Investigate new learning and working relationships</td>
<td>From the day, I found that J was given little time throughout the week to get all the necessary work completed. Even though he was meeting the class requirements, it seemed that he would benefit from more hours in the classroom and allow the class to complete more activities in length. I also learnt that primary school teaching was dominated by females in the workplace and gave me an understanding of why it is said that there is a shortage of male teachers.</td>
</tr>
<tr>
<td>√ Developing/implementing values</td>
<td></td>
</tr>
<tr>
<td>√ Social competencies</td>
<td></td>
</tr>
</tbody>
</table>

All of the above. This day also allowed me to view primary education first hand. Before this day, I had not come in contact with a primary class or classroom. The school values were displayed prominently and referred to by the teacher and students to reflect on work or if issues arose. The manner in which you communicate the values and how there |
seems to be more support for students (eg pastoral care). Students interacted just like students here, but I did realise that they are much smaller than students at secondary, and can feel for some of the smaller kids coming up. It must be daunting for them.

What are you going to do in your classroom?
The Literacy Circle, I have heard of this idea but not seen it in action. I thought this was quite a good idea and will definitely bring sections of this into the science and maths classroom. Especially the vocabulary section and the Connector. The values were interesting and I should include these more. It was also interesting how the board was set up. The Learning Outcomes on the board, I have already used with a class, while explaining an assignment.

What data (evidence) are you going to give back to your exchange teacher and team? (Please tick)
- Student work samples
- Teacher observation notes

I will be trying to give J a wide experience on a secondary community. With a range of lessons, yard duty and the wide variety of options that are available.

The team also surveyed local employers, teachers, parents and students to ask:
- What is important when people live, work and learn together?
- How do people learn in today’s world?
- What have been people’s best learning experiences, in or out of school?

This, together with the principles in the National Framework, guided the team in auditing current programmes in schools for values, identifying current strengths and areas for development, developing action research processes in and with the community, and reflecting on discipline practices, review policies and plans for future work.

One particularly interesting strategy adopted by the cluster in this context was to have the Learning How to Be and other teams present the findings of their work to an expert review panel the cluster established for feedback and advice.

The WITS panel of experts comprised:
- four community representatives – a councillor, a pharmacist, an engineer and the executive officer of the Local Learning and Employment Network;
- five leading national and international education thinkers and researchers;
- the four school principals.
The expectation was that the teams should present the focus of their work, the strategies they used, the findings of their investigations and the evidence for those findings over a full day with the following format.

**Figure 3: Format of the WITS panel day**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00</td>
<td>Panel meets for coffee or tea and introductions</td>
</tr>
<tr>
<td>9.30</td>
<td>Interdisciplinary Learning Team presents (approx. 30 mins, panel questions team and provides feedback, panel discusses team’s findings)</td>
</tr>
<tr>
<td>10.30</td>
<td>Morning tea</td>
</tr>
<tr>
<td>10.45</td>
<td>Learning How to Learn Team presents (approx. 30 mins, panel questions team and provides feedback, panel discusses team’s findings)</td>
</tr>
<tr>
<td>11.45</td>
<td>Morning tea</td>
</tr>
<tr>
<td>12.00</td>
<td>Learning How to Be Team presents (approx. 30 mins, panel questions team and provides feedback, panel discusses team’s findings)</td>
</tr>
<tr>
<td>1.00</td>
<td>Lunch</td>
</tr>
<tr>
<td>1.30</td>
<td>X Factor Team presents (approx. 30 mins, panel questions team and provides feedback, panel discusses team’s findings)</td>
</tr>
<tr>
<td>2.30</td>
<td>Observers share their thoughts with the panel</td>
</tr>
<tr>
<td>3.00</td>
<td>Panel makes recommendations for the future work in the WITS Cluster</td>
</tr>
<tr>
<td>4.00</td>
<td>Close</td>
</tr>
</tbody>
</table>

When it came to the work of the Learning How to Be Team, the panel commented on the ‘outstanding intellectual quality and the positive relationships between teachers in our schools … [and] supported the team’s recommendation to identify social skills that underpin our values’. The panel generated a great deal of reflection and analysis of the work of the team in the schools and the cluster intends to continue using this ‘presentation to experts’ approach. As the cluster report succinctly notes:

> The recognised education experts gave the panel intellectual credibility, the local community an opportunity to provide input to our work, and the school principals were able to reflect on where their schools are heading.

As a result of the whole experience, the cluster now has commenced work to identify the social skills that underpin their school values and has, among other things, sought to adopt a common student and parent friendly language for the way these values are described.
That said, the schools have also, to use the words of their university associate, ‘demonstrated interesting distinctions in their approaches to values education and student development’, in large part reflecting the different stage of development of values education they had reached. More specifically, their associate explained:

Among the primary schools … [one primary school] can be characterised as focusing particularly on civics and behaviour and on managing its values education through this medium. [A second] on the other hand, has looked more to models of ‘quality schools’ in developing its own style of learning and teaching, and has highlighted themes of excellence and aspiration in its approach to values. At [a third], inclusiveness has been acknowledged as a major theme central to this school’s value system. The secondary college’s history over recent years has seen it reposition itself positively in the eyes of students and families in the community, not least through an articulation of a set of school-specific values which highlight effort, achievement and leadership. In all cases, schools draw on and are able to reference particular key sets of values incorporated within the National Framework …

One of the aims of this cluster-based values project has been the development of a common values language and if possible an agreed set of endorsed values common to the schools across the cluster. This common set has yet to emerge – and may not. What has transpired, however, has been the development of a strong and energetic values culture across the schools, characterised by collegial work of teachers in all schools, the targeted activities of joint working parties and participation by students and teachers across the cluster in joint values-based activities. As a consequence, at least two schools have taken the opportunity to consult with their communities to rework their essential school values over the duration of the project …

It is important to note that the cluster-based work has encouraged a cross-fertilisation of approaches and perspectives across the schools that has begun to ‘flatten’ distinctions between their approaches … Our ‘benchmarking’ exercise which documented schools’ approaches at the beginning and conclusion of the project has been able to identify development and progress in the implementation of values programmes in each school – in all cases informed by this exchange across the schools. Primary schools report a growing understanding of the need to structure experiences which actively prepare their students for the secondary environment; at the same time, the secondary school and its staff are building relationships in their classrooms which reflect the positive and supportive environments of the primary settings. These approaches are directly attributable to the cluster-based work undertaken in the past year, including the experience of ‘teacher exchanges’ across school settings.

The ‘flattening’ referred to between the different approaches of the schools is readily evident in the following snapshots of activity arising from the work of the Learning How to Be Team and the panel feedback they received.

One primary school, where ‘inclusive philosophies and democratic practices’ have been featured for some years, worked to bring its values into learning contexts rather than seeing them as purely a tool for behaviour modification. This school, which has a relatively high proportion of students with disabilities enrolled as integration students, has focused on the four key values of Respect, Cooperation,
Responsibility and Courtesy. It has developed a range of strategies and processes to integrate values into school practice such as:

- workshopping values themes with students intensively in the first term of the year to develop in-class values statements and rules, and build up ‘a repertoire of techniques to use to encourage good learning’;
- reinforcing this with weekly awards to students based on values and encouragement of staff in modelling positive learning behaviours;
- trialing some recently designed activities to further embed values into all aspects of school life.

Another school has translated its values into the following ‘ten not negotiables’ that all teachers use:

1. Take responsibility for your own actions, don’t blame others.
2. Where appropriate, use ‘please’, ‘thank you’ and/or ‘excuse me’.
3. Speak to adults (and everyone else) with respect.
4. Don’t ‘talk back’ to an adult.
5. Listen and do not interrupt when another person is speaking.
6. No put downs – be positive or be quiet.
7. No shrugging shoulders or rolling eyes.
8. When visiting a room, knock on the door and begin with ‘excuse me please’.
10. Use a person’s name when speaking to them.

The school has then used the project to reflect on its core values with the result it has been able to refine these down to the three agreed values of Respect, Responsibility and Relationships, which it refers to as its 3 Rs. It subsequently has produced a brochure that highlights its mission and ‘cranks up’ what is recognised as important to the school.

This is part of a staged strategy aimed at first clarifying the values focus and then highlighting that focus in public ways. The upshot has been, according to the principal of the school, ‘a big turnaround’ in student behaviour. As their university associate observed:

*Although their catchment area has not changed significantly in the past several years, the documented behaviour of students has improved significantly, evidenced in vastly reduced incidents and discipline reports and suspensions. The school is [quoting the principal] ‘a much better place to be’. Children are ‘well behaved’, demonstrate improved self-control, relate better to each other and, most significantly, share with teachers a common language of expectations of values. Other evidence of this change in the social environment of the school is the significant rise in parental satisfaction – across all measures in the past two years.*

The outcomes have been positive according to this school because it, in common with its cluster collaborators, has been very clear in its support of the values framework adopted and in being seen to adhere to, and live by, those values. The values are ‘clear, easy to understand and are clearly mandated’. Students, teachers
and parents have a clear understanding about expectations, and there is ‘no apology’ for adhering to these. As the school’s principal explained:

Get your values right: make them clear and put them everywhere! In the classrooms, in the staffrooms, in the newsletters. And don’t be afraid to say what you don’t accept. Don’t make apologies.

We developed a set of non-negotiables in 2004. It was very successful and well supported within the school. The staff actually insisted that this be repeated this year. Some of the children who come here don’t get a lot of consistency in their lives at home. Here they can be confident that things are consistent and fair and that is incredibly important to them.

It is an approach the university associate sums up as essentially involving the key factors of:

• simplicity and clarity of values;
• visibility of those values;
• embeddedness of those values in the operation of the school – they are not ‘add ons’, but are highlighted as integral to the way the school is run.

The third of the primary schools arguably is the ‘strongest centre’ for values education in the cluster and serves as something of a ‘model, pathfinder and guide’ to the rest. Established only 14 years ago, the school felt it was losing its way after five or six years. To address this situation it enlisted the help of a Quality in Schools Programme, which subsequently gave way to a whole school approach with values at its heart.

This school spends significant time at the start of each year working with students on its values and what really has meaning to them. More specifically, each classroom comes up with a set of ‘basic tenets’ and children vote on these. These are then narrowed down to a set of 12 whole school qualities, and narrowed further again as any duplication is removed. The upshot is an agreed set of values across the school – which in 2006 are Excellence, Communication, Respect, Honesty and Friendliness – which are outlined in every classroom and highlighted in communications such as the school newsletter.

Since adopting this approach, which recently has been supplemented by a decision to introduce Tribes TLC® (discussed in detail in the section ‘Teaching it well’), the school has seen a ‘huge change’ for the better, especially in the area of student behaviour. As the school itself explains:

Students know how to work with others, are much more familiar with school values and understand the language and discourse of values. This is apparent in feedback the school receives from members of the more general public (not even the school community) … Observers feel students are respectful of each other, respectful of adults and much better at communicating in an appropriate and effective way.
The school also has documented improved academic learning trends since implementing values education, though it is difficult to pinpoint exactly the cause because of the complementary use of the Quality Learning approach and Tribes. That said, the school leadership team is in no doubt that the values education programme in use has meant:

- more effective cooperation among students as they go about learning or sharing learning;
- teachers focusing more on guiding and acknowledging students’ initiative – ‘getting kids to want to learn’;
- a safer, more secure learning environment;
- better quality strategies used and students taught to articulate these;
- the creation of a ‘learning community’ which links learning and relationships in powerful ways.

Finally, the high school in the cluster used the project to redefine and simplify the school’s values as a result of students recommending a maximum of five values so they could retain them in their heads. From this new set of values, which incorporates the nine national values and the previous attributes and values of the school, a common language is being developed for describing ‘demonstrable actions and social skills related to each value’. The school’s assertive discipline policy has been amended to have a more positive focus and reflect the values of the school.

Even more importantly, perhaps, the values are beginning to be translated into a range of classroom programmes and activities being trialed by teachers in the school, such as the Years 9–10 drama work where

… students opted to illustrate some of their values work in developing short plays about a specific and problematic area – bullying. In this unit, they explored a range of scenarios which they might have experienced and were able to discuss implications and strategies. They workshoped ways of presenting these scenarios effectively and dramatically, using, among other things, ‘freeze frame’ techniques as a vehicle for building awareness of verbal and body language at particular points in social interactions – ‘What’s happening precisely here?’

The students then, in a reflection of the closeness that has developed between the cluster schools, took their show ‘on the road’ to local primary schools to help build values discussions among younger students.

This closeness was, by the end of the project, reflected in an ISLANDS for Learning Framework (Individual Supported Learning and Negotiation in Diverse Spaces) the schools have collectively devised, as a result of the work of all five teams, which focuses on ‘socially and intellectually engaging students in learning’ and includes ‘preparing students for learning through a values-laden pedagogy’. The schools currently are drafting examples for teachers on how to plan for and implement the framework, with the intention of studying its effect on student learning over the next 18 months.
Key messages

1. Developing a common language about values is important as a precursor for teaching those values. It is important in this context to clearly articulate the values of the school – ‘get your values right, make them clear and put them everywhere!’

2. Schools may choose to reduce the nine national values to a smaller, more manageable set. The important thing is to contextualise them to your particular school circumstances and needs.

3. A ‘staged’ process of teaching values can be an effective means of implementing values education in schools – ie a process whereby values first are taught, then reinforced, and then embedded throughout the curriculum.

4. Teachers have to practise the values they espouse, which sometimes means rethinking their approach to dealing with their students. A failure to ‘walk the talk’ sends a mixed message to students, which undermines values education in the school.

5. Using a panel of experts to whom teams of teachers present is a mechanism for gaining valuable feedback and engaging the community, which also can provide positive reinforcement for those involved.
**My happiness … My choice**

**Airds–Bradbury Cluster, New South Wales**

**Cluster coordinators:** Carol Jones and Cath Angel, Airds High School

**Participating schools:**
- Bradbury Public School
- Briar Road Public School
- John Warby Public School
- Woodlands Road Public School
- Airds High School

**UAN critical friend:** originally Ms Kate Keeley of Macquarie University, NSW, who was replaced by Dr David Saltmarsh of Macquarie University at the end of 2005

Working as they do in an environment where most of the school population is drawn from a public housing estate, and student absenteeism and retention are significant problems, the schools in the Airds–Bradbury Cluster designed their values education project to

> … improve the engagement and commitment of pupils, teachers and parents. It was designed to build in the whole community a real sense of mutual support, validation for, and valuing of the schools in the cluster; a real sense of the great rewards to be achieved working within this community in our struggle to overcome shortcomings in numeracy and literacy skills, identified parental socioeconomic disadvantage and low exit education levels, and some negative school culture factors.

> In particular, our priority was to address what was perceived by many to be a lack of ‘social capital’ among students. This is characterised by: poor work ethic/study habits/ self-discipline; inadequate resources outside of school to ensure school success; a diminished sense of connectedness and valuing of the school’s role; a negative sense of wellbeing; and some hopelessness about the future.

This involved a five-pronged approach embracing:
- school policy development;
- teaching and learning;
- values modelling;
- community partnerships;
- student empowerment and resilience.

All five were held together by the umbrella concept, ‘My happiness … My choice’. This emerged from the detailed conversations the schools had with their communities and the subsequent philosophical journey the cluster coordinators took. As they explain it themselves, with all of the complex background data in hand, they undertook a journey of their own
... through the notion of a ‘good life’. The philosophic and moral authenticity of the National Framework values needed to be validated by us before we could confidently move forward and genuinely and responsibly accommodate community input to the framework. The results of the community interviews had consistently corresponded to the ancient Greek idea of the four main virtues of ‘Wisdom’, ‘Justice’, ‘Fortitude’ and ‘Self-control’ (know yourself, respect all life, be strong and control yourself), more so than to the stated elements of the National Framework. The overriding community concern was to be ‘happy’ with other human beings, as best they could. The path to such a place was not clear or easy, but the majority discounted material wealth as a prime concern. Our job became clear: to use our ‘comfortable’ community language, but to also remain faithful to the Framework values. ‘My happiness … My choice’, our values project ‘umbrella concept’ emerged. The correlations were unambiguous. The community and the National Framework were not speaking different languages.

It is interesting to note in this context that the initial focus on identifying school community understanding of the nine values and their respective importance fell flat because the survey instrument proved too ambiguous and inaccessible to many who were asked to complete it. The cluster instead embarked on a series of interviews with a representative selection of stakeholders, which allowed for genuine dialogue to occur about what school community members felt was important in life, what made a good person and where and how such things could be supported and enhanced.

Specific questions used to stimulate discussion in interviews with students and staff, for instance, were:

- What is important to me in my life?
- What are my values – the things I try to be?
- What do I like about myself?
- What would I like to change about myself?
- What is the importance of teachers in my life?
- Who guides me in life?

Typical of the array of activity undertaken by the schools to build the notion of ‘My happiness … My choice’ into school policy across the board, in conformity with what the community data gathering showed, was the lead school’s effort to integrate it to all of its welfare policy and programmes. In particular, the major welfare initiatives for anger management and conflict resolution were seen as areas to benefit from a coordinated focus on developing ‘good’ and ‘happy’ students.

This was underpinned by a centrepiece activity which saw students from across the school experiencing the Catalyst multimedia presentation, which follows the lives of five young Australians in their journeys through difficult times. Each young person is faced with difficulties and, through good choices, succeeds in turning their life around. This theme was ‘very well received’ by the students who appreciated the way in which the protagonists overcame bad times through good choices. The whole activity then provided the basis for giving students some
practical tools to achieve this for themselves, such as the button-pushing and RID strategies outlined below.

The end result of this sort of activity in the cluster, as a direct result of its participation in the project, is the planned development of restorative justice training and practices for cluster schools later in 2006 as a basis for continuing to advance.

Teaching and learning initiatives in the cluster are based on the 4MAT cycle of learning, which the cluster itself explains in the following terms:

First is the experience. When we first experience something new we approach it with our whole selves; our subjective, biased selves. Then we ‘reflect’ or filter the experience through who and what we are and the pasts we have brought with us. The need now is to be more objective. The third stage of the process is when we stand back, examine and narrow the focus. We attempt to conceptualise and understand the new thing. The fourth stage of the cycle is the move to action. Comprehension is not enough and we need to try something, play with it, watch and manipulate it. Finally, we integrate the new thing. We change it to suit us. We place it in our world. We integrate it and are enriched and transformed by the adaptation.

The process begins and ends with the individual. The cycle is about the making of meaning …

All learning must begin with where the learner ‘is’ and with a climate of openness – the ‘why’ quadrant. There must be dialogue and stories, subjective voices and listening, the establishment of interest and some resonance with the experience. There must be a sense of ‘I know something about this and I want to know more’. The next quadrant addresses the ‘what’ question. Here learners receive ‘expert’ information – the essence pieces, the core concepts, the content. It is a thoughtful and reflective time for organising, connecting, comparing, clarifying, theorising. It is an objective phase. The process moves then to quadrant three, which is answering the ‘how’ question. How will people use the knowledge in life? It is the time for each individual to discover how valid the learning is for their individual life. They must become active and try things for themselves. The teacher becomes facilitator or guide only. The final quadrant is to answer the ‘if’ question. If learning is achieved, what will the learner be able to do that they cannot currently achieve? What new powers will they have? This is the place for celebration and performance – a sharing and questioning place. The new learning may be modified, adapted, edited, performed or totally reworked. The learner is encouraged and championed. Self-evaluation is critical.

(Note: Further information on 4MAT can be obtained at http://www.aboutlearning.com/)

A key teaching and learning unit that was trialed in this context, initially in the high school and then delivered with the involvement of high school students to student leaders from cluster primaries, was a specific ‘My happiness … My choice’ unit delivered to a carefully selected class.
The unit was a full day of activities based on the development of personal and class strategies for improving the happiness and wellbeing indicators of all members of the class as outlined in Figure 4.

**Figure 4: The ‘My happiness … My choice’ unit**

<table>
<thead>
<tr>
<th>Quadrant 1</th>
<th>Ranking traits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask students to tear a piece of paper into ten strips. On each they write a word or phrase that describes themselves – the good and the bad. Assure students that no-one will see what they have written, so they can be extremely honest. Then the student arranges the traits in order from what they most like about themselves to what they least like. When done, ask, ‘Do you like what you see? Do you want to keep it? Now give up one trait. How does the lack of that affect you? Now give up another … Give up two … Give up another two. Now what kind of person are you? How do you feel about that?’ After giving up six of the qualities, let the student regain the traits one by one. Then have them write in their journals what they kept and what they learned about themselves from the experience.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quadrant 2</th>
<th>Group poster or collage to show: What does ‘my personal happiness’ look like?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are given a sheet entitled ‘I am happy when …’ and are asked to choose two items per section that are most important for their personal happiness and wellbeing. (Note: The sheet, which could easily be compiled by teachers in other schools, lists items under the headings of Personal and family; Friends; Extra-curricular [sport and leisure]; Appearance; School ‘in general’; and School ‘in class’.)</td>
<td></td>
</tr>
</tbody>
</table>

Working in groups, students are asked to decide the top five items from the school categories of the ‘Happiness is …’ sheet. Record votes on a whiteboard for each group. This will involve active discussion and probably compromise. On the whiteboard work out the top five for the whole class.

<table>
<thead>
<tr>
<th>Quadrant 2</th>
<th>Group poster or collage to show: What does ‘my personal happiness’ look like?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students use drawings, quotes about happiness, cartoons and collage. All will contribute to this. The group needs to ensure all students’ ideas are incorporated.</td>
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</table>

(Interlude of celebrity trivia in this full-day delivery of the unit.)
Using the top five items from the school page class decision, place the top five so that one each is in the centre of a piece of butcher’s paper. Students then work in groups to complete the following:

On the top half of the paper, ‘If this is happening, then I will see … (1) indicator; (2) indicator; (3) etc. For example, if ‘teacher is in control’, then I will see (1) students on task; (2) a reasonably quiet room; (3) students in seats; etc.

On the bottom half of the paper, ‘If this is not happening then I might see … (1) indicator; etc.

List all other student contributions on the relevant butcher’s paper to ensure all ideas are represented.

Quadrant 3
Students identify indicators they can influence from the top half of the sheets. Students get five dots, one for each sheet. The leader counts and presents the tally on the whiteboard. The top two indicators from each of the top five items then is presented to the group as a whole.

Thinking about these top two indicators in each case, how can you make these things happen more often? In five groups, students list on the butcher’s paper strategies for each of the two indicators using the carousel method to ensure exposure to all.

(Interlude: Riddles)

Quadrant 4
Students choose one personal strategy from each of the strategy lists of the top five indicators. Students use one dot on each of the five strategies sheet to indicate their choice for class strategies to adopt. Select three class strategies for each indicator by tally of the most popular, which the class then will adopt.

Ask each student to put a message in an envelope – ‘I promise that by Week 5 I will …’ (list the five personal strategies chosen). Seal them in the envelope and put it in the front of the journal. The envelope will be opened in Week 5 for personal performance assessment.

Finish by having students write the class strategies in their journals and tell them that all teachers of the class will be informed of the five strategies adopted by the class.

It is interesting to note in this context that the top five sources of happiness identified by the trial group for the day were:
1. Getting good marks
2. Teachers who listen and understand student concerns
3. Students respecting each other
4. Parents who were interested and supportive about school
5. Teachers (who don’t teach me) being friendly and acknowledging me.

Subsequent discussion on indicators that this is happening in the school included, in the case of item 3 for example, ‘people getting along’, ‘everyone having friends’, ‘less fights’, ‘happy parents and teachers’, ‘no put downs’, ‘no stealing’, ‘helping each other’, ‘happy faces’ and ‘conflicts getting sorted’.

The five top choices that emerged from the process for improving the class were:
1. Treat people as you want to be treated
2. Do not litter or throw rubbish
3. Do our best at school so parents will be happy
4. Improve our marks – study, homework, attention
5. Participate and listen in class.

Class evaluation sheets revealed it was not an easy unit for the individuals involved, but despite the pressures and difficulties, and the expectation that they really work hard, 15 out of 20 indicated they had fun, 13 out of 20 wanted to do more, 18 out of 20 were willing to make changes to be happy, 12 out of 20 wanted to be part of values leadership groups, and ‘an amazing’ 20 out of 20 felt positive about the choices they can make to improve their lives.

Teacher evaluations four weeks after the event identified the students involved as ‘enthusiastic, motivated, caring and more focused’. They noticed ‘improved team work, willingness to work in small groups, caring toward previously ostracised students and greater willingness to concentrate to develop skills and knowledge’.

Consolidating this sort of success across the schools depends, of course, on conscious and continuous modelling of the values the schools seek to promote.

This has involved the use of a wide range of strategies not only to ensure that teachers ‘walk the talk’ having seen the cluster coordinators do exactly that, but also to provide students with approaches to use to deal with issues and conflicts that emerge and hence achieve a happier outcome. Two that particularly stand out, and which have been used in extended roll call sessions where these apply, are the button-pushing and RID approaches briefly outlined below.

The button-pushing approach for dealing with difficult situations was developed by South West Sydney DET Welfare consultants as a simple, easy to remember, useful approach that contains ‘a fashionable twist for the technologically inclined generation’. The steps focus on the metaphor of pressing buttons, where the student progressively presses:
- STOP – recognise a negative thought, feeling, physical reaction;
- REWIND – go back and carefully review what has happened;
- FAST FORWARD – take a leap into how this scene might look from some future time zone;
• ZOOM – check for any exaggeration operating;
• HELP – theoretically advise a friend in a similar predicament.

RID involves Recognising your anger, Identifying something positive (not negative) to do, and Doing the positive thing quickly. It incudes a focus on students sharing experiences, reactions and advice on anger management and has helped sustain dialogue among students about anger, and how to resolve matters more peacefully.

Underpinning these and other approaches in the schools is the overall philosophy that ‘relationships matter’ which, in the high school, was enacted in a variety of ways. One of these involved students in a senior Business Services class being introduced to the practice of shaking hands at the beginning and end of each lesson (which soon also extended to Year 7 teachers meeting and greeting each and every student at the beginning of morning roll call). Students affected have appreciated this practice as, what one simply referred to, ‘a great way to start a lesson’.

This all has been underpinned, it should be said, by involving staff in discussions about happiness as well, including around the stimulus of a newspaper article by Ross Gittins (a journalist with the Sydney Morning Herald and the Age) which suggested that happiness depends on relationships with other humans, reasonable time schedules, leisure time, exercise, contact with nature and family bonds. This helped make the whole focus on ‘My happiness … My choice’ more of a whole school concern, and truly something in the ethos of the cluster schools.

Community surveys, as indicated earlier, gave way to more targeted interviews which revealed a much richer appreciation of the values parents and other school community members hold dear, and their perception of the cluster schools.

This enabled the coordinators to identify a range of possibilities for improving parent interest and for supporting staff in their interactions with parents and carers associated with the schools. This included such strategies as AAA (attendance, attitude and academic progress) barbecue information nights, increasing the number of positive phone calls home, increased polling of parent concerns and regular information booklets summarising initiatives underway in school and individual classes. The use of regular newsletters was an important means of communication with parents on a regular basis which schools in the cluster were careful not to neglect.

The final prong of the cluster’s approach, student empowerment, is to some extent already addressed by aspects of the preceding four. That said, the key initial motivation for even entering the values project was to deal with levels of disengagement students expressed, particularly in the middle years.

The dream was, as the cluster put it, ‘to develop in these groups some resilience, some willingness to remain motivated by their interests, skills, talents and
ambitions, and not to behave only as a group or tribe member, going along so as not to stand out, thus avoiding the painful process of developing valued personal standards of behaviour’.

What is needed to realise this dream is, they believe, ‘students familiar with problem-solving processes; students who considered alternatives, weighed alternatives, sought advice in making decisions and understood the values that were involved in such processes’.

Clearly the unit outlined above was firmly located in developing the sort of skills and strategies that would produce students of this sort. And several of these students have subsequently gone on to become student values leaders for others in the cluster, and especially in the primary schools.

Beyond this and other strategies in use, the whole notion of ‘My Happiness … My choice’ is centred on empowering students in this way with an overall belief in what the cluster describes as ‘the power of one to make a difference’.

Certainly this cluster, like many others, experienced the pressure of time and the difficulty of making the degree of difference it sought in only twelve months. As their final report makes clear:

The time frame of the project was a major impediment to its ease of operation and continuity … the fact that the major school break occurred in the middle caused numerous problems. No other organisation comes to mind where, at a given time of the year, approximately one-sixth of its client base leaves and is replaced by an entirely new group of clients, while … many employee changes occur, sometimes at executive level.

It is pressure which, according to those involved, can only be resolved by consistency of approach over time and continuing to pursue the dream. This in turn, they suggest, needs substantial professional development to equip teachers for the task:

For a teacher to become confident in the teaching of values, intensive personal/professional development is required. One firstly needs to fully comprehend the role values play in his/her own life, to appreciate that others’ values can be slightly different for various reasons. Then understand that students are values developers and need consistent, overt guidance to develop strong values that eventually become instinctive. Finally, teachers need to feel comfortable and competent in their teaching of values to students who often live in a community where values differ from those of the teacher and who are struggling to reconcile what they ‘know’ to be good values with the reality of what they experience – at home, at school, with their peers. Very few teachers have the ability to effectively teach values until extensive professional development is undertaken in the above areas.
Key messages

1. It is important to interrogate the National Framework and ensure it correlates with the language used in the school. This in turn creates a need for consistency in the messages being delivered: in classrooms, between classrooms and within the whole school.

2. Teachers may find it helpful to understand what values mean intellectually, emotionally and spiritually to themselves first, before pursuing them with colleagues, students and parents in the school.

3. Communities, regardless of their socioeconomic status, will have a variety of moral, ethical and philosophical approaches to life. Although the personal values of individual teachers may not always align to those of their school community, the dialogue between them is what really matters most.

4. Values education can be used to coordinate school policies and initiatives and provide them with a common focus. If values education is separate to other key policies and initiatives, it will be seen as an ‘add on’ that people will reject.

5. Engaging students in activities that make them feel more positive about themselves and their abilities is a key component of values education. Values dialogues with students can start with a variety of open and general discussions focusing on such topics as favourite activities, ideal learning, personal strengths and weaknesses, choices, relationships, body image, parenting, friendships and authority. Student feedback on such activities and approaches is then critical to their success.

6. Values need to be taught and practised explicitly, in the knowledge ‘that students identify the values prominent in a teacher’s manner when interacting with students, and that students look to teachers for example’. Respectful relationships and role modelling between staff and students is critical to effective values education.

7. Awareness raising through professional discussions over a period of time is vital in a context where some staff may be cynical about values education.

8. There was not sufficient time in the project to make the difference through values education that the schools would have liked. This problem was only compounded by the way the project spanned different calendar years, which saw changes in class groups and staff. Implementing values education in schools will need support for a longer period of time.
Promoting relational learning through values education

Maroondah North Cluster, Victoria

Cluster coordinator: Catherine Blackburn, Norwood Secondary College

Participating schools:
- Croydon Hills Primary School
- Kalinda Primary School
- Mullum Primary School
- Park Orchards Primary School
- Warranwood Primary School
- Wonga Park Primary School
- Yarra Road Primary School
- Norwood Secondary College
- Parkwood Secondary College

UAN critical friend: Dr Helen McGrath, Deakin University, Victoria

Already in its fourth year as a cluster working on state-based middle years improvement programmes, the Maroondah North Cluster of nine schools sought to identify ‘universally acceptable behaviours’ as the basis for implementing values education in the schools, but with a particular emphasis on relationships in the learning process.

In doing so, they drew heavily on the input and advice of Dr George Otero from the Centre for Relational Learning who provided professional development input to the schools underpinned by his following belief (quoted in the cluster final report):

*Effective, healthy learning occurs in relationship to community rather than in isolation. Learning is not restricted to educational institutions, it occurs in communities and workplaces just as frequently. Thus, if a person has the skills to navigate the relational elements of the learning experience, he or she can carry those skills from classroom to classroom, to non-traditional learning environments, to work, and to the larger community with success and confidence as well as the ability to function in the current world of increasing change and challenge.*

The challenge the cluster undertook in this context was to determine ‘How can teachers further develop relationships to promote student learning?’ on the basis of Otero’s five student learning relationships of:
- student to self;
- student to the subject matter;
- student to their peers;
- student to teachers;
- student to the wider community.
To address relationships in this way first required the schools to ‘lay the foundation stones’ of values since these ‘will be the basis for all relationships throughout students’ lives, enabling them to be effective community members’. The aim therefore was ‘to facilitate a cultural and pedagogical change which encourages students to see values as “roadmaps for life”’. This is readily evident in the overall process for the project the cluster devised, which is outlined in Figure 5.

**Figure 5: Cluster approach to promoting relational learning through values education**

Values are the strong beliefs by which we lead our lives. We reflect these beliefs in our actions.

Nine Values for Australian Schooling have been listed in the *National Framework for Values Education in Australian Schools*. We believe that six of these values fall into the category of pro-social values. These are: *Care and Compassion, Fair Go, Honesty and Trustworthiness, Respect, Responsibility and Understanding, Tolerance and Inclusion.*

*Doing Your best* is a personal achievement value. *Freedom* as a value is addressed in civics and citizenship studies. *Integrity* is the principle of acting in accordance with your values.

**Our premise is that**

1. Leadership (leading by example), partnership (working collaboratively with others) and friendship (recognising each other’s goals and roles) are the three elements required for good relationships.
2. When the pro-social values are translated into behaviours, this will ensure enhanced relationships.
3. Enhanced relationships lead to improved student learning outcomes. This is ‘relational learning’.

*The adoption and translation into behaviours of pro-social values in our schools will be achieved through a process of*

- discussion and analysis of the Commonwealth Government’s Values for Australian Schooling to establish common understandings between students, teachers, parents and the wider community;
- identifying the appropriate learning stage for teaching each value with clearly defined outcomes;
- developing ‘values curriculum’ that integrates the Victorian Essential Learning Standards (VELS) Physical, Personal and Social Learning strand to drive effective relational learning beliefs and practices;
• working cooperatively as a cluster to share good practice, share the workload, build momentum and have broader impact;
• professional development and support for promoting and developing dialogue in our schools.

and these actions

1. collection of baseline data;
2. consciously getting to know students: facilitating students getting to know each other and inviting students to get to know the teacher;
3. negotiating class norms for interaction;
4. refer to already established class norms and identify the values that underpin them;
5. using relational learning structures and procedures – eg sticks activity;
6. teachers facilitating ‘classroom meetings’;
7. engaging in ongoing and frequent ‘dialogue’ (exchanges of speaking and listening that lead to thought, learning and understanding);
8. explicitly teaching active listening skills;
9. using a variety of texts, such as books, audiovisual, songs and poetry that highlight values-rich issues;
10. providing opportunities for discussion and reflection on hypothetical and real situations involving moral dilemmas;
11. role-playing scenarios to practise pro-social behaviours;
12. explicit training in cooperative group work;
13. providing many opportunities for cooperative group work in different groupings;
14. developing student and community reciprocal links by exposing students to community opportunities through curriculum innovation (such as community service projects);
15. making use of significant dates to reinforce pro-social values (eg Anzac Day);
16. building awareness of non-verbal communication and the cultural differences in this form of communication;
17. making use of situational opportunities to highlight values being enacted.

resulting in

Communities rich in ‘social capital’
Communities rich in social capital are places where all children have opportunities to be successful emotionally, academically and socially. Ultimately, our society is richer in social capital as these children reach adulthood.

In practice, the implementation of this process first depended on getting the whole school community aligned and on side. In one school, for instance, this took the form of conducting a forum to which parents specifically were invited, where participants:
• were told ‘a value is the strong belief by which we lead our lives ... we reflect these beliefs in our actions’;
• then did a Think/Pair/Share activity on ‘Which values do you emphasise in your home?’ with these being written on separate notes;
• bundled these notes under the headings of the six pro-social national values (‘We found that all the ideas they had come up with fitted under one of the six – Respect, Responsibility, Care and Compassion, Fairness, Honesty and Trustworthiness and Understanding, Tolerance and Inclusion.’);
• then stood in a line to show how they rated the importance of each value, which the school named a ‘values continuum’;
• (at the next session the following week) described the behaviours that corresponded to the given value using X charts about what it ‘looks, feels, sounds and thinks like at our school’.

In terms of curriculum, one of the schools spent time on its planning days ‘adjusting, modifying or completely revamping’ its units to include the Personal Learning and Interpersonal Development domains included in the new VELS learning strands. They also held a whole staff brainstorming session where they looked at each unit for the term to identify ways in which the values more readily can be linked to the theme, such as Diversity into a unit on gold, or Care and Respect into a unit on ‘awesome’ animals.

A cluster secondary school has developed detailed values-based units linked to the VELS and based on generative topics, which are explicated in Figure 6.

Figure 6: Sample for the generative topic, Different Faces, Different Races
(Teaching, Learning and Assessment Plan, Unit 1, Term 3)

<table>
<thead>
<tr>
<th>Host VELS domain: Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Victorian Essential Learning Standards – Interwoven Strands</strong></td>
</tr>
<tr>
<td><strong>Personal and social knowledge, skills and behaviours</strong></td>
</tr>
<tr>
<td><strong>Domains</strong></td>
</tr>
<tr>
<td>Civics and Citizenship</td>
</tr>
<tr>
<td>Personal Learning</td>
</tr>
<tr>
<td>Interpersonal Development</td>
</tr>
<tr>
<td>Health and Physical Education</td>
</tr>
<tr>
<td><strong>Course content</strong></td>
</tr>
</tbody>
</table>
| Students explore the key aspects of the histories of cultural groups that make up their class, community and nation. Students consider various ways that people view each other on the basis of characteristics. These include observable characteristics such as gender, race, sexual identity, abilities and economic status,
as well as more abstract features such as needs and aspirations. They examine their feelings about people who are different and consider the influence of stereotypes on their attitudes. They consider the impact of gender stereotyping in limiting what people do. Students discuss ways in which the behaviour, performance and attitude of an individual might affect and be affected by their role in a group.

<table>
<thead>
<tr>
<th>Understanding goals</th>
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<tbody>
<tr>
<td><strong>Content goals</strong></td>
</tr>
<tr>
<td>Explain the contribution of different cultures to the growth of Australia’s diverse society</td>
</tr>
<tr>
<td><strong>Process (skills) goals</strong></td>
</tr>
<tr>
<td>Descriptions of cultural communities</td>
</tr>
<tr>
<td>Work presentation of a different cultural community (headings, subheadings, drawings)</td>
</tr>
<tr>
<td>Presentation and organisation of information</td>
</tr>
<tr>
<td>Speaking clearly to a group</td>
</tr>
<tr>
<td>Listening to other opinions/finding out about interests/accepting views</td>
</tr>
<tr>
<td><strong>Value (life skills) goals</strong></td>
</tr>
<tr>
<td>Awareness that other cultures are unique</td>
</tr>
<tr>
<td>Appreciation of the contribution of cultural groups in Australia</td>
</tr>
<tr>
<td>Developing respect for differences and individuals</td>
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<table>
<thead>
<tr>
<th>Learning sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>What other cultural groups are there in Australia?</td>
</tr>
<tr>
<td>What are the common and distinctive features that make Australia a multicultural society?</td>
</tr>
<tr>
<td>What are some of the traditions of other cultures?</td>
</tr>
<tr>
<td>How does a culture’s geographical position affect their way of life?</td>
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<tr>
<td>How and why do other cultures use oral and written stories to portray values, beliefs and behaviours?</td>
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<tr>
<th>Ongoing assessment and performances of understanding</th>
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<tbody>
<tr>
<td>Work presentation of cultural project</td>
</tr>
<tr>
<td>Box world display of different countries</td>
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<td>Travel brochure</td>
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<td>Fact file</td>
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<th>Key terms</th>
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<tbody>
<tr>
<td>artefacts, author, beliefs, believe, dreaming, elders, epics, fable, folklore, generations, god, goddess, legend, medicine man, moral, morality tale, myths, narrative, narrate, narrator, oral, oral tradition, peace pipe, poet, poet laureate, prejudice, story, story teller, superstitions, totem stick, town crier, tradition, traditional (tales), writer, written</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What does our classroom community look like?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning sequence</td>
</tr>
</tbody>
</table>
Week 1
Brainstorm cultural groups within Australia as individuals, pair/share and then whole grade

- collaboration
- listening
- brainstorming

Project

Continued through Weeks 2–10

At a more direct teaching level, another school used ‘circles’ in a whole school session where students moved into multi-aged groups (P–6) for which every member of staff had a responsibility and which began in a circle with a specific dialogue activity. In addition, the Year 6 teachers conducted an audit of teaching practice which subsequently led them to develop an environment where students are part of the whole Year 6 area, and hence can move between classes to connect to another significant adult, rather than being restricted to just one class.

And then at the more symbolic level, one school is using *Bounce Back!* books as the basis of its values curriculum. Everyone in the school works on the same value for a fortnight and a student in each class is given a values certificate to acknowledge the particular value. These certificates are distributed at whole school assemblies and acknowledged in the newsletter to demonstrate the importance of values to the school community.

As a further expression of care and compassion on a global scale, schools participated in the Samaritan’s Purse project, ‘Operation Christmas Child’. In excess of 100 boxes were prepared across the cluster for recipients in Cambodia and Aceh, Indonesia this Christmas. As the cluster explains:

> Many teachers across the cluster expressed enthusiasm for the huge range of learnings their students were able to experience through their involvement in this project. Many teachers were also touched by the responses of individual students and families, for whom this appeal really captured their spirit of compassion. Our students have had a special opportunity to demonstrate selfless care and compassion on a global scale with an appeal where all the administrative costs are up front and they can see exactly what the recipients will receive. All schools involved have expressed their desire to be involved in 2006. On a local scale, many of our schools are participating in the Salvation Army tinned food appeal.

Professional development has underpinned all of this activity with, as foreshadowed earlier, the programmes attended with George Otero playing an especially important role. The third day of Otero’s relational learning professional development proved particularly important, not only for its content, but for the way in which it helped ‘reignite the momentum’ after the Christmas holiday period and allowed for other staff to ‘join the journey and be enthused’.

The cluster subsequently has used three data collection instruments to determine the impact of the project, comprising:
• X charts that examine ‘what does … look like, sound like, feel like, think like’, which was recommended by their university associate;
• an attitudes-to-self survey developed by one of the cluster schools with internal developmental assets identified by the Search Institute;
• a ten-point Likert scale survey for students to indicate the importance they attach to the national values in terms of how they live their lives.

The final data which was recently collected from these three items has, according to the cluster schools, ‘produced some affirming results’; to the point they are ‘convinced of the value of our recent interventions to classroom practice and will certainly continue in this vein beyond the formal life of the VEGPS project’. It is only strengthened by the fact teaching staff are reporting fewer classroom management problems as the students seem to have increased awareness of their conduct and a commitment to uphold commonly agreed values.

Such continued activity will be underpinned by a resource guide/kit the cluster has developed and distributed to all schools which continues to grow as more resources are located, trialed and validated. The kit includes a comprehensive booklist of children’s fiction categorised according to the value for Australian schooling featured.

All members of the project have received in-service training in relational learning strategies; consequently their usage is high. This is immediately apparent from such typical student comments from cluster schools as:

• This year circle activities have made me feel more confident, helped me get to know people better, made me feel happy, helped us resolve issues … helped me get to know people especially at the beginning of the year, helped me talk about things that bother me. [Year 3]
• It’s fun acting out the stuff [in role-plays], but you have to think of a good script. [Secondary student, to which another added] It makes you think, and the play is better if you do make it more complicated.

As a result of participating in dialogue and circle activities students who find difficulty articulating their thoughts and feelings in the written word are developing speaking and listening skills that enable them to demonstrate considerable intellectual capacity in other forums. At a recent ‘fishbowl forum’ held at one school, for instance, Years 5 and 6 students conducted a discussion about the importance of values in their school community while their parents looked on. ‘Students were able to articulate their beliefs and understandings to an impressive standard … [and] Parents then engaged in dialogue with the students and each other … [in an activity that] has served to explore further understandings of which values are important to this school community’.

Reflecting on the whole project experience, cluster leaders have identified four key factors they see as central to their success:
1. their invitational approach;
2. their emphasis on a shift in pedagogy rather than yet another programme;
3. their recognition that rich values themes underpin most curriculum and therefore are readily incorporated into classroom learning;
4. their firm belief that commonly shared understandings of values are core to developing positive relationships in school communities.

As they expand in their final cluster report:

We believe that in order to succeed, a project of this nature needs to be invitational. Unless a person is inclined to actively improve relationships, it is difficult to tell them that they have to and less likely to expect that this will occur … The level of enthusiasm of members of the Implementation Team has been infectious and has ‘spread the word’ to others across the cluster – our Implementation Team has since grown by approximately 20 teachers.

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, should be approached as an evolution of teacher pedagogy. In this way it is less likely to be regarded as an ‘add on’ and less likely to be ‘taught’ in a contrived fashion with no specific linkages to the whole school programme/culture/identity.

Through our work we have raised the consciousness of values in our school communities. Teachers are more aware of the implicit values in the curriculum they teach and are actively highlighting these with their students. Students have a greater understanding of what values look like, sound like and feel like. The momentum among staff has grown with many asking about or trialing strategies and ideas.

The current implementation of the new Victorian Essential Learning Standards is very timely for our project because teachers are in the process of reviewing curriculum. Most curriculum content is already rich in values themes, but the values learning is rarely made explicit. Since curriculum and pedagogy are inextricably linked, teachers are also having to review their practices. This has therefore been very opportune for the explicit inclusion of values curriculum and pedagogy in our schools …

The drive and support for the change we seek needs to come from school leadership. We are providing a briefing for principals this week on our progress to date. In doing this we expect to maintain their continued enthusiasm and support for the project. Without this, the changes that we are seeing will remain in isolated classrooms and not become a school-wide and cluster-wide change.

Key messages

1. Discussion and analysis of the National Framework can help establish common understandings between students, teachers, parents and the wider community about the values that guide the school.

2. Identify the appropriate learning stage for teaching each value with clearly defined outcomes at each stage. There is, in this context, a variety of values-
rich resources, such as books, audiovisual materials, songs and poems, on which teachers can draw.

3. The significance of relationships in the learning process and strive to actively develop these relationships cannot be underestimated. Consciously get to know students, facilitate them getting to know each other, and invite them to get to know the teacher as well.

4. Seize on situational opportunities that arise to highlight values being enacted at the time and seek to give students a voice.

5. Negative school rules can be abolished in favour of positive ‘codes of conduct’ founded in values.

6. Effective, healthy learning occurs in relationship to community rather than in isolation from it.

7. Professional development and support to promote and develop values dialogue in schools requires a conscious mix of information and learning exchange and action based on what has been discussed.

8. Work cooperatively as a cluster to share and enjoy good practice, share the workload, build momentum and have broader impact. If it is assumed that the mere formation of clusters will lead to success, then those clusters simply will fail.
Students taking the lead

Manningham Catholic Cluster, Victoria
Cluster coordinator: Sue Cahill, St Charles Borromeo Catholic Primary School
Participating schools:
- Our Lady of the Pines Catholic Primary School
- St Charles Borromeo Catholic Primary School
- St Clement of Rome Catholic Primary School
- St Gregory the Great Catholic Primary School
- St Kevin’s Catholic Primary School
- Ss Peter and Paul’s Catholic Primary School

UAN critical friends: Professor Judith Chapman, Dr Pat Cartright and Dr Marian de Souza, Australian Catholic University, Victoria

Reflecting its belief that, to use the words of its coordinator, ‘to change “the culture” of any place the groundswell needs to come from all parties involved’, the Manningham Cluster of Catholic primary schools entrusted students with the task.

More specifically, Student Action Teams in each of the six participating schools led the investigation and then implementation of values education using, in each case, a whole school approach. The teams, which had been used with success in one of the schools in the past, were asked to investigate the nine values in the National Framework and determine the extent to which they ‘are seen/not seen, heard/not heard, felt/not felt, put into action or not in their personal/family lives, their school environment and in their community’. This then formed the basis for teams to determine ways and means to implement values in action in each of these three domains.

The Student Action Teams, it should be noted, are predicated on the principles that:
- students can make serious and important decisions about issues that are important to them;
- students can do important and valuable things;
- they have skills, expertise and knowledge of the needs of their community;
- important action can be undertaken as part of students’ learning in school.

In that sense, it is more than just a means of improving the overall ethos of the school, and also constitutes a pedagogical approach that is aimed at inducting students into ‘active citizenship’ by working together to tackle an issue of school and/or community concern.

The National Framework, as indicated, provided the starting point for work by the teams. Each school was allocated three of the nine values in the framework and students asked to investigate and then act around these. Team members met
regularly in their schools to research, plan and take action around the values they were given. They also communicated electronically and face-to-face through three interschool forums held during the year where they could share their findings and initiatives, and attended a research and action planning workshop where they were trained in new skills.

Typical of how the teams worked is the experience of a Years 3 and 4 teacher in one of the cluster schools allocated the values of Respect, Doing Your Best, and Honesty and Trustworthiness. The students were required to formulate questionnaires to find out what people identified as ‘values’ in school, home and community. This took such forms (in this case from another cluster school using a different set of values) as the questionnaire in Figure 7.

**Figure 7: Student Action Team questionnaire**

<table>
<thead>
<tr>
<th>Integrity</th>
<th>Freedom</th>
<th>Honesty and trustworthiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>These are our ideas ...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Using manners</td>
<td>• Allowing people to be themselves</td>
<td>• Trust other people</td>
</tr>
<tr>
<td>• Owning up</td>
<td>• Accepting differences</td>
<td>• Encouragement</td>
</tr>
<tr>
<td>• Walking the talk</td>
<td>• Encouraging others</td>
<td>• Risk taking</td>
</tr>
<tr>
<td>• Respecting yourself and others</td>
<td>• Celebrating other cultures</td>
<td>• Compassion</td>
</tr>
<tr>
<td>• Honest</td>
<td>• No put downs</td>
<td>• Telling the truth</td>
</tr>
<tr>
<td>• Friendliness</td>
<td>• Confident to speak your mind</td>
<td>• Supporting each other</td>
</tr>
<tr>
<td>• Kind to others</td>
<td>• Making decisions to help each other</td>
<td>• Friends</td>
</tr>
<tr>
<td>• Mature outlook</td>
<td></td>
<td>• Owning up</td>
</tr>
<tr>
<td>What are yours ...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From this came the questionnaires for students to collect data, collate information and interpret results. These results were then used as the basis for student action to increase the level of a particular value, such as Respect, in the school. A regular time was set aside in the weekly timetable for this to occur, with the result that the students also ended up addressing staff meetings and school assemblies about their work, and planning a Manners Week where all students engage in activities to increase the degree of respect shown in the school. This activity was planned to be repeated three times a year for the changes to take root.

Little wonder, perhaps, that this teacher acknowledged:

*I have seen how students can respond given the opportunity, how students can develop real leadership skills, how students are prepared to take full responsibility*
when they are engaged in the work, how effective working interactively with students from other schools can be, and how students engage when they feel strongly about something … They have had the opportunity to show what they are capable of, and through their work, to realise the true meaning of the values they have studied.

That the approach sprang from the experience of one of the cluster schools also meant for the other five it was new. The coordinator, in response, put great effort into the work of the cluster itself, to the point where it became a major source of support to teachers involved and professional learning for the group as a whole. Regular, supportive communication was a feature of its work, with fortnightly meetings and email exchanges every couple of days.

The work put into maintaining the cluster itself was critical to the success of the project as was, according to all schools involved, the energy and leadership of the cluster coordinator herself. Cluster meetings, it was explained, ‘always ran to an advertised agenda. Always had a minute taker (these minutes were distributed to everyone in our interest group), always provided time for all school coordinators to share the good, the bad and the ugly, always shared the financial update, always had a professional development component and always, and most importantly, had a lot of laughs’.

The UAN’s critical friends also played an important part being there for the schools, as the cluster coordinator put it, assisting them to develop professionally and to grow personally as we travelled the values journey. They have participated in our Student Forums, visited each of the schools, set up email contact with the schools they are responsible for, facilitated a ‘Stop, Think, Listen’ workshop for the six school coordinators and myself, unpacking action research, case study and case writing, and facilitated the workshop where we collated and clarified our final configurative mapping tool.

Interestingly enough in this context, the positives of the whole cluster experience are, in the minds of those involved, arguably as important as the impact on each individual school and the students through their teams. As they cogently explained in their final report, ‘what started as a prescribed framework for the project delivery … has now become a preferred framework by the members. The professional development that has eventuated due to our project has gone so much further than values education to the sharing of good practice, ideas, resources and time to each and every member by each and every member’.

But the outcomes extend beyond that. The impact on the students has been profound. As the coordinator explained:

To allow the students to lead the project and let them take us on a journey that has opened our minds, eyes and hearts has been awesome. To see the students model true values in action has had the school community follow their lead. It has opened up conversation about values around staffroom tables at lunch, parents stopping to
discuss the latest forum and how much their child enjoyed feeling so important, and the students beaming with pride when they speak at assembly or in a classroom or staff meeting.

Beyond this, having set out to develop an ethos where words match deeds and, to use the cluster’s terminology, they ‘walk the talk’, perhaps one of the major outcomes of the project is that all members of the cluster now feel more comfortable with Student Action Teams, and hence pedagogy in the schools involves a greater willingness to hand over responsibility to the students themselves. This in turn has changed the way cluster members look at classroom management and relationships and, as they put it themselves in their final report, ‘we have ended up with … a framework for truly embedding values education for students, by students’.

As one of the teachers involved typically explained:

I now realise that … often as teachers we spend a lot of time doing all of the talking … It is when we step back and begin to listen to the ideas and opinions of the students that we begin to understand and appreciate their views. I have now become more comfortable stepping back and allowing the students to lead the conversation during our sessions together … After engaging with the Student Action Teams about the values they have researched, I have learnt a lot about these students.

Certainly the students themselves have a clear appreciation of their role, as evident in the following sample student group definitions of a Student Action Team:

• With a Student Action Team we are not just helping us, we are helping the whole community, and with the actions of what we do and say. Thinking about everybody’s future and to make the schools better.
• The Student Action Team is to make a better community through students putting words into actions.
• SAT to us means to help and support each student in our school with courage and understanding towards each other’s ideas, backgrounds and religions. It also means to encourage everyone not just your friends.

This no doubt reflects the sheer range of values action in which students were involved, as is evident in Figure 8.
Figure 8: Values in action in student teams

<table>
<thead>
<tr>
<th>School A</th>
<th>School B</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extension of buddy system so all students now have a buddy; the Year 6 students are buddied with a staff member and the Years 4 and 5 students are buddied to residents at a local retirement village.</td>
<td>• Implement a Certificate of Merit process to involve all members of school community</td>
</tr>
<tr>
<td>• Values column in newsletter each week written by SAT</td>
<td>• This would be carried out at weekly assemblies</td>
</tr>
<tr>
<td>• SAT to speak at weekly assembly</td>
<td>• Focus in current term on students who display the words and actions associated with Honesty and Trustworthiness</td>
</tr>
<tr>
<td>• Values the focus of all liturgies</td>
<td>• Recognition with Certificate of Merit at assembly and identified in newsletter</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School C</th>
<th>School D</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Focus in particular on the value of Respect</td>
<td>• Under the umbrella Care and Compassion the SAT is implementing a Peer Mediation programme to be run by the SAT members after appropriate training occurs</td>
</tr>
<tr>
<td>• Manners Week – activities to increase the degree of respect shown at school</td>
<td></td>
</tr>
<tr>
<td>• This will be carried out once per term</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School E</th>
<th>School F</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students have written and illustrated picture storybooks about Respect</td>
<td>• Students have identified the need for peer support</td>
</tr>
<tr>
<td>• Made posters about Respect for each classroom</td>
<td>• SAT members have had the first training workshop as Peer Support Mediators</td>
</tr>
<tr>
<td>• Made ‘Most Respectful Person of the Week’ badges for each class</td>
<td>• Will implement a Peer Support programme for the whole school</td>
</tr>
</tbody>
</table>

The whole experience has been made even richer through the forums and workshop in which students were engaged. More specifically, they experienced:

- The first forum where representatives of each of the Student Action Teams came together and looked at the nine values in the National Framework, compared them to the values they had identified as important, and negotiated three values for their school teams to research as outlined above.
- A research workshop attended by representatives of each Student Action Team where they received training on research methodology and, in particular, what to make of all the data they had collected so they then could take this back to share with other members of their teams.
- A second forum ‘hinging’ research and action. Having collated their research results they looked at the meaning of action and what could and should be done and the timeline that ought apply.
- An action planning workshop where they were challenged to look at some action they could take to solve a problem identified through their research.
This involved a consideration of what actions are possible, prioritising of actions, strategies to adopt and setting out steps to make it all happen.

- A third and final forum focused on ‘acting on our values, valuing our action and telling others about it’. This in turn provided the basis for teams to develop their own action reports.

In this context, values inevitably also have become even more explicit in the curriculum than previously was the case. In fact, values are consciously built into curriculum planning processes as evident in the Integrated Unit Planner in Figure 9, which is used by staff in one of the cluster schools.

**Figure 9: Integrated Unit Planner**

<table>
<thead>
<tr>
<th>Unit title/Generative question:</th>
<th>Host learning area:</th>
<th>Level:</th>
<th>Duration of unit:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Skills focused upon in this unit</strong></th>
<th>Problem solving</th>
<th>Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Researching/investigating Information technology</td>
<td>Communicating</td>
<td>Working collaboratively</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Multiple perspectives</strong></th>
<th>Indigenous</th>
<th>Environmental education</th>
<th>Global</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT</td>
<td>Civics and citizenship</td>
<td>Studies of Asia</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td>Vocational</td>
<td>Spiritual</td>
<td></td>
</tr>
<tr>
<td>Cultural and linguistic diversity</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Values</strong></th>
<th>Care and Compassion</th>
<th>Freedom</th>
<th>Respect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing Your Best</td>
<td>Honesty and Trustworthiness</td>
<td>Understanding, Tolerance and Inclusion</td>
<td></td>
</tr>
<tr>
<td>Fair Go</td>
<td>Integrity</td>
<td>Responsibility</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Tuning in/immersion</strong></th>
</tr>
</thead>
</table>

*(activities to engage students in the topic)*

<table>
<thead>
<tr>
<th>Question</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you know about ...?</td>
<td></td>
</tr>
<tr>
<td>What are you interested in ...?</td>
<td></td>
</tr>
<tr>
<td>What questions do you have about ...?</td>
<td></td>
</tr>
<tr>
<td>What would you like to learn more about? Why?</td>
<td></td>
</tr>
<tr>
<td>What is your plan for finding this out?</td>
<td></td>
</tr>
<tr>
<td>Tell me how you would find out about ...?</td>
<td></td>
</tr>
<tr>
<td>Where and how could you find information about ...?</td>
<td></td>
</tr>
<tr>
<td>Who could help you?</td>
<td></td>
</tr>
<tr>
<td>What do you need to do first/next?</td>
<td></td>
</tr>
<tr>
<td>Do you understand what you are required to do/find out?</td>
<td></td>
</tr>
<tr>
<td>Do you have any questions about?</td>
<td></td>
</tr>
</tbody>
</table>
### Finding out
*(a shared experience from which students will gather new information about the topic)*
- What would you like to learn more about?
- What are your plans now?
- What do you need help with?
- How can I/we help you?
- What are you asked to do here?
- Where and how could you find more information about …?
- What questions have been answered?
- Do you have any new questions?

### Sorting out/making connections
*(activities that help students process the information that they have gathered – students are able to put it all together and draw some conclusions about what they have learnt)*
- What have you learnt?
- How will you organise this information?
- How will you record this information?
- How will you present/share/communicate this information?
- What will you do first/next?
- Do you have all the information you need?

### Going further/planning for individual inquiry
*(activities that challenge and extend students’ understandings)*
- What would you like to learn more about? Why?
- How is this linked to the topic/understandings/concepts?
- How will you do this? What will you do first/next?
- Who/what can help you?
- Why do you want to investigate this aspect of the topic?
- What else would you be interested in exploring or finding out about?
- What issues or questions have been raised as a result of this inquiry?

### Reflection
- What is the most significant/interesting thing you have learnt? Why?
- Why do you think we studied this topic?
- What helped/hindered your learning?
- What would you like to learn more about? Why? How could you do this?
- What would you do differently next time? Why?
- What are you still unsure about?
- What challenged you the most?

### Taking action
*(activities that give students the opportunity to act upon what they have learnt)*
- What have you learnt that you can now use in your everyday life?
- What are your plans now?
- How can you apply this knowledge/skill in your everyday life?
- What do you want to do as a result of your learning?

### Resources
- What has already been produced in this area?
- What materials are available to us? (books, CD-ROMs, videos, charts etc)
- Do we need to do any reading about this topic?
Do we know any experts in this area?
What excursions are available?

**Assessment**
Have students met the required outcomes?
What assessment activities will give us this information?

**Unit evaluation**
Have students met the planned criteria?
What thinking tool will be used to reflect on the new learning?
How have you used reflection tools in each section of the unit?

Certainly the view of the university partners working with this cluster of schools is that the project has made the schools much more focused on the values they are concerned to develop in their students, with regular references to ensuring they ‘walk the talk’. And responses to the Configurative Mapping tool reveal that most of the schools have directly incorporated values into their planning documents, and that values are showcased in students’ work.

The work of the Student Action Teams has, the critical friends confirm, ‘been a significant factor in the schools’, which has extended to the community as well, with action research teams calling on ‘the involvement of families and other community members’. The upshot is that ‘values education ideals have permeated the whole school culture, with a “ripple effect” being seen as a significant force for change across the whole school community, and with the language of values becoming part of the dialogue in schools and communities’. This, the university associates noted, ‘is something we clearly observed in our visits to individual schools, our discussions with teachers and the coordinators, and our talks to students who have been eager to share their work with us’.

Although all assert that ten months simply was not enough time to fully implement the sort of ideas that sit behind the whole Student Action Teams approach, it was long enough for these observers to note that ‘teachers are, overall, more passionate about the day-to-day approach to values education and to the practical ways of implementing the ideals of the nine values’.

**Key messages**

1. When students lead values education projects they develop a language and understanding of values that is relevant to them.

2. Good leadership at both the school and cluster level can empower people, including students, to make a difference to the culture and practices of the school. Committed, passionate leadership can, over time, build a shared belief in the potential all students have, while supporting teachers to relinquish some of their control.
3. Regular, supportive communication is a feature of good cluster leadership, as is the conduct of effective cluster meetings characterised by: clear and focused agendas which are advertised in advance; the taking of minutes to ensure decisions are recorded and followed up; and opportunities to share successes and failures and jointly learn along the way.

4. The power of positive relationships within and beyond each school community is demonstrated through the student forums as well as through the positive relationship that existed between the school coordinators, cluster coordinator and the three UAN critical friends working with the schools.
Reconciling different approaches

Broken Bay Diocese Cluster, New South Wales

Cluster coordinator: Chris Comerford, St Peter’s Catholic College and Paul Carnemolla, Diocese of Broken Bay

Participating schools:

- Our Lady of Good Counsel Catholic School
- Our Lady of the Rosary Catholic Primary School
- St Bernard’s Catholic Primary School
- St Brendan’s Catholic Primary School
- St Cecilia’s Catholic Primary School
- St Martin de Porres Catholic Primary School
- St Philip Neri Catholic School
- Mercy College
- St Peter’s Catholic College

UAN critical friend: Dr Ross Keating, Australian Catholic University, NSW

The Broken Bay Diocese Cluster of Catholic schools also focused on ethos for their project, in their efforts to bring together the values in the National Framework and the ten statements comprising the June 2004 Diocesan Catholic Worldview Statement.

More specifically, the two secondary and seven primary schools in the cluster sought to determine how the nine Values for Australian Schooling and their associated guiding principles can be incorporated with the ten overarching religious statements written to define the Catholicity of schools in the diocese. This in turn will provide the basis for developing the more detailed policies and practices the schools then adopt in such areas as curriculum, teaching and learning and student wellbeing.

Although ostensibly a relatively straightforward task it required, according to the cluster’s university associate,

>a great deal of soul searching and reflection. For each of the schools had to closely re-evaluate and, to a certain extent, reformulate what was the nature of the unique quality of Catholic education they were offering their students, in terms of values, and then consider how this could be evidentially ‘measured’, while … showing how the nine values of the National Values Framework could be seen to be fully and directly incorporated into this larger Catholic ‘framework’. The cluster schools approached this task individually, yet supported each other in their sharing of ideas and in so doing built up a closer connection with each other.

The task, this respondent explained, was seen by teachers in particular as ‘very positive’ and ‘valuable’ and was enthusiastically embraced. In large part this
reflected the ‘democratic processes’ already in place and the extensive professional development provided along the way.

Typical of the approach was one school’s use of progressively deeper questions to determine what staff and others really believed. Under the broad heading of ‘How can the (name of school) community be strengthened through you?’, members of the school community were challenged to address values-related questions of progressively increasing depth as the school developed its strategic plan. These included such questions as:

- How am I able to contribute to the achievement of a just and compassionate society?
- How am I able to help in bringing about a community that is just and fair (Kingdom)?
- How am I developing the capacity to learn independently and in partnership with others?
- How can you contribute to fostering community spirit?
- How open are you and how do you welcome those who are different into your group?
- What do you want to achieve that seems beyond your reach now?
- When have you demonstrated strength and wisdom?
- What have you recently initiated that has resulted in change for the better?

Regardless of the actual technique used, however, having both sets of values statements under discussion in all cases created ‘a fruitful dialogue’ within cluster schools that in turn has led to a deeper consideration of the nature of values education within the schools and a clearer focus on what can be achieved.

This is evident in the case of two of the primary schools, which are working together to go the next step into the curriculum and teaching and learning domains by:

- developing a K–12 resource for teachers aligned to integrated teaching and learning units that support better values education practice within classrooms;
- articulating and making explicit the Catholic values underpinning our schools and aligning them with the nine values for Australian schooling;
- providing students with the skills to express in actions community responsibility;
- embedding values in teaching programmes across all key learning areas.

This action builds on earlier work by these schools to redesign curriculum around core concepts, or ‘big ideas’ such as community, change, environment and systems. It involves, in effect, moving from the scope and sequence level the schools already had reached, to the detail of teaching and learning programmes by creating a curriculum planning support document to help teachers develop units of work that ensure values education is explicitly addressed. Eventually this document will also be online, so teachers can refer to resources related to each of the big ideas and suggested strategies for how they best can be taught.
Some of the flavour of the approach can be gained from this very simplified outline related to the big idea of ‘Choices’ developed by the schools (Figure 10).

### Figure 10: The big idea of Choices

<table>
<thead>
<tr>
<th>Related concepts</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>• Conflict</td>
<td>• Consequences</td>
<td>• Decision making</td>
</tr>
<tr>
<td>• Lifestyle</td>
<td>• Consumerism</td>
<td>• Bias</td>
</tr>
<tr>
<td>• Influence</td>
<td>• Peer pressure</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Values</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Freedom</td>
<td>• Doing Your Best</td>
<td>• Responsibility</td>
</tr>
<tr>
<td>• Honesty and Trustworthiness</td>
<td>• Respect</td>
<td>• Integrity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Catholic world view</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Spirit</td>
<td>• Trinity</td>
<td>• Justice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possible contexts/Units of work</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Nutrition</td>
<td>• Exercise</td>
<td>• Relationships</td>
</tr>
<tr>
<td>• Media</td>
<td>• Friendships</td>
<td>• Leisure</td>
</tr>
<tr>
<td>• Groups</td>
<td>• Consumers</td>
<td>• Safety</td>
</tr>
<tr>
<td>• Healthy choices</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching and learning experiences</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Hot seat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Conducting surveys and analysing the data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Examining statistics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Developing action plans, eg how to become more fit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Investigating people in society who have made choices that have made a difference, eg Fred Hollows</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Exploring moral dilemmas and developing effects wheels or consequence charts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Investigating local, national or world events and the impact of choices made, eg war in Iraq, buying Australian made goods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Using literary texts, eg The Present Takers by Aiden Chambers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Values continuum from strongly agree to strongly disagree, eg advertising and promoting fast foods should be banned</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In a related, though different vein, another cluster school put its stated commitment to social justice into practice by supporting one charity (Mercy Works) aligned to the school’s philosophy and roots to establish more meaningful relations for students with those they are seeking to help. This year-long focus on a single charity was seen as a vehicle for ‘developing in students a real and grounded understanding of the Catholic Worldview Statement and the National Values Framework’. It also provided the basis for building each of these into specific elements of the curriculum at different stages, such as:

- Early Stage 1 (Kindergarten) – Responsibility: who we are, what it means to be Catholic, what it means to be part of the Mercy family;
- Stage 2 (Years 1–2) – Respect and Integrity: integrity to do with valuing the dignity of the human being and respect in terms of having regard for others;
Stage 2 (Years 3–4) – Fair Go and Understanding, Tolerance and Inclusion: look at human rights (detention centres), rights of individuals, exploring cultures and where each person comes from;

Stage 3 (Years 5–6) – Care and Compassion and Freedom: students helping to provide meals for women in refuge situations, development of links to a specific Spastic Centre, advocacy activities related to Aboriginal rights and support for women in situations of domestic violence.

That the students understood the purpose of the school’s overall approach is evident in such comments by the children as:

- Often we talk about values, but don’t often show them. This is one way where we can put into action what we are on about.
- These Social Justice modules help make us more aware about what this means, and what we can do.
- We often just want to do the fundraising, which is good, but we don’t often know where the money goes. Here we have an understanding about the people who will receive our help, and a focus for why we are fundraising or gathering goods.

Beyond these overt efforts of schools to incorporate values into the curriculum in more explicit ways, all of the cluster schools also report positive changes in the way that teachers and students relate. As one of the schools put it:

The way that most teachers model behaviour to the students has changed. The way many teachers speak to students has changed. It is now commonplace for teachers to speak to students in values terms, using the words from the National Values … For example, if a child has hurt another child, we would bring to the child’s attention the values of ‘Respect’, ‘Care’ and ‘Compassion’ as well as ‘Responsibility’ for our actions. When dealing with a child who is not trying in their school work, the child would be reminded of the importance of ‘Doing your best’ … As a staff we realise the importance of modelling good behaviour and the values are the basis for this.

This reflects efforts flowing from the collaborative exploration of ethos such as one primary school’s transformation of its student behaviour rules from negative to more positive statements with a clear values base. This, the school believes, has proved ‘a powerful tool for changing school culture … [which] cannot be overemphasised’. It in turn has been cemented in place by the development of a unit of work based on the four key school-determined values of Respect, Cooperation, Safety and Learning, which is delivered to all students in the school in an age appropriate way on an annual basis. This eleven-session unit commonly includes a warm up, stimulus, focusing activity and application dimension in each session as illustrated by the outline of Session 2 on Respect in Figure 11.
**Figure 11: Sample session on values teaching unit**

<table>
<thead>
<tr>
<th>Session 2</th>
<th>Respect is …</th>
</tr>
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</table>
| **Warm up** | Pass the positives  
Sit in a circle. Say one positive thing about the person sitting to your left/right.  
(Probing questions)  
Were you surprised by some of the things someone said about you? Was it good to hear someone say something about you? Why? Is it good for the group to have their talents recognised? Why? |
| **Stimulate** | Brainstorm  
Write the words ‘Respect is …’ on a display (blackboard or whiteboard, large sheet of paper or an overhead).  
Ask the children for all the words that come to mind when they think of times or people that show respect to other people. |
| **Focusing activity** | Break the children into six groups by giving them a number from 1 to 6 and give them one of the following areas to discuss and make up a short play:  
• What does respect look like when you are on the bus?  
• What does respect look like when you are lining up to come into school?  
• What does respect look like when you are buying something from the tuckshop?  
• What does respect look like when you are in the playground?  
• What does respect look like when you are in the classroom?  
• What does respect look like when you are in a sacred space? (church, liturgy, etc) |
| **Applying** | Present plays/role-plays and discuss features and the school values displayed.  
As a class, agree on some of the items that show Respect.  
(This needs to be displayed throughout the term and constantly reviewed.) |

Important as this and the other sample materials provided above are, however, the cluster schools feel the product matters less than the process from which it derived. As one of them observed when summing up what they had learned:

*One of the most powerful lessons for other Catholic schools is the importance of the intense work with the staff on unpacking the Catholic Worldview and National Values and relating them to everyday school experience. The conversations that occur*
at this stage are vital for teachers to develop a personal as well as a shared understanding of CWV and NV.

The time required for this to occur should not be underestimated. It is not like learning a new syllabus as staff need to first learn about themselves and this takes time. However, a substantial investment of time, preferably in an intense, concentrated block, at the beginning, can pay dividends into the project. If staff can truly internalise the NV and CWV, everything else that follows happens seamlessly. Changes to teaching and learning, school policies, work with the parents are all much easier once the shared understanding and way forward has been developed.

Values education only works where there are good established relationships … and when the principal is supportive and brings values to conversations with students and teachers. School culture and leadership within that school culture is very important. Values need to be at the forefront of school leadership for values education to be effective.

… The process is much more important than the product. There are many ways that staff, students and parents can engage with the NV and CWV. What is important is that the intense engagement occurs.

**Key messages**

1. Although all schools in an area or diocese may have a strong values emphasis in their mission statements and policies, values education provides the opportunity to translate these overarching statements more deeply into practice.

2. Although the *National Framework for Values Education in Australian Schools* may provide an additional layer of complexity in Catholic schools, it can assist them in translating Catholic values into measurable, practical improvements in school practice.

3. There is a need to develop a shared understanding of what values education means among staff to underpin the implementation of values education in schools.

4. Injunctions in the project to collect and analyse data to underpin action research do not necessarily work in the absence of training in action research cycles and effective data use.

5. The engagement of parents in values education was possibly the least successful aspect of cluster work, and much work remains to be done to engage parents in dialogue about values and values education in schools.

6. External personnel, such as educational consultants and the Catholic Schools Office, can provide additional expertise to schools along with an objective point of view.
Common values for improving student behaviour

Noarlunga Centre Cluster, South Australia
Cluster coordinator: Yannoula Michael, Hackham West Primary School

Participating schools:
- Christies Beach Primary School
- Christie Downs Primary School
- Christie Downs Special School
- Hackham South Primary School
- Hackham West Primary School
- Port Noarlunga Primary School

UAN critical friend: Professor Colin MacMullin, Flinders University, SA

The six schools in the Noarlunga Centre Cluster have sought to focus on ‘taking innovative and socially inclusive approaches to the management of students, particularly those identified with extremely challenging behaviours’. This in turn has seen them ‘exploring the embedding of values within our schools’ curriculum and practices’ as a means of aligning the values the schools espouse, restorative practices and social skills education ‘to increase student empowerment, support students to effectively apply their understanding of values in their everyday interactions with others, in their development of respectful relationships and in their decision making and behaviour learning’.

The schools within this context specifically have sought to:
- embed values throughout the school and cluster policies and procedures;
- develop and implement common values language to be used by teachers, administrators, leaders, students, parents and the community;
- formalise restorative practices within the schools as a means of incorporating values into the problem solving that occurs in classes, the schoolyard and beyond.

All of this has been underpinned by training for staff in each school in Restorative Practices in our Schools Modules, and training for members of the governing council of each of the schools as well.

To give focus and substance to the work, each school pursued a defined action research question, which they developed in consultation with their UAN associate at an action research workshop he conducted on their behalf. Specific questions addressed by the schools were:
- How can we strengthen trust and respect in our school community using restorative practices?
- How can we improve harmony in the school community?
- How can our values education/restorative practices programme influence students to take greater responsibility for their actions?
• How can we help students to be more respectful and caring of themselves and others in the playground?
• How can we build capacity in our students to become more resilient, to be reciprocal and manage impulsivity?

Typical of the approach used by schools to then answer the question it had posed is the process used by one that involved:
• staff meeting activities and items to raise awareness of the National Framework;
• beginning to use the language associated with values across the school when reinforcing appropriate behaviour or solving problems;
• sharing information with parents and caregivers;
• publication and distribution of parent/caregiver leaflets that provide an overview of the school’s Behaviour Learning Policy, which includes the new school values;
• purchase of relevant resources to support staff to embed values education into the curriculum and the school’s pedagogy, while also acknowledging the diversity of approaches staff will adopt.

As a result this school has already reviewed its values as a whole school community and aligned them to the Values for Australian Schooling which, together with the implementation of restorative practices in the school, has seen:
• students, parents, caregivers and staff learning to deal with problems in a restorative manner;
• students having a more positive attitude to school;
• students’ needs more readily being identified and addressed;
• students becoming more aware of the impact of their behaviour on themselves and others;
• students more readily acknowledging the feelings and thoughts associated with their behaviours;
• increased instances of behaviour issues being resolved in positive ways and/or improved interactions with others;
• easier and quicker interventions to resolve issues of concern;
• students being guided to develop responsibility for their own behaviour in a safe and supportive learning environment.

In another school, these sorts of positive outcomes from the process are clearly expressed in the following vignette. It not only demonstrates how restorative practices enabled the school to respond positively to its action research question focused on strengthening trust and respect, but also the way in which it consciously involved the staff:

_Three senior students had stolen a skate board from a secured area at school, modified it and returned to school with it the next day claiming it belonged to one of them. A teacher noticed significant original features and the boys subsequently admitted stealing it. The school’s behaviour policy was invoked and the students were internally suspended from their classes. During their suspension they worked away_
from their peers. Two critical factors became obvious. Firstly, the three boys gained ‘hero’ status among some of their peers because of the suspension, and secondly, other students were aware of what they had done, but saw no reason to report it regardless of the impact on the original owner.

The boys were counselled individually and as a group, using Restorative Justice procedures. The impact on the victim was a priority in these discussions. Among a number of issues discussed, it was decided trust would be a focus of our discussions with the students; what trust meant, looked like and felt like, and how to rebuild trust with their teachers and with their peers. The students’ parents were now part of the Restorative Procedures and were consulted about the process and our aims. This led to a meeting with each of the student’s class teachers, where they talked about their feelings over the issue of stealing and being isolated from their peers. After working with their teachers they then, with their teachers’ support, addressed their class, again expressing their thoughts about what they had done, each openly acknowledging the guilt they had felt and that the punishment only further shamed them. All three confronted peers who were very receptive and mature about the process because this public asking of forgiveness had not happened before.

Because this process was completed with the utmost sensitivity by the staff involved, the three students felt that they had asked for forgiveness and had set about re-establishing/rebuilding trust with their teachers and peers and that, to them, it was not a public shaming exercise. ‘I thought I’d feel bad talking to the whole class, but they made me feel okay’ – one of the boys.

The cohort of students were also spoken to prior to the students returning to their classes. Here the issue of hero worship was addressed as well as the moral obligation of reporting stolen items, etc. The teachers conducting this ensured it did not become a ‘top down’ address, but one that empowered and encouraged student involvement, questions, feedback and comment. In this activity, the language surrounding our school values and what the values mean and look like was reinforced.

All staff were involved in the procedures around the incident, in a formal staff meeting, how the incident unfolded and the important steps taken along the way. Teachers involved reported on the process and the impact the process and the outcomes had on the students involved and the senior student cohort ... The boys’ behaviour has since improved, resulting in fewer referrals for behaviour.

Having adopted this sort of approach to using values to improve behaviour in the schools, some now also are taking the values into the classroom in more concerted ways such as:

- the school that integrated the nine national values to its own set of four (Respect, Care, Cooperation and Success) as a prelude to using this with classes as a means of progressively developing a ‘common values language’;
- the school where an Aboriginal artist worked with all classes to explore and illustrate its agreed values culminating in the production of six large murals owned by the school community;
- the school where each class worked on one of its agreed values prior to a Values Celebration evening where all students were involved in performing either a song or poem reflecting their work.
Taking it even a stage further still, one of the participating cluster schools has also been implementing the Virtues Programme across the school. Using tools provided, students decide which virtues are most in need of attention and the activities they feel would reinforce this virtue. A new virtue is announced each fortnight by the students at the whole school assembly, using role-plays, poems or riddles, and whole school poster competitions and awards/certificates are used to reinforce the concept and deeper understanding throughout the school.

This school has developed individual folders for each of the virtues which contain an explanation of the virtue, quotes and lists of activities and websites that can be used. Quotes also are displayed in the front office and staffroom area that focus on such virtues (and in fact values) as Respect. To bring it all into alignment in the school, staff use the language of virtues in conjunction with restorative practices as they work through behaviour issues which may arise.

Overall, the project undertaken by the cluster reveals that values and restorative practices are closely related, which the schools have been endeavouring to explore. As one of the schools cogently explains:

Restorative Practices have dovetailed neatly into values education. The culture of the school, particularly within the values of ‘caring’ and ‘respect’ has strengthened significantly. This is most evident from comments of enrolling parents and new students.

The social skills programme, introduced intensively in the first week of the school year, together with regular positive and public acknowledgment of students demonstrating the school values, has complemented the Restorative Practices.

There is scope for further implementation and improvement in values education and Restorative Practices. Not all teachers are confident in using Restorative Practices, but all staff [do] integrate values education into their teaching and learning programmes.

Key messages

1. Collaborative approaches generally are more successful in securing the involvement of all players in values education in schools. Programmes such as Restorative Justice cannot constitute values education in their own right, but they can help to provide focus for the collaborative efforts of the various stakeholders in the school.

2. The National Framework can encourage the bigger picture exploration of values by schools, in terms of their current practices and policies and such values-based programmes as Restorative Justice and Virtues which schools may choose to adopt.
Something worthwhile to teach

Six cluster projects specifically focused on embedding values in the school curriculum and/or connecting to broader systemic curriculum frameworks that apply.

- The values we select – For the Bourke Cluster (NSW) the way to build values education into the curriculum in a planned and coherent way was to first get an agreed set of values and language to explain the values within the whole school community.
- Values for life – The Northern Midlands Cluster (Tas) pursued an integrated set of four Values for Life programmes linked to civic education teaching and the Essential Learnings framework in their State.
- Integrating values education into the middle years curriculum – The Brighton Cluster (Vic) used values education to develop students’ social skills and overall responsibility in local, national and global contexts with inquiry learning as their key pedagogical approach.
- A ‘sense of the sacred’ in KLAs – The Sydney Catholic Schools Cluster (NSW) led the revision of existing resources for integrating values across the curriculum in light of the subsequent emergence of the *National Framework for Values Education in Australian Schools* and recently revised syllabuses in New South Wales.
- Philosophy in the classroom – The Gold Coast North Cluster (Qld) built on earlier work in cluster schools to embed philosophy in the classroom, to enable students to exercise judgement and responsibility in matters of morality, ethics and social justice, and make rational and informed decisions about their lives.
- Taking small steps towards the big picture of emotional literacy – the restorative practices approach was the centrepiece of the Calwell Cluster’s (ACT) efforts to develop an emotional literacy curriculum that includes specific lessons to develop students’ social skills.
- A K–12 character framework – The Central Queensland Character Framework Cluster (Qld) researched and developed a K–12 character framework to support a whole school approach to embedding and explicitly teaching values in the curriculum.
The values we select

Bourke Cluster, New South Wales

Cluster coordinators: Jan James, followed by Peter Partridge, Lightning Ridge Central School

Participating schools:
- Bourke High School
- Enngonia Public School
- Goodooga Central School
- Lightning Ridge Central School
- Nyngan Public School

UAN critical friend: Dr Kelvin McQueen, University of New England, NSW

Integrating values into the school curriculum implies there first is a shared set of values to teach. And certainly the starting point for work in the Bourke Cluster of schools was determining what these might be.

This cluster is characterised by the fact that all schools involved are very distant from major population centres, have highly transient populations including very mobile teaching staffs, lack local employment opportunities particularly outside the unskilled and semi-skilled domains, have significant Indigenous populations, and lack post-compulsory and further education facilities. In some senses, it is almost summed up by the sign on the road into Lightning Ridge which simply says, ‘Population — ?’

Hardly surprising to find, then, a mismatch between the values and attitudes of staff on the one hand, and the expectations and values of local communities on the other, leading to what was described as ‘some apparent disengagement from schooling by sectors of the community’. Beyond this, cluster participants felt that, with ‘highly transient’ principals and key staff, the only way for values education to become sustainable in the curriculum of schools is through strong community participation and subsequent agreement to entrench the values identified as a result.

The process used by schools to achieve this was the Appreciative Inquiry approach, which sees a trained leader taking a group of people through a focus group discussion to arrive at agreed strategies to address perceived concerns. The National Framework formed the basis for such discussions within the cluster, with further stimulus provided by particular local and current events, and a shared exploration of the quality improvement tools that inform teaching practice in the five schools.

Although the twin purposes of the exercise were to first develop a common understanding of and shared language about the values in the National
Framework, and then second embed them in the curriculum of the five schools, the ten-month life of the project has meant that only the first objective really has been achieved to date; though already there are instances of values appearing more consciously in what is taught throughout the schools.

In addition, the whole process has seen community members who traditionally have not been particularly engaged in their schools becoming much more involved and participating in the life of the school. This in turn has seen increased student retention and attendance, reduced suspension and expulsion rates, and a generally ‘calmer and more reasonable atmosphere’ in all participating schools. And although the base of quantitative data does not yet exist, teachers feel that ‘student outcomes improved because of attitudinal change’, perhaps in part because more parents have been willing to be trained to support their children with literacy and numeracy and have become more involved in projects and programmes at school.

In a sense, the experience of the schools involved really tends to suggest that getting an agreed set of values, and language to explicate these, is a precursor for being able to build values education into the curriculum in a planned and coherent way. As the experience of one of the schools recorded by their university associate shows:

First, that teaching and learning values in isolation is not an easy thing to do, especially with secondary school students. Second, values exist implicitly in a wide variety of teaching opportunities in the school’s curriculum. Third, once a common understanding is achieved of what each value means to all members of the school community, then the formal explication of values in the curriculum becomes that much easier.

The Appreciative Inquiry process, like all qualitative processes of this sort, was not without problems along the way. Some staff in one school, for example, ‘initially resisted input from the community into values promulgated by the school. Others perceived values education, commonly understood or not, as an addition to their existing workload.’ However, the process itself helped to overcome these blocks. More particularly, ‘since the values clarification process was focused on a whole school approach, and could be understood as informing student and staff welfare and expectations, then teachers became more amenable to incorporating discussions of values when such “welfare” situations arose’. And throughout the process as a whole, ‘objections and obstacles were reduced or eliminated by persevering with honest and open consultation through the inclusiveness of the AI process’.

Certainly the schools now are firmly of the view ‘that positive changes to school life … are apparent and it is confidently anticipated that they will continue in the years to come’. This no doubt reflects such positive achievements through the process already as:
• increased respect for Indigenous culture and history following community consultations, which has fed into classroom discussions related to the values of Responsibility and Respect. In one of the schools, staff identified the need for better understanding of the community, and then introduced an annual tour of the town for staff led by an Aboriginal community member, which has raised awareness of the need for the school to understand itself as a key point in developing community values;
• the adoption by one of the schools of ‘Proud and Positive’ as its motto, which in turn has enabled students to explain their actions and work in values terms and to reflect on the positive and negative aspects of those actions and work;
• the establishment of a Student Business Centre to improve literacy and numeracy teaching in one school after the ‘Yarn Up’ session was held, which has led to students producing a Trading Post publication and becoming involved in local community radio;
• identification through the focus group in more than one of the schools of the need for more vocational education and training subjects and the need to look at varying programmes as a result;
• a range of student self-management improvements across the schools with greater use of agreed behaviour management expectations and rules within and outside of class;
• the development and initial implementation of some values-specific curriculum units, such as units related to bullying, community relationships and care for self and others, as a precursor to developing explicit scope and sequence forms where all the agreed values are explicitly addressed.

Thus, although the broad curriculum aim of building values education into all key learning areas in the curriculum is yet to be realised, the basic preconditions for this to occur now have been met. As one of the primary schools involved was able to attest, ‘once common ground on the meaning of these values was reached … and once this was expressed in a common language, then the next step was to translate these values into concrete and observable actions’. And although the timeline means this task is not complete, this school has already developed a Values Chart which outlines specific behaviours that demonstrate the values for each group and articulates associated outcomes that are sought.

The shared values, this school explains, ‘now permeate the KLAs’ and specifically are taught in social skills lessons in their Personal Development, Health and Physical Education subject.

It is no surprise perhaps to find in a group of remote schools that opportunities for professional learning are critical and must be taken. Central to these was the sort of sharing that working in a cluster allows. As the principal of one of the primary schools involved explained:

Experienced staff in remote schools need to take new teachers under their wing … In the case of programmes, a Head Teacher (non-teaching) worked with all new staff to support them in embedding the values project in their classroom teaching. When there
are teachers in subjects for which they aren’t trained, we send staff to experienced teachers in other schools. Sharing is the key. In the case of professional learning, trained teachers give feedback to staff meetings, and these feedback sessions are followed by faculty in-services.

The other side of this coin is, however, the distances involved and the logistical problems this presents. ‘Distance between schools, lack of available meeting time, and lack of replacement staff’, one school noted, ‘made it difficult to arrive at consistent goals and procedures across the cluster’; and cluster-wide informal or out-of-hours meetings simply cannot occur.

For all of that, the common cluster focus on defining school community values prior to embedding them in all key learning areas in their curriculum, has seen a shift to a more overt values-focused approach. As one of the principals observed:

What’s very positive is that staff have embraced the idea of embedding values in all aspects of school life – particularly the concept of a shared language with which to talk about them.

… [In this school] good practice in values revolves around respect. We know from experience that kids from volatile backgrounds respond to and reciprocate respect. Teachers had to bite their tongues to begin with. Then, by showing respect for background, for culture and location, things began to change.

We, as educators, have to model the values first and then the kids reciprocate. This view is now widespread across the staff … There’s been a slow and gradual culture change over the past year. Teachers have also raised their expectations. The results to date … have made it all worthwhile for all teachers and all students.

It is a shift that extends to parents as well, with some even becoming involved in the curriculum life of the school:

One of our parents, [name deleted], is a local artist. She didn’t enjoy coming to the school because she felt she didn’t belong. After the Appreciative Inquiry process, where she contributed a lot to the discussion, she started to come into the school. At first she helped out in the canteen. Then she started to work there voluntarily every day. Now she has started to give art lessons to the kids as well. The kids all adore her being in the school.

Key messages

1. Getting an agreed set of values, and language to explicate these, is often a precursor to being able to build values education into the curriculum in a planned and coherent way.

2. Leadership is vital in areas of high transience, and parents within school communities need to be a part of the leadership team if sustainability is to be achieved.
3. Formal and informal meeting opportunities are limited by large distances, making it more difficult for remote schools to benefit from the professional learning opportunities enjoyed by urban schools that contribute to the success of values, and indeed all, education. Schools, in such situations therefore need to identify as many opportunities for sharing as possible and explore strategies to facilitate communication.
Values for life

The Northern Midlands Cluster, Tasmania

Cluster coordinator: Stephen Plowright, Longford Primary School and Kisha Chilcott, Bracknell Primary School

Participating schools:
• Bracknell Primary School
• Evandale Primary School
• Hagley Farm Primary School
• Longford Primary School
• Perth Primary School
• Campbell Town District High School
• Cressy District High School

UAN critical friend: Dr Sharon Pittaway, University of Tasmania, Tasmania

With its four interrelated programmes directed at ensuring that values-driven civics education occurs in each of the seven schools involved, the Northern Midlands Cluster, like several other clusters, illustrates that projects overlap the classification categories used and, despite a strong curriculum focus which is reflected in being included in this section of the report, cannot really be limited to curriculum alone.

The four programmes within this project, which all centre on ‘values for life’, were:
• Values for Life Forums within the schools to raise awareness of values education, communicate the importance of values to our lives and to determine the values the communities hold dear;
• Values for Life Professional Learning, which saw the establishment of teams of teachers to work with the project coordinator to incorporate values teaching into teaching programmes across the cluster of schools;
• Civic Values for Life, aimed at beginning civic education teaching within the schools, including election of students from each school to a Northern Midlands Youth Council;
• Values for Life in Action, where a dedicated support group sought to ensure a consistent values education programme across the cluster of schools, which they decided should be Programme Achieve.

The programmes and their implementation also serve as a good example of how a cluster of schools will often need to temper its objectives with what realistically can be achieved within its particular context, and what it learns along the way. More specifically:
• the pressures of implementing assessment of the Essential Learnings for the first time in this cluster of Tasmanian schools was occasioning sufficient workload concerns that they considered it unrealistic to ask staff to start teaching new units as yet;
• rather than engage in lengthy consultation on particular values to adopt, the strategic decision was made to use the nine Values for Australian Schooling instead.

As a result, it was felt, the cluster of schools should lay the sort of ‘strong foundations and support’ on which a much longer-term project can be built rather than ‘go all out’ from the start. And to date, these foundations have centred on the work of a Values for Life Teachers’ Group which, among other things, has researched civics-based programmes the schools could implement and settled on ruMAD (Are you making a difference?) as the one to adopt.

The Values for Life Forums too have proved an important basis on which to build. By the end of 2005 all cluster schools had conducted their forums; these drew heavily from input by role models from the Whitelion charity, which aims to make a positive difference to young people’s lives. Although each school identified its own particular value(s) to pursue, all of the forums adopted a common format, involving:

• a whole school assembly where the Values for Life project, the National Framework’s nine values and the Whitelion role model for the day were introduced to the students and any parents who chose to attend;
• in some cases, a culminating assembly at the end of the day where students shared what they had learnt and the day’s work could be showcased.

In between these two ‘bookend’ assemblies, the bulk of the forum comprised workshops run by the Whitelion role model. In some cases this involved sharing experiences and telling stories about their own life, such as the paralympian who spoke about how he achieved his goals of winning gold and walking the Kokoda Track after paddling a sea kayak across the Torres Strait. In other cases the workshops were more hands-on, such as the cartoonist who worked with students to create cartoons illustrating how people demonstrate the value of respect.

The risk of such an approach of course is that it is highly dependent on the skills and capacity of the role model allocated to the school. Fortunately in most cases it worked out extremely well, though there also were two cases where the sort of messages sought by the school did not really come through. That said, where it did work, it had a profound impact on students indeed, as illustrated by the following story after a forum in one school with responsibility as its theme:

*The first example of change in attitude based on this forum comes from a Grade 6 boy who is a brilliant little athlete, but is renowned for his bad sportsmanship and lack of ability to ‘cop it on the chin’ if he gets out or loses. The [name of school] athletics carnival was held after this forum and everything went all as expected and B won his 800 m event with no problems, which meant he would automatically go through to represent the school at the Northern Midlands athletic carnival. He was nervous on the day, and was a favourite to win the race, however coming around the first bend, he was tripped over by another competitor. His teacher and the principal of the school were both there watching the race and as B was slow getting up, obviously in pain,*
they looked at each other and both thought ‘what’s he going to do?’; both expecting him to just walk off the track in like style to the way that he had coped in similar situations in the past. Instead he kept on going. He didn’t come a place, finishing mid field, but he did finish. At the end of the race his teacher and principal congratulated him on his efforts and were both keen to know what had motivated him to keep on going. His exact words were, ‘it wasn’t my fault that I got tripped over, but I remembered that it was my responsibility, and up to me to get on with it and keep going ‘cause there was nobody else from [x school] in the race’. 

For all of this sort of indication of how awareness was raised about the nine values among students and teachers in cluster schools, it has not permeated to parents and the wider community as yet; and attendance at parent–community forums has been low. That is why the schools feel this is a longer-term goal that best can be addressed by looking to the immediate school communities first and embedding values ‘firmly in our teaching before we can notice a flow-on effect to the wider community’.

Central to achieving this has been the work of the curriculum-focused Values for Life Teachers’ Group. Having decided to promote values education in a focused way, the group realised it had to align the national values to the elements of its State’s Essential Learnings to make them accessible to teachers in their schools. They also had to be part of an overall planning approach and not another document for teachers to use. Given this, the team developed a pro forma for teachers to use (albeit with more space for teachers’ work in each of the blank columns and rows) when planning units of work that integrate both frameworks at the same time (Figure 12).

**Figure 12: Curriculum unit planning pro forma**

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Grade</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Essentials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Inquiry</td>
<td>□ Building and Maintaining Identity and Relationships</td>
<td>□ Acting Democratically</td>
</tr>
<tr>
<td>□ Reflective Thinking</td>
<td>□ Maintaining Wellbeing</td>
<td></td>
</tr>
<tr>
<td>□ Being Literate</td>
<td>□ Being Ethical</td>
<td></td>
</tr>
<tr>
<td>□ Being Numerate</td>
<td>□ Creating and Pursuing Goals</td>
<td></td>
</tr>
<tr>
<td>□ Being Ethical</td>
<td>□ Understanding the Natural and Constructed World</td>
<td></td>
</tr>
<tr>
<td>□ Reflective Thinking</td>
<td>□ Understanding Systems</td>
<td></td>
</tr>
<tr>
<td>□ Being Literate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Being Numerate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Nine Values for Australian Schooling

<table>
<thead>
<tr>
<th>Being Information Literate</th>
<th>Building Social Capital</th>
<th>Designing and Evaluating Technological Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being Arts Literate</td>
<td>Valuing Diversity</td>
<td>Creating Sustainable Futures</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Care and Compassion – Care for self and others</th>
<th>Doing Your Best – Seek to accomplish something worthy and admirable, try hard, pursue excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fair Go – Pursue and protect the common good where all people are treated fairly for a just society</td>
<td>Freedom – Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others</td>
</tr>
<tr>
<td>Honesty and Trustworthiness – Be honest, sincere and seek the truth</td>
<td>Integrity – Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds</td>
</tr>
<tr>
<td>Respect – Treat others with consideration and regard, respect another person’s point of view</td>
<td>Responsibility – Be accountable for one’s own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment</td>
</tr>
<tr>
<td>Understanding, Tolerance and Inclusion – Be aware of others and their cultures, accept diversity within a democratic society, being included and including others</td>
<td></td>
</tr>
</tbody>
</table>

### Understanding goals

Students will:

### Standard/s

- 
- 
- 

### Resources

Text, Visual, Audio

People

Places

### Focus questions

Learning experiences

Assessment to support learning

### Tuning in
The ‘greatest progress’ the schools believe they have made to date, however, is finding the ready made, and in their view highly appropriate, ruMAD programme to adopt for the Civics for Life component of their work. This programme aims to develop student engagement in learning through social action, based in the belief we all have things to give to improve the communities in which we live. As the cluster itself explained:

Every one of us can work towards changing the circumstances of, and providing opportunities for, disadvantaged and vulnerable people in our society. We felt that these aims coincide beautifully with the nine Values for Australian Schooling, and can see great opportunities for all nine of the values to be specifically addressed through a range of ruMAD projects.

Participation in this Good Practice Schools Project enabled the cluster to provide introductory training for teachers in the cluster. This subsequently has seen two schools running ruMAD days, one focused on ‘keeping our community clean’ and the other aimed at supporting an international aid organisation through coordinating a walkathon. The cluster also has joined the Tasmanian Centre for Global Learning as a result of its involvement in ruMAD, which has markedly increased the range of resources and assistance available to it, especially related to social responsibility.

The other element of cluster activity that will remain a part of ‘the culture of the cluster schools far beyond the life of this project’, is the implementation of the values education programme Programme Achieve/You Can Do It! This involves
an approach to schooling that seeks to enable all children to realise their potential and achieve to the best of their ability.

The programme – which involves a partnership between parents, teachers and students to instil in children a belief in the value of education and the importance of their own efforts – promotes confidence, persistence, getting along, organisation and resilience as the foundations for social and emotional wellbeing and student achievement. A major goal of You Can Do It! is to teach positive habits of mind which the cluster felt had to be integrated with the nine values in the National Framework to ensure a coordinated and consistent approach in its schools, as evident in Table 3.

Table 3: Integrating the nine values and twelve habits of mind

<table>
<thead>
<tr>
<th>Habits of mind</th>
<th>Values for Australian Schooling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepting myself – Not thinking badly of myself when I make a mistake</td>
<td>Care and Compassion – Care for self</td>
</tr>
<tr>
<td>Taking risks – Thinking that it is good to try something new, even though I might not be able to do it</td>
<td>Doing Your Best – Seek to accomplish something worthy and admirable, try hard, pursue excellence</td>
</tr>
<tr>
<td>Being independent – Thinking that it is important to try new activities and to speak up, even if my classmates think I’m silly or stupid</td>
<td>Freedom – Enjoy all of the rights and privileges of Australian citizenship free from unnecessary interference or control</td>
</tr>
<tr>
<td>I can do it – Thinking that I am more likely to be successful than I am to fail</td>
<td>Doing Your Best</td>
</tr>
</tbody>
</table>
| Giving effort – Thinking that the harder I try, the more successful I will be, and knowing that success is not caused by external factors (luck, ease of task), but by internal factors (effort) | Doing Your Best  
Integrity – Ensure consistency between words and deeds  
Responsibility – Be accountable for one’s own actions |
| Working tough – Thinking that, in order to be successful in the future, I sometimes need to do things that are not easy or fun in the present | Doing Your Best                                                                                   |
| Setting goals – Thinking that setting goals can help me to be more successful at a task | Doing Your Best  
Integrity  
Responsibility                                                                 |
| Planning my time – Thinking how long it will take me to do my school work and planning enough time to get it done | Responsibility                                                                                     |
| Being tolerant of others – Accepting that everyone acts unfairly towards others some of the time and not making overall judgements of people’s character based on their differences of behaviour | Understanding, Tolerance and Inclusion – Be aware of others and their cultures, accepting diversity within a democratic society, being included and including others |
In one of the cluster schools in particular, this has since been reflected in the development of specific curriculum activities, such as the following early childhood activity related to Honesty and Trustworthiness, which involves:

- Discussion with the children about:
  - What does it mean to be honest and trustworthy?
  - How does it feel to trust somebody else?
  - Who do you know who is honest and trustworthy? What do they do that shows that they are honest and trustworthy?
  - When have you done something that shows you are honest or trustworthy?
  - What might somebody do that shows people that they are not honest or trustworthy?
  - Is cheating being honest and trustworthy? Why?
  - What might happen if you are not honest and trustworthy?
- Values Walk – On the wall of one side of the class, place a sign that says ‘VERY’. On the opposite side of the wall, place a sign that says ‘NOT AT ALL’ and in the middle a sign that says ‘KIND OF’. Give the students a range of scenarios to consider, such as the sample that follows in brackets, and ask them to stand near the sign they think shows how responsible the person in the scenario was. (Sarah is playing snakes and ladders with her friend. She rolls a one which would put her on a snake, but she moves two places and her friend doesn’t notice. How honest and trustworthy is Sarah being?)
• Honesty and Trustworthiness Poster – Create a poster that tells people about honesty and trustworthiness. It should include some pictures and words describing honesty and trustworthiness.
• Honesty and Trustworthiness Poem – Write an acrostic poem using the letters of either ‘honesty’ or ‘trustworthiness’. The poem might give examples of times when you have been honest and trustworthy.
• Trust Games – In pairs, students take turns to be blindfolded and trust their partner to not let them crash, or get hurt. Discuss why it is important to be trustworthy and trusting in such situations.

Suffice to say that, even though the whole approach has only been running in the cluster for a relatively short time, and not all schools have taken You Can Do It! up at this stage, there already has been anecdotal evidence of its positive effect, especially on students in the early years. Interestingly enough, though, it also has had unexpected spin offs, as the cluster report revealed:

One area that we didn’t necessarily predict … was the impact that it had on one primary teacher, who stated that ‘teaching the programme is a breeze. To even try to come up with these types of lessons myself would be silly when they are right here in front of me. Discussing “confidence” and “doing your best” with the students has made me realise that this is an area that I could be doing in my own life and with my teaching. My class is going to benefit because I am aiming to be more confident with experimenting with new things in my class’.

Key messages

1. Schools should strive to maximise the extent to which teachers, students, parents and the community reflect on values both in big picture terms, but also in small, everyday ways.

2. The identification of agreed long-term goals contributes to increased ownership of values education by stakeholders in the school. There is often, however, a need to narrow the focus of such goals, so that time and effort are not spread too thin and more focused and concrete outcomes are achieved.

3. Students should be provided with programmes and opportunities that allow them to enact the values being taught and/or espoused.

4. It is important to align the National Framework with State and Territory frameworks so that values education is not seen as another ‘add on’ to teachers’ work. Where this does not occur, values education is marginal rather than central to the curriculum of the school.

5. Schools may choose to use other programmes such as You Can Do It! or the Living Values programme to assist them in reaching their broader values education goals. The use of such programmes, however, should not be seen as
a substitute for school communities collaboratively working through the guiding principles and key elements of the *National Framework on Values Education in Australian Schools*, which were derived from significant school practice and research.

6. Success can be achieved when a cluster works together towards common goals. Where such cohesion does not exist, then the outcomes can be patchy across the cluster as a whole.
Integrating values education into the middle years curriculum

Brighton Cluster (BEACHVALE – Brighton Environmental Action Community Helpers Values Education), Victoria

Cluster coordinator: Carmel Burgess, Brighton Primary School

Participating schools:
- Bentleigh West Primary School
- Berendale School
- Brighton Beach Primary School
- Brighton Primary School
- Elsternwick Primary School
- Gardenvale Primary School
- Brighton Secondary College

UAN critical friend: Professor Lorraine Ling, Latrobe University, Victoria

Middle years (Years 5–9) teachers in the Brighton Cluster of five primary, one high and a special school have long been working together to build an effective learning community and safe school environment ‘to strengthen students’ self-esteem, optimism and commitment to personal fulfilment’.

They have, in this context, developed a Young Leaders’ Group comprising school captains and vice-captains from each of the primary schools meeting with the Student Representative Council (SRC) representatives from the secondary college once a month to develop ideas, activities and programmes across the schools and support activities already in place in each school. The special school, it should be noted, has chosen not to participate in this group because of the level of challenge for the students involved in the discussion of planning and activities that occurs, but they have been keen to participate in such group activities as Harmony Day and working with high school students to develop and plant an indigenous garden site.

In addition, environmental captains and monitors from each school form another focus group in the cluster to share ideas and develop programmes to encourage other students to value the environment. These students, who also meet regularly, have worked with local community representatives from Bayside City Council, City Parks and Gardens, Marine Care and South East Water to support such community activities as planting on the foreshore, planting trees in local parks, cleaning rubbish from local streets and painting stencils on drains to remind people to dispose of rubbish in bins. They also have helped to develop posters and brochures highlighting water conservation, graffiti, reducing energy usage and waste minimisation.

With such a strong leadership and environment focus it is hardly surprising, then, to find the cluster’s efforts to move into curriculum provision, student engagement and decision making should have an environmentally related
acronym as its name – BEACHVALE, which in the cluster’s own words represents:

B Brighton Cluster aims to build an effective classroom learning community and to link issues to those in the wider world.

E Environmental issues are the students’ motivation. They are encouraged to look at their local environment and to ask questions about how to improve it. We define the environment to include the physical, economic, cultural and ethical conditions in which we live.

A Action is the key component of the initiative. Students must be actively engaged in the process as well as the distributive decision making.

C Community relationships are paramount to the initiative. We broker relationships with business, industry, government and non-government agencies to work with the students on relevant issues.

H Helpers will be the students who will identify and tackle a school or community issue. They will research the issue, make plans and proposals, and take action to change it.

Extending the project to include values education (VALE – VALues Education) draws the project together to focus on the development of social skills and student responsibility in local, national and global contexts as the values are integrated into all areas of the curriculum.

Taking this a stage further still, the cluster sought to build on existing work it was undertaking to ease the transition of students from primary to secondary school, which has seen it already developing some common teaching and learning strategies and a common understanding of curriculum programmes, by:

- developing and implementing values in student social skills through the integration of values education into all key learning areas for schooling in the middle years;
- developing a common set of values for middle years students to ease transition to secondary school;
- facilitating interaction between students at cluster schools and between students and teachers, and teachers and teachers at other cluster schools;
- building on the technological skills of students to design multimedia presentations for the cluster website to inform the community about the work of students and the schools.

The starting point for all this had to be to develop an understanding of the values in the National Framework and consider the implications for the school community. Students and teachers therefore discussed the values and developed their understanding of each, using such effective techniques as specifying how each of the values can be described, and the sort of behaviour that would demonstrate this value in practice in the school. Some of the flavour of the outcome can be gained from the sample in Table 4 for the value of Care and Compassion.
Table 4: Specifying the values – the example of Care and Compassion (extract)

<table>
<thead>
<tr>
<th>Value</th>
<th>Meaning – How would you describe this value?</th>
<th>Behaviour – How would this value be demonstrated?</th>
</tr>
</thead>
</table>
| Care and Compassion | • Empathy and understanding of student situations and circumstances  
• Thinking of impact on others and how they would be affected  
• Being nice  
• Feeling for suffersings of fellow students  
• Caring for others  
• Students showing respect for other students and teachers  
• Being concerned for others  
• Feeling and understanding how others react and wanting to help  
• Sympathy for others and the ability to put that sympathy into action | • Eliminating bullying and promoting harmony in school setting  
• Visiting community members who are ill, elderly, in need  
• Looking after someone if they are hurt, sad or sick  
• Friendliness and understanding  
• Helping others who have difficulty or problems, with little thought for your own time or effort  
• Generally through structures, approaches to tasks and individually as personal situations occur, being treated individually  
• Picking up rubbish, caring for the environment |

Although the original objective was to include all middle years teachers and classes in the project, this has, the cluster acknowledges, been difficult to achieve:

There was a variety of reasons put forward by teachers in the schools including the timing of the project and its impact on planning. Introducing the project in the middle of the year meant some teachers were reluctant to change existing programmes to introduce another into an already busy year, or to consider the opportunity to modify, review or redesign units of work to incorporate a values approach. Others saw it as an add on as the existing BEACH [as opposed to BEACHVALE] project was already being implemented with students having identified their area of concern and collected their information and resources.

Given this, the cluster decided to adopt an ‘invitational’ approach rather than mandating participation in the knowledge that those involved would share their ‘stories’ across the cluster and generate momentum as a result. To ensure this did occur, the cluster:

• arranged to share the work that students produced with other classes, teachers and student groups;
• held an expo at the end of last year to involve the community as well;
• is developing a website so sharing can continue.
From a student and curriculum perspective, perhaps the most important aspect of the cluster project was the development of a unit of work by classroom teachers that meets the needs of their own students, which they subsequently have trialed, reviewed and modified as required. Although each teacher adopted their own particular approach, and samples of students’ work will be placed on the BEACHVALE website later in 2006, an idea of how they operated can be gained from the story outlined by one of the teachers involved:

**What values are important to our class?**

It was initially important to establish the values most important to the students in order to allow them some ‘ownership’ over the subsequent work, given that the national and school values are non-negotiated. Students were provided with a comprehensive list of values. They were encouraged to work in small groups to discuss the values and identify the ten they felt were most vital in their lives. These were listed on Post-it® notes and attached by the students under the most relevant ‘National Value’ heading. The school values of caring, respect, responsibility, persistence and positivity were represented in a different colour. In this way, students were able to see how their values ‘matched’ with those of the ‘nation’ and ‘school’.

Discussions occurred about overlapping and unclear values. It was interesting that values such as ‘caring’ or ‘respect’ were consistently represented, while ‘integrity’, for example, was far more difficult to define. ‘Lots of them mean kind of the same thing’, suggested C. ‘I could put friendliness under a few headings’, observed J.

It was time to clarify the meaning of each of the national values, and to identify examples of the ways the values might be expressed in a school setting. Students worked in groups to define their own interpretation of the value and how it might be demonstrated in a practical way. Students were encouraged to reflect on occasions where they, or other students, had demonstrated the value …

**Deciding on the stories**

It was at this point that the task was explained to the students. Each of the three classes needed to produce a minimum of three photo stories to illustrate the national values. Each ‘story’ needed to consist of ten pages with a photo and some text on each. The values were divided by class in an arbitrary fashion.

5/6M – Care and Compassion; Doing Your Best; Fair Go
5/6J – Freedom; Honesty and Trustworthiness; Integrity
5/6R – Respect; Responsibility; Understanding, Tolerance and Inclusion.

Classes were split into three and spent time brainstorming ideas of appropriate, school-based stories which might illustrate individual values. After contributing to each brainstorm, groups received back their original sheet and discussed the range of ideas suggested by other students. What story would best allow the group to demonstrate their focus value? It was necessary to reach a consensus now on the story they felt was most appropriate for communicating the essential elements of their ‘value’.

The next task was to break the stories down into ten scenes which would be represented on a story board. A discussion on types of shots, and when they might be used, occurred. For example, a ‘full shot’ may be used to set the scene or a ‘close up’ to show emotion. Pairs then worked relatively independently to develop story boards
showing group storyline, including some text. Suggestions were now shared and the
students were involved in the process of choosing the best ideas from paired story boards
and working towards the creation of one group story board. The importance of valuing
the ideas and input of all group members was reinforced. Groups were given a high level of autonomy in deciding how
they would demonstrate the national values in their stories. Where inappropriate
ideas were suggested, the group was questioned and redirected as required. For
example, one group wanted to refer to a key character as the ‘class geek’ which they
would reinforce by having him wear glasses and putting the letter ‘L’ on his forehead.
Discussions on stereotyping and using inaccurate, ‘lazy’ generalisations occurred. It
was observed that stereotyping is very common in television programmes and movies
enjoyed by some of the students.

In general, students were encouraged to take ownership of the stories,
interpreting the values in a way that was meaningful to them. The website as an
audience was discussed and students were encouraged to reflect on the ways their
work and ideas may be interpreted by others. They were encouraged to make the story
lines believable. First, taking the photos had to be feasible, so special effects, off-school
locations and non-classmate characters had to be removed from story boards.
Characters also needed to behave in realistic ways and students were challenged to
refine their thinking as they prepared the final story board. ‘Would that character
do/say that?’, ‘Why has the situation suddenly changed in the very last scene?’,
‘What could you add to demonstrate the value even better?’, ‘What will your
audience learn about your value from reading your photo story?’; ‘What is the best
shot for that scene?’

The teacher then goes on to describe the processes of:

• preparing the running sheet, taking shots and writing the text;
• creating PowerPoint® presentations on it all.

Using a similar approach, another cluster school grouped students differently,
with a focus on task rather than the specific values they pursued. In this case,
students were asked to form:

• a writers’ group, which had to create the story outline, write the story, edit and
proofread the work, create a storyboard, publish the work and, at all times,
liaise with the other group;
• an arts group, which had to establish the story characters (real people,
puppets, stuffed toys etc), create all required props, locate and prepare areas
for the photo shoot, take photographs, create a picture board, design a poster
and also liaise at all times with the other group.

Then both groups needed to work together to create the PowerPoint®
presentation, thereby ensuring the text and graphics were linked and a coherent
photo story produced.

In something of a variation on the theme, a third school structured its photo story
production process in the following way:

• The students were divided into mixed ability groups comprising writers,
organisers, illustrators, etc.
• Groups discussed their given value and brainstormed scenarios where this might be witnessed.
• Time was spent in each classroom looking at examples of photo stories, such as *Dougal the Garbage Dump Bear*, by Matt Dray and Pearson’s Snapshot series.
• Groups then commenced action – planning, writing, taking photos and producing their stories.
• There was regular discussion with staff to ensure the book’s value was clear and well expressed.

A hundred minutes a week was set aside in class time to allow all this to occur. Students also devoted other spare time during the week to the task, and additional time was allocated towards the end of the project so the books were completed on time. Finished books were then displayed at the Middle Years Expo at the end of 2005, with a further display planned for the school library later in 2006.

As can be seen from this series of school vignettes, technology had a significant role to play in students’ work, particularly as a means of facilitating discussions about the values, sharing ideas and generally enabling students and teachers to interact. That said, some schools did experience difficulties with the technology, largely due to the lack of confidence of staff, with the result that further support will be provided so web cams and an intranet can operate in and across the schools.

Beyond this, as students became more involved in their projects, the technology aspect became less important to them and, although many chose to use PowerPoint® presentations and photos to develop their stories, some opted for a different approach; one school developed a series of short plays based on scripts the students wrote and rehearsed.

In addition to this common ‘story-based’ work, cluster meetings have enabled middle years teachers to share values education ideas, and professional development sessions have introduced them to a range of thinking tools underpinning an inquiry learning approach. One particular side benefit of this has been the insight gained by primary and secondary teachers into each other’s work, as evident in the following two feedback comments from teachers in cluster schools:

• *Many of the issues we deal with at the secondary level, such as respect, classroom etiquette and intrinsic motivation, were instigated very early on in the primary classroom through constant reinforcement. I noticed that, although there were 44 students in a combined classroom, the noise level … stayed at a very pleasing level over a two-hour period without the teachers telling students to be quiet … the students clearly understood which level of noise was appropriate.*
• *It was interesting to see the differences in behaviour and expectations, comparative to a primary setting. There are certainly more challenges to management in a secondary environment.*
It is clear from the preceding outline of cluster activities that much has been achieved in a short time through this values-based curriculum approach; however, from the cluster’s own point of view, the ‘most significant outcome of the project’ to date has been

… the development of the inquiry learning strategies and the involvement of the students in working towards their completed product. At each school, teachers have reported a ‘real buzz’ from the students as they have worked in groups, researched, organised, created and designed their stories. Students can readily identify the value, discuss the issues, explain the impact and demonstrate the behaviours in their environment.

And, as one student typically and very concisely noted at the Expo late last year, ‘I have learnt that I can make a difference’.

**Key messages**

1. The nine values need to be contextualised to your own school environment and explained in language that has meaning to all in your school. This may also mean, as happened with this cluster, that the nine values are boiled down to a much smaller list.

2. Students’ efforts and accomplishments should be recognised and celebrated as part of the process of reinforcing positive student behaviours and generating increased momentum for values education in the school.

3. Schools ought not be afraid to build on what exists, such as the middle years BEACH project in this cluster.

4. Teachers need to be invited to join the values education journey rather than being forced to engage. Early adopters should be encouraged to share their successes, failures and work to encourage the participation of others in the school.
A ‘sense of the sacred’ in KLAs

Sydney Catholic Schools Cluster, Sydney Diocese, New South Wales

Cluster coordinator: Jenny Rickard, Domremy College

Participating schools:
- Bethlehem College
- Domremy College
- Casimir Catholic College
- De La Salle College
- Holy Spirit College

UAN critical friends: Dr Maureen Walsh and Dr Elizabeth Labone, Australian Catholic University, NSW

A Sense of the Sacred is a project initiated in the 1990s in response to a need expressed by principals and teachers in Catholic schools for practical assistance in the integration of values across the curriculum. The Sydney Catholic Schools Cluster involved five schools in effectively leading the revision of these earlier resources in specific key learning areas in light of both the National Framework for Values Education in Australian Schools and recently revised Board of Studies syllabuses in New South Wales.

It is a project that has seen:
- the development and printing of values statements specific to key learning areas (KLAs) for use in the induction of teachers, along with a generic values statement for inducting classroom teachers to primary schools;
- the development and printing of KLA-specific values posters;
- the drafting of sample units of work that have been trialed by teachers in cluster schools;
- a Sense of the Sacred link being added to the Sydney Catholic Education Office website;
- the drafting of an outline for an initial professional learning experience to help inform teachers in the area of values education;
- a pending formal launch for the materials to ensure school leaders become fully engaged.

Assisted by their university associate, selected expert KLA teachers from within and beyond the cluster workshopped values at the start to clarify the ones they sought to pursue in curriculum terms, and identify previous examples of ‘successes and challenges’ in relation to values education. This in turn provided the context for determining how best to integrate values into different KLAs, with the range of values identified being incorporated on values posters that both teachers and students could discuss. These posters used KLA-specific symbols designed by a visual arts teacher working with the team, using images that have significance for the subject area and classroom teaching, so they are displayed around schools.
More specifically, posters have been produced for each of English, Mathematics, Science, Human Society and its Environment, Technological and Applied Studies, Creative Arts and Languages, with copies to be provided to all Catholic schools as part of the formal launch negotiated for May 2006. The posters, it should be acknowledged, were greeted by some teachers as too busy and using too many muted tones, but all agreed that they did help spur dialogue about the values in their schools (see sample in Figure 13).

In addition, an A4 fold-over values statement for each KLA has been produced, along with a generic statement for teachers in primary schools, to be used for induction of new staff. The statement includes the graphic of the relevant poster on the back cover, and values information specific to Catholic schools inside, but readily lends itself to adaptation by other sectors outside the Catholic system and even individual schools.
A number of units of work also have been developed, and are being trialed in cluster schools to integrate values into different KLAs. The units vary in length and format, but do effectively engage students in values education, as the following two examples reveal.
Example 1: Geography in Year 8
One cluster school developed and taught a Year 8 unit on Global Inequality focusing in particular on the values of Care and Compassion, Integrity and Responsibility. Students were led through a range of learning activities and assessment tasks aimed at raising their understanding of, and compassion towards, those people in the world suffering from poverty.

The four-week unit incorporated a range of teaching and learning strategies such as:
- A pamphlet/leaflet – Students designed a leaflet aimed at informing other students their own age of the issue. They had to define global inequality; the global patterns of poverty and wealth; the access people have to such essential aspects of life as food, health, shelter and water; and suggest actions that individuals and groups can take to help alleviate problems caused by global inequality.
- A song or poem – an empathic piece to be played or read within the school to raise awareness of global inequality.
- Poster – a visual reminder of the positive and negative images associated with global inequality.
- A bracelet – to be created with a slogan that voices an idea or image associated with global inequality and which could be sold to raise money for a relevant charity.

Example 2: A Year 10 History trial
Teachers in another cluster school trialed two lessons on the topic of the Federation/Immigration Restriction Act (White Australia Policy) as part of a focus on the values of Tolerance and Acceptance.

In the first lesson students were guided in discussion about the central issues of the topic, using primary sources to reflect on attitudes, and responding to such questions as:
- Why were/are people anti-immigration or pro-immigration?
- How/why had Australia changed its attitudes towards immigration?
- How do you feel about immigration today?

Discussions continued into the second trial lesson with students seeking to answer:
- Why did we have an Immigration Restriction Policy in 1901?
- Why did attitudes change towards a multicultural Australia?
- You have been asked to draft an immigration policy. Outline what you would include and why.

Suffice to say that analysis of student reactions to the first of these units at least, which spanned no more than a short two-period trial, showed a significant shift in thinking had occurred. As two of them simply explained in their evaluations of what they had learned:
• I didn’t realise so many were suffering in the world and to realise how lucky I am.
• I feel and think differently about others from completing the task.

This change in attitude was reflected in practice with, as the school’s cluster representative explained, ‘students ... actively participating in donating money to charities and many students have become involved in the school’s Social Justice or CARE programme’.

Interestingly enough, the experience also translates into a more positive attitude towards values education as such and, somewhat pleasingly for the teacher concerned,

[most of these students could also identify and name more values in both [ie two of the KLA] posters. As the evaluation of the unit took place four months after being taught, it was encouraging to see so many values still remembered by the students.]

Key messages

1. Students respond positively to a range of learning and teaching strategies such as role‐plays, empathy writing, research, poster design, bracelet construction and discussion.

2. Teachers who trial values education units should conduct some professional development for others to encourage greater take‐up by more teachers and hence move implementation into the next stage.
Philosophy in the classroom

Gold Coast North Cluster, Queensland

Cluster coordinator: Gayle Alessio, Oxenford State School

Participating schools:
- Bellevue Park State School
- Oxenford State School
- Southport State High School
- Upper Coomera State College

UAN critical friend: Dr Mark Freakley, Griffith University, Queensland

The four schools that comprise the Gold Coast North Cluster sought to build on prior work to engage with various explorations of philosophical and ethical dimensions of the curriculum to connect more clearly to the National Framework and, to use their own words, create

… a school ethos where students have the capacity to exercise judgement and responsibility in matters of morality, ethics and social justice, and the capacity to make rational and informed decisions about their lives …

Philosophy in the classroom was the vehicle through which this was to be achieved; with philosophy meaning more than just the teaching of thinking skills with which it commonly is confused.

Philosophy is often described as a thinking skills programme or a course in critical and creative thinking. While it is true that philosophy for children does improve students’ critical and creative thinking skills, calling it a ‘thinking skills’ programme does not do it justice. It does much more as well. Through implementing Philosophy in our respective school sites we aim to build on the students’ own wonder and curiosity about ideas that are important to them. The subject matter of Philosophy is those common, central and contestable concepts that underpin both our experience of human life and all academic disciplines. Examples of such concepts relate directly to the nine values identified in the National Framework. The central pedagogical tool and guiding ideal of Philosophy is the community of inquiry. In the community of inquiry, students work together to generate and then answer their own questions about the philosophical issues contained in purpose written materials or a wide range of other resources. Thinking in the community of inquiry is critical, creative, collaborative and caring.

Although the cluster’s original intention was the somewhat ambitious implementation of Philosophy across the board with substantial community engagement along the way, subsequent reflection revealed that a more realistic and sustainable objective was to really focus on building teachers’ skills. ‘If teachers are not comfortable or willing to engage in philosophical discussion with students, then it won’t happen.’
One question the schools did confront at the start, in this context, was whether or not to ‘mandate’ a whole school approach; with the answer really depending on the state of development of the particular school. One school, for example, believed that although

… we would encounter ‘troubling realities’ as staff struggled to ‘fit’ what they perceived to be ‘another’ thing into an already crowded curriculum, the ‘culture’ was ready for whole school implementation. Strategically, our ‘management team’ could see the ‘links’ and recognised the ‘exciting possibilities’ in adopting a whole school approach. Project funding enabled us to fully support whole school implementation through an extensive focus on professional development and support.

This school, as a consequence, mandated training for all staff and that two Philosophy lessons be included in the curriculum each week.

Two others, by contrast, found it ‘more problematic’ to implement a whole school approach, and instead focused on supporting interested staff in the hope that ‘the critical mass would grow’.

This did not, however, preclude the cluster from implementing a substantial array of shared activities so their common purpose could be achieved, including:

- reviewing school values and purpose statements with staff and parents, and considering how they aligned to the national set;
- distributing the National Framework and discussion with staff, students and parents through their various organisational structures;
- holding school and cluster network meetings to share ideas and provide mutual motivation and support;
- reviewing school structures and policies to identify ways in which they explicitly could and/or implicitly do promote student knowledge and understanding of values;
- implementing organisational changes that further develop and recognise the skills/dispositions and behaviours of students enacting positive values, such as one school’s V9 Vouchers, where students are awarded certificates in the classroom or playground that have the nine values on them with the one(s) they demonstrated ringed by the teacher and used as the basis of discussion with the student.

Classroom activity of course is right at the heart of the project for all of the schools, with philosophy lessons used to engage students in discussion of values through the ‘community of inquiry’ approach. In the community of inquiry, the cluster explains, students

… sit in a circle, learn to respect, listen to and understand a diverse range of views. The process of philosophical exploration in this environment encourages students to take increased responsibility for their own learning processes and to develop as independent and self-correcting learners. Students develop the confidence and
intellectual courage to put forward their own views in a group. Participation in the community of inquiry develops higher order thinking skills in the context of meaningful discussion. Philosophy achieves these aims by giving students the opportunity to think for themselves about ideas and concepts that they themselves select as the ones which are interesting and worthwhile pursuing.

Examples might be: How should we treat our friends? Should we always think for ourselves? What does giving someone a ‘fair go’ mean?

A typical session consists of a group reading of a source text, followed by the gathering of students’ questions that have been stimulated by the reading. These questions form the agenda for discussion. Each reading usually generates enough questions for several subsequent discussions in the community of inquiry. The students’ collaborative inquiry can be facilitated by the use of appropriate discussion plans and exercises, which function to maintain focus and encourage depth of discussion. Purpose-written texts are just one possible source material. Other written material, images and recordings can also stimulate philosophical inquiry.

Discussion in these lessons is not just a process of swapping opinions but, according to the cluster,

is aimed at the construction of the best answer to the questions raised. This best answer is not provided or validated by the teacher. Instead, the class has the responsibility for both constructing and evaluating the range of possible responses to a question. Philosophy is not based on the assumption that there are no right or wrong answers. Instead, it is based on the belief that, even if final answers are difficult to come by, some answers can reasonably be judged better – more defensible – than others. Philosophy emphasises a conversation and dialogue based process of inquiry. As all students share their own ideas so each individual must consider many different perspectives. Many students have the experience of seeing that what they thought was obvious is not obvious to people who have different perspectives. This has encouraged tolerance of others’ ideas, and increased students’ ability to work together.

As one teacher involved simply stated, ‘It taught me to think deeper into subjects, and I encourage students to do so too’. And some of the flavour of how this might be achieved can be gained from the following outline (Table 5) one school prepared of how concept development and thinking skills can be developed through communities of inquiry from Years 1–7.
<table>
<thead>
<tr>
<th>Year level</th>
<th>Teaching sequence for inquiry skills</th>
<th>Thinking tools; concept development activities</th>
<th>Questioning techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>• questions</td>
<td>Suggestions</td>
<td>• What is it that puzzles you?</td>
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<tr>
<td></td>
<td>• building on ideas of others</td>
<td>Reasons</td>
<td>• What did you find interesting?</td>
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<td></td>
<td>• reasons</td>
<td></td>
<td>• Is someone puzzled by something in the story?</td>
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<td></td>
<td>• giving examples</td>
<td>Agreement/disagreement</td>
<td>• Why did you say that?</td>
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<tr>
<td>Year 2</td>
<td>• agendas</td>
<td>Examples - Bridge</td>
<td>• What reasons do you have?</td>
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<td></td>
<td>• seeking and giving clarification</td>
<td></td>
<td>• Why do you agree or disagree with …?</td>
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<td></td>
<td>• connections</td>
<td></td>
<td>• Have we some reason to think that …?</td>
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<td></td>
<td>• explanations</td>
<td></td>
<td>• Would that be a good reason for believing that …?</td>
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<tr>
<td>Year 3</td>
<td>• different points of view</td>
<td>Borderline cases</td>
<td>• Does anyone have a different reason? Does anyone have a better reason?</td>
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<tr>
<td></td>
<td>• descriptions</td>
<td>Target</td>
<td>• How certain can we be that …?</td>
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<td></td>
<td>• definitions</td>
<td>Thought experiments</td>
<td>• Is that like … said?</td>
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<td></td>
<td>• analogies</td>
<td>Thumbs</td>
<td>• It sounds like you agree/disagree with …? Is that right?</td>
</tr>
<tr>
<td>Year 4</td>
<td>• alternative possibilities</td>
<td>Question quadrant</td>
<td>• Can you think of a case or a time where that wouldn’t work?</td>
</tr>
<tr>
<td></td>
<td>• distinctions</td>
<td>FVC - Fact, Value, Concept</td>
<td>• When wouldn’t that happen?</td>
</tr>
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<td></td>
<td>• conclusions</td>
<td></td>
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<td></td>
<td>• evidence</td>
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<td>Year 5</td>
<td>Year 6</td>
<td>Year 7</td>
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</tbody>
</table>
| • assumptions  
- counter examples  
- relevance  
- Agendas  
- Counter examples  
- Crazy case  
- Criteria  
- Generalisation  
- Discussion map | • hypotheses  
- progress  
- inferences | • plausibility  
- objections  
- truth  
- Deductive reasoning  
- Reasoning diagrams  
- Assumptions  
- Disagreement diagrams |
|   | • Can anyone give me an example of that?  
• How could you work out if that was true?  
• How do you know?  
Why do you think that?  
• How did you work that out? What have you based that on?  
• What are we taking for granted here?  
• What else might … be supposing? Is … right to make that assumption?  
• How is that different from what … said? | • What can we work out from that?  
• What does that tell us?  
• What follows from what … just said?  
• What do you suppose follows from that?  
• How do you know?  
Why do you think that?  
• How did you work that out? What have you based that on?  
• What are we taking for granted here?  
• What else might … be supposing? Is … right to make that assumption?  
• Does that agree with what was said earlier? |

All this depends, of course, on the existence of an appropriate set of protocols about how discussion in philosophy lessons will occur. That is why students in this school have been encouraged and supported to identify such key ground rules for their discussions as:

- We listen to each other – this means one person speaks at a time.
- We think about and build upon each other’s ideas.
- We make sure everyone has a chance to speak.
- We respect everyone’s ideas – this means we don’t use ‘put downs’ or make fun of what others say or do.
- We are helpful and constructive when challenging another’s viewpoint.
• We offer help and support when it is needed.
• We have a right to ‘pass’ if we do not want to speak on an issue.
• We show appreciation when someone explains or does something well, or is helpful in some way to you.
• We are prepared for a discussion – this means we need to ask questions and build upon others’ ideas.
• We need to give reasons to support our opinion.
• We will check assumptions, reasoning, evidence – our own as well as others.
• We will define and discuss points of difference as well as points of agreement.
• We will ask others for reasons, definitions, evidences, examples, assumptions if necessary.
• We will admit when we disagree with something that we may have thought earlier.
• We understand there may be no single right answer.

Such rules in turn are underpinned by a set of specific advice for teachers on conducting a community of inquiry in their class. More specifically, teachers are advised that developing a community of inquiry requires a classroom environment where students and the teacher:
• respect each other’s thoughts and feelings;
• support and trust each other in the exploration of thoughts, ideas and opinions;
• reflect upon the group dynamics and understandings developed through the discussions and activities;
• develop guidelines for the group.

This manifests itself in the sort of approach where a teacher might implement the following strategies:
1. Have students seated in a way that maximises the opportunity for communication and democratic behaviour. This usually is a circle.
2. Establish appropriate guidelines along the lines indicated above.
3. Teach protocols – ‘I agree/disagree with … because…’.
4. Decide on their ‘trigger material’ such as texts, current events, concepts and students’ ideas.
5. Ask children what they found interesting or puzzling.
6. Gather children’s questions on the board, writing the name of the child who asked each one after the question.
7. Group questions that are the same or similar.
8. Discuss the questions in an order decided by a variety of methods, such as voting for the most interesting, or discussing those that have easy answers first.
9. Facilitate the use of ‘wait time’ during the discussion.
10. Encourage participants to talk to the whole circle or directly to the person they are answering, rather than always through the teacher.
11. Have students raise hands or use ‘talking cards’ to facilitate ‘taking turns’.
12. Participate in the discussion, but, as the teacher, also ‘hold back’ sometimes so as not to influence too much.
13. Facilitate questioning that signals cognitive moves that might encourage metacognition.
14. Encourage recognition in the community that many questions are complex and may never be answered.
15. Have children take responsibility for their comments and be prepared to defend, modify or change them as appropriate.

Although all students benefit from philosophy pursued in this way, it is interesting to note the cluster’s experience that

two groups of students find it especially appealing and useful. Most ‘gifted’ students find the chance to engage in philosophical exploration extremely stimulating. They respond especially well to the intellectual challenge of engaging with ideas that are common and central to our lives, but are ultimately contestable. Secondly, those students who seem to not perform well in the traditional school situation can respond very well to participation in the community of inquiry. Since participation is primarily oral, it is an excellent opportunity for students who have difficulties with reading and writing to have their say. Because the subject matter of philosophy includes questions that we all wonder about, students who have difficulty seeing the relevance of school subjects become interested in the ‘deep’ ideas explored in the community of inquiry. The atmosphere of care and safety generated in a community of inquiry provides a space in which less confident students can try out ideas with the guarantee that they will be listened to.

It all depends, of course, on the quality of teaching the students receive, which also forms a key component of ensuring the approach can be sustained over time. That is why, as indicated earlier, the cluster determined to focus much of its attention on developing the requisite teaching skills. Aside from the particular professional development and other training teachers received, a teacher network was established for the cluster as a whole which meets each term to share ideas. This, according to those involved, has been ‘a particular strength of this project and … is now extending beyond the project schools’. In addition, participating teachers were asked to complete a reflective learning log and mentoring programmes of support have been introduced.

Little wonder, then, that teachers who in some cases were taking on something new, observed, as one somewhat typically put it, ‘no-one felt alone and we all trusted each other so that we were able, and continue to be able, to have very open and honest discussions’.

The mentoring and opportunities to visit other classes in the schools to observe philosophy discussions proved particularly powerful, as is evident in the following sample of teacher comments on what they learned from the feedback they received:

- The most valuable feedback point I received from my collegial coaching mentor is to slow down and not try to cover too much in one session. To take advantage of
students’ responses and go with the flow and pick up on interesting statements to investigate further.

- The most valuable feedback point I received from my collegial coaching mentor is to look for the unknown, grab hold of it, and just go with it. The unknown being a statement a child has come up with.
- The most valuable feedback point I received from my collegial coaching mentor is not to over-plan and to listen carefully to each child’s response as we often miss important statements which we can build upon.

Learning was not restricted to teachers, however, and students also gained much as well. Philosophy lessons provided them, for instance, with opportunities to collaboratively explore and understand the national values, with many staff commenting on the positive impact this had. As the cluster report makes clear, the philosophical discussions in which they have engaged have seen students change attitudes and behaviours that extend through to other curriculum areas as well. As one teacher explained on the basis of their own experience, ‘Students are confidently giving reasons/justifying their statements and answers in class meetings and in Maths. There has been a huge improvement in showing respectful listening during class presentations, oral sharing and assemblies’. It is a case, as far as the cluster is concerned, where ‘the stone has been thrown into the pond and we are now seeing the ripples’.

Certainly in the reflections they have shared, staff across the schools have commented on the fact they have seen:

- improved listening skills;
- an ability to give reasons for their answers;
- higher order thinking such as justifications, distinctions, examples and counter examples;
- making comparisons and using analogies;
- an ability to write more cohesively;
- a greater sense of class – ie ability to converse with each other;
- reflection on students’ own behaviour and that of others;
- increased confidence in presenting thoughts and understanding of concepts ‘to anyone at any place at any time’.

It is only further evidenced when even quite young students are saying such things as:

- I love Philosophy because it lets me see into other people’s minds.
- Philosophy is something that really lets you let go and just sit and think. It’s also really good for experimenting with your ability to think and debate with people. I love that. It’s something that is different from anything else you will ever do. You don’t experience the same thing in any other activity in life.

This sort of result is only expected to grow as changes in curriculum design and implementation in cluster schools become more marked. One school for instance is developing a learning framework incorporating resource sheets that will further
embed values concepts in all of the key learning areas. Another includes in its curriculum plan several whole of school tasks that provide ‘a real life context in which to discuss Australian heritage and values’. One of these tasks related to Australian national identity required students to produce a school concert where they retold the history of Australia through movement, music and drama under the title Big Night Out.

At a somewhat more expansive level still, the lead school in the cluster which is, as a result of participating in the project, currently looking at amending its social skills programmes and affective reporting processes, has built values and philosophy directly into an arresting graphic (Figure 14) it uses to portray its vision of ‘happy, healthy, smart students and teachers’ as the object of its work.
This in turn is reflected in detailed tables the school has prepared where the nine Values for Australian Schooling are teased out in depth in terms of what they really mean for the school; as indicated in the following sample (Table 6) for the values of Care and Compassion and Responsibility.
### Table 6: Nine Values for Australian Schooling (extract)

<table>
<thead>
<tr>
<th>Related need</th>
<th>Care and Compassion</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Glasser – CT? RT? LM?’</td>
<td>Caring for self and others</td>
<td>Be accountable for one’s own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and civic life, take care of the environment</td>
</tr>
<tr>
<td>Related virtue</td>
<td>Belonging</td>
<td>Freedom</td>
</tr>
<tr>
<td>‘The Virtues Guide’</td>
<td>Kindness</td>
<td>Responsibility</td>
</tr>
<tr>
<td></td>
<td>Forgiveness</td>
<td>Service</td>
</tr>
<tr>
<td></td>
<td>Helpfulness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Compassion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Caring</td>
<td></td>
</tr>
<tr>
<td>This happens when</td>
<td>• I consider others’ ideas and feelings.</td>
<td>• I am careful of my own and other people’s property.</td>
</tr>
<tr>
<td></td>
<td>• I support others.</td>
<td>• I take care of the environment.</td>
</tr>
<tr>
<td></td>
<td>• I treat others as I wish to be treated.</td>
<td>• I contribute to the safety of myself and others.</td>
</tr>
<tr>
<td></td>
<td>• I help others.</td>
<td>• I take responsibility for my learning.</td>
</tr>
<tr>
<td></td>
<td>• I treat things and people carefully.</td>
<td>• I listen to others.</td>
</tr>
<tr>
<td></td>
<td>• I look after others’ needs.</td>
<td>• I use my learning in different ways.</td>
</tr>
<tr>
<td></td>
<td>• I listen to others and try to understand how they are feeling.</td>
<td>• I help others to learn.</td>
</tr>
<tr>
<td></td>
<td>• I forgive someone who has hurt me and give them another chance to be a friend without hurting them back.</td>
<td>• I allow others to learn.</td>
</tr>
<tr>
<td></td>
<td>• I do what I can if someone needs help.</td>
<td>• I don’t wait to be asked when I notice something needs to be done.</td>
</tr>
<tr>
<td></td>
<td>• I do things for others without being asked.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• I notice when someone or something needs help.</td>
<td></td>
</tr>
<tr>
<td>Related skills</td>
<td>• Listening</td>
<td>• Hands up</td>
</tr>
<tr>
<td>‘Focus forty’</td>
<td>• Sharing</td>
<td>• Waiting inside</td>
</tr>
<tr>
<td></td>
<td>• Helping</td>
<td>• Tidying up</td>
</tr>
<tr>
<td></td>
<td>• I’m sorry, how can I</td>
<td>• Lining up</td>
</tr>
<tr>
<td>Related stories or community of inquiry discussions</td>
<td>Make it better?</td>
<td>Appropriate noise levels</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>----------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>‘Philosophy in the classroom’</td>
<td>• Communicating without words • Reflective listening</td>
<td>• Rights and responsibilities</td>
</tr>
<tr>
<td></td>
<td>Bizzy Road – Thinking Stories 3, Teacher Reference, p 42</td>
<td></td>
</tr>
</tbody>
</table>

Hardly surprising in this sort of environment that this school, and in fact the cluster as a whole, should find that although it first saw the benefits of the project as purely related to implementing its philosophy programme, as their ‘journey’ progressed

… we found we were placing values at the centre of our work … Most remarkably we found through implementation of a ‘community of inquiry’, everyone became engaged in the circle of learning. Everyone in the classroom exchange, teachers and students alike, became more conscious of trying to be respectful, trying to do their best, and trying to give others a fair go. We also found that by creating an environment where these values were constantly shaping classroom activity, student learning was improving, teachers and students were happier, and school was calmer.

**Key messages**

1. Philosophy in the classroom can be used to develop and implement a learning framework where philosophical classroom discussions are used to promote the nine Values for Australian Schooling.

2. Values education and philosophy can engage students in a search for meaning, and help them find ways to connect their own ideas and perspectives with those of others so they may build a coherent understanding of the world and their experience of it.

3. Some of the ‘shining stars’ in philosophical values discussions are students who often exhibit inappropriate behaviours or those who don’t always shine in the traditional academic areas.

4. Teachers need to be skilled in the use of such teaching and learning strategies as Philosophy in the classroom. If teachers are not comfortable or willing to engage in philosophical discussion with students then it won’t happen.

5. Not all staff embrace new initiatives with the same vigour as others and some will continue to focus on the negatives of any new project. However, persistent support and collegial coaching can help turn this around and lead to some at least having a go in the interests of improved student outcomes.
6. Providing opportunities for teachers to engage in professional learning, discussion, support and reflection is a key component to success and sustained good practice.

7. Use existing parent forums within the school to further consult parents, caregivers and families on the values to be fostered and approaches to be adopted within schools.

8. Schools ought not be disheartened if they need to vary their expectations along the way or if they need to reshape their original intentions and goals. This particularly is the case given the relatively short timeline for this good practice project noted by a number of clusters and schools.
Taking small steps towards the big picture of emotional literacy

Calwell Cluster, Australian Capital Territory
Cluster coordinator: Kerrie Foulds, Calwell High School
Participating schools:
- Calwell Primary School
- Isabella Plains Primary School
- Richardson Primary School
- Theodore Primary School
- Calwell High School
UAN critical friend: Dr Thomas Nielsen, University of Canberra, ACT

The Calwell Cluster of five schools, like several others, constitutes a good example of category overlap with curriculum and what to teach as the dominant theme.

With restorative practice at its base, the cluster specifically sought to:
- articulate the school community’s educational values through a mapping process;
- increase understanding by the wider community of the role and value of all schools within the cluster;
- increase cooperation between all cluster schools in the delivery of educational programmes;
- build the capacity of parents, students and teachers in supporting this approach (ie restorative practices) in school and community relationships;
- share information, lessons learned and achievements with the wider educational and public community.

Although each of these objectives was pursued in a highly integrated way, the cluster came to the recognition over time that

…it is objective four [build the capacity of parents, students and teachers in supporting this approach (ie restorative practices) in school and community relationships … cf above] which has been the focus of our project as we realised that other objectives (for example, increasing understanding of our community and increasing cooperation between schools) were underpinned by any increased capacity of our community to engage in restorative practices. The development of the actual emotional literacy curriculum was therefore seen by the team and consequently, the schools, as the major focus point of the project.

Important in this context was to ensure, from the start, they were ‘not embarking on a process of change that did not reflect the values of our community’; especially since the restorative practices approach requires the support of the entire school community to succeed. They therefore began with a values audit to
map the values of school community stakeholders and draw parallels between those the community holds dear and the values restorative practices promote. Apart from anything else, this whole exercise helped overcome some of the cynicism of staff – particularly once school leaders explained it was designed to make teachers’ work easier rather than be added on – and promoted the message that the schools were working together as a common cluster group.

The values audit basically took the following forms:
- In initial surveys respondents indicated how well they believed their school supported the values in the National Framework; parent responses were encouraged through such means as raffle prizes, emailing the survey home and the like.
- Exploration through community forums and teacher and student discussion groups using such strategies as Y charts, focus questions, ‘circle’ contributions and small group brainstorming to gain agreement on what each value ‘looked like’ in the cluster. Parent involvement proved quite difficult to gain in this context, so random families were contacted by phone and asked to participate in a parallel process on the phone.

Together, these processes enabled the cluster to formalise a list of values articulated in tangible ways, as illustrated by the example in Figure 15 of Doing Your Best.

**Figure 15: The value of Doing Your Best exemplified by the cluster**

---

**As a student I can show I am doing my best by:**
- Attending all my classes in time/arriving at school on time
- Trying really hard all the time
- Persisting
- Being involved in extra activities like sporting competitions or dance festivals
- Setting a goal and working to achieve it
- Listening
- Handing in my homework/assignments on time
- Not letting myself get distracted

**As a teacher I can encourage my students to do their best by:**
- Rewarding positive behaviour/celebrating achievement
- Reflecting on my own practice and modelling a commitment to self-improvement
- Providing opportunities for students to succeed in school and in the wider community
- Expecting excellence and giving students the chance to take a risk in their learning
- Communicating openly with parents and students

**As a parent/carer I can encourage my child/ren to do their best by:**
- Celebrating their achievements
- Encouraging them to set goals in their learning
Cluster schools then were in a position to share the information they had gathered and link it to their broader restorative practices work. This involved using newsletters, media and other events such as Harmony Day Celebrations, as well as staff, board and parents and citizens meetings, school assemblies and other communication mechanisms such as school websites and informal discussions as opportunities to inform their communities about the approach. This all was underpinned by professional development for all cluster staff including a common day where they worked with several random groups of other teachers to complete team building, experiential learning and reflective activities individually and in groups.

The emotional literacy units, which in some senses form the core of the project as a whole, were introduced to teachers at this professional development activity and sample lessons delivered to model the approach. Initial concerns about the overall time for professional development and an unwillingness to ‘engage in experiences because of unfamiliarity with each other’ proved ‘completely unfounded’, with feedback from the session including such comments as:

- *This is the best, most practical PD I have ever done.*
- *I came here feeling very doubtful about emotional literacy and values education. Now I feel incredibly motivated about teaching it in my classroom. These lessons are so easy to follow and I can really see that we can explicitly teach this stuff.*

As this feedback clearly suggests, the quality of the emotional literacy curriculum lessons developed was an important facet of gaining teacher, and subsequently broader school community, support.

Initially, it should be noted, the writing team for these curriculum units sought to conduct a search of available emotional literacy materials and use these pre-existing resources to develop a package for the cluster to use. As they searched, however, they became ‘more passionate about developing a package which reflected the needs of our community’ and discovered ‘no such package exists’. Thus they had to develop their own.

This involved:
- research and reading for about a month to inform conversations around the meaning of emotional literacy and what their curriculum needed to achieve;
- writing a series of outcomes, linked to the national values and what they ought look like as the basis for devising a plan for the curriculum package.

The package, it was decided, would consist of a set of explicit lesson plans so that ‘teachers who were unfamiliar with the concepts and understandings would … be able to successfully deliver this programme’. For the most part, grades were divided into two-year groups (K, 1–2, 3–4, 5–6, 7–8 and 9–10) with four-term sets
of ten lessons per term to be provided for each cohort. In other words, when it all is done, a total of 40 lessons per cohort or 240 lessons across the span from K–10.

The lessons devised, and under continuing development, cover social skills, recognition and regulation of emotions, and empathy. They become increasingly complex as the students progress, from social skills in the early years focused on small group skills, while high school lessons look outwards more, allowing students to consider their position in the wider community.

Some of the flavour of the units developed can be gained from the following summary and extract from the units for Years 9 and 10 (Figure 16).

**Figure 16: Term 1 Social Skills, Years 9 and 10 (summary)**

<table>
<thead>
<tr>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ten lessons for Term 1 specifically focus on developing skills in the areas of cooperation, responsibility and negotiation. These in turn are designed to lead to deeper learning in the areas of empathy, respect and understanding of the role of self and others. They also aim to develop skills in reflection and critical literacy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lessons 1–5</th>
</tr>
</thead>
<tbody>
<tr>
<td>These lessons aim to develop an environment of trust, respect and reflection among the class as a group. The suggested activities are designed to ensure that students have opportunities to work with all class members, to reflect on their own behaviours and to work constructively towards contributing to their communities. The lesson topics are: Working cooperatively (Lesson 1); Negotiating with others (Lesson 2); Responsibility (Lesson 3); Positive and negative social behaviours (Lessons 4 and 5).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lessons 6–10</th>
</tr>
</thead>
<tbody>
<tr>
<td>These lessons aim to direct students to a consideration of their role in the wider society. The suggested activities are designed to encourage students to understand the structures of their society and the way in which different groups are affected by these, to develop empathy skills and to appreciate the role of the individual within wider society. They are based on the thinking of the philosopher John Rawls, who is known for his theories of Fairness and Justice. Specific lesson topics covered are: Fairness (Lesson 6); Structures of society (Lesson 7); The ideal society (Lesson 8); Testing the theory (Lesson 9); and Testing and reflecting (Lesson 10).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson structure</th>
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<tbody>
<tr>
<td>The lessons are based on the Circle Time lesson structure and suggested activities have a large ‘circle’ component. This is, however, only the suggested approach and should a teacher wish to use a mix of alternative methods, such as table groups or individual worksheets, then activities can be readily adapted to different teaching and learning styles.</td>
</tr>
</tbody>
</table>
Resources
The resources required for each lesson are listed on the lesson plans.

Lesson 4 as a sample of the approach

Focus
Positive and negative social behaviours – creating a board game to demonstrate and share understanding

Values demonstrated
Fair Go; Respect; Responsibility; Understanding, Tolerance and Inclusion; Integrity

Learning outcomes
Throughout the lesson, students will be working towards demonstrating:
• their understanding of socially appropriate behaviours;
• their ability to work cooperatively and responsibly;
• an understanding of their role in the school community.

Activities

Check in – The thing I most enjoy about school is …

Mixer – Use a technique of your choice to divide students into groups of four to six.

Central activity – Explain to students that they will be making a Social Behaviours Board Game which then will be used by students in Years 7 and 8 to learn about social behaviours. They may like to make it a snakes and ladders style game or come up with their own format. Moves will need to target positive and negative social behaviours. They first will need to make a list of what these behaviours might be (eg responsible/irresponsible; cooperative/uncooperative). Then they can begin to design their games. They will have this and the next lesson to complete this, so will need to allocate roles within their groups to ensure that everything can get done.

Check out – A positive social behaviour/a negative social behaviour we are including is …

Resources
Cardboard, coloured pens and pencils, scrap paper for brainstorming and drafting.
Not surprisingly, producing this wealth of material was a mammoth task which continually suffered from the rigours of time, with the result the cluster had to scale back its ambitions and write only two terms’ worth of lessons (still 120) in the first instance rather than all four; though the developmental work continues to occur.

Having trialed lessons in their own classrooms, members of the writing team revised them as required before asking a small number of other teachers to look through and trial the lessons as well. Their feedback was then added to the process of revision, while they continued the task of informing staff to gain agreement that all teachers would deliver these lessons in Term 1, 2006. This all was reinforced by whole cluster professional development for staff to become familiar with the lessons and their format and the range of different ways in which they can be used. This professional development proved particularly important and helpful – an astonishing 98% of staff indicated they were ‘very positive’ about it all and ‘felt very motivated towards delivering the lessons’. This only emphasises the importance of continuing professional development for the programme to succeed, particularly when new staff arrive in the school to replace others who have left.

From the point of view of the writing team this was, as one young member put it,

... 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.

But the outcomes were not restricted to those so intimately involved, and extended to others who saw the effect on students the lessons produced. As one teacher typically put it:

The overall feeling in the class is calmer and more cohesive. The emotional literacy programme has provided a framework for our class to feel comfortable to discuss our emotions and has given them a specific language to talk about how they are feeling.

Analysis by the cluster schools in this context suggests the two major outcomes achieved by the project revolve around the way it has supported and led to:

• changes in student attitudes and abilities to engage in restorative practices, and hence improved student learning opportunities in the cluster;
• changes in teacher attitudes and abilities to engage in restorative practices, and hence improved teaching and learning in the cluster.

As two project team members reflected on their experience:
One of the biggest achievements for the project is the development of the students’ ability to articulate feelings and emotions. Having taught in the area of early childhood for the past three years, the emotional development of the students is clearly evident. This is apparent not only in explicit social and emotional lessons taught, but the transference of these skills is also becoming apparent in all aspects of classroom teaching and in the students’ ability to deal with conflict in the playground. One example being in a Years 1–2 classroom, when a young girl came in from lunch time saying, ‘I’m sad because (student) would not play with me …’ Before the teacher had a chance to speak to the girls, another Year 1 girl initiated the use of relational questioning to assist her peers to solve their problem and hence feel happy once again with each other and within their friendship.

The consequence is, that in targeted feedback sessions conducted by the school, teachers report ‘increased ability to build relationships with their students, to discuss deeper issues (such as world affairs) with students and to engage them in other learning experiences’.

These sorts of outcomes in turn have been reflected in such second order, or as the cluster puts it, ‘less significant’, outcomes as strengthened relationships between teachers in the cluster, and increased engagement of parents in restorative practices. And they are outcomes primarily achieved ‘because of consistent, ongoing communication, the rigorous curriculum that has been developed and the success of the professional development sessions we have delivered throughout the period (allowing for teacher understanding and commitment)’.

The project team recognises in this context a need to expand the responsibilities of the ongoing work of the project and prepare a succession plan for when key people move, as will occur at the end of 2006. Among other things this will involve:

- providing specific Circle Time training to a cross-cluster group of teachers who will remain at the school for three to five years and who have an interest in emotional literacy and restorative practices;
- drawing a wider values team from this group, who will be responsible for revising and refurbishing the emotional literacy curriculum to continually reflect the needs of the school and provide ongoing support and in-service training to teachers across the cluster;
- working collaboratively with the new team and providing a six-month handover with original team members, who remain in the cluster continuing in a leadership role.

**Key messages**

1. Focusing on developing school values that reflect the community’s values, and involving all stakeholders in the process, can help to overcome some of the cynicism that may exist among staff.
2. When school community input has been gained, and an understanding of the meaning of different values agreed between the stakeholders, it is important to share this regularly through newsletters, meetings, Circle Time, professional development, team building and other means of communication used by the school.

3. The quality of emotional literacy curriculum lessons developed was, in this cluster, an important facet of gaining teacher and subsequently community support. Success in this context depended, however, on work at the outset to gain school community support for the overall approach.

4. This cluster benefited from developing their own emotional literacy units of work as opposed to trying to find a ready-made package to adopt. Locally developed units of work can support the development of agreed school community values and address real community concerns. The success of units in this case reflected the professional development that accompanied unit development and subsequent trialing by teachers.

5. Building students’ emotional literacy can generate calmer classes and an increased focus on learning in class.
A K–12 character framework

Central Queensland Character Framework Cluster, Queensland
Cluster coordinator: Mr Andrew Johnson, Heights College
Participating schools:
• Bundaberg Christian College
• Calvary Christian College
• Emerald Christian College
• Heights College
• Mackay Christian College
UAN critical friend: Dr Colette Alexander, Christian Heritage College, Queensland

The Central Queensland Character Framework Cluster of Christian Schools of Australia used their project to research and develop a K–12 character framework that will support a whole school approach to embedding, and explicitly teaching, values in the curriculum.

With the lead school in the cluster showing the way – having a foundational philosophy already in place, based on the three key entry points for students and staff alike of ‘I know who I am, I know what I must do, and I know how to do it’ – each school followed a similar action path where it:
• surveyed the college community (students, staff, parents, employers) on the values they believe important;
• collated these values into similar groupings;
• gave a title to each of the value groups;
• placed these value groups into a matrix to match them to the national values;
• explicitly taught these values in age-appropriate sequential learning experiences in the classroom.

In addition, every classroom teacher was interviewed to determine:
• the values they have taught in the past;
• what they think are the most appropriate and/or needed values to teach at the relevant age level;
• what resources they have found important for teaching values;
• how they have been able to link what is taught at their year level to what is taught in years both above and below.

All of this data informed the development of the character matrix to guide values teaching and learning in the school. In the case of the lead school, which has been involved in such activity for some time, the framework is based on the notion of ‘servant leader’ and the qualities such a person requires: knowledgeable person; critical thinker; creative person; resilient investigator; relevant communicator; community member; and reflective learner.
Other schools in the cluster adopted somewhat more of an acrostic approach, such as the use of GEMS (God, Excellence, Members and Service) to convey the values they sought to teach, and FACETS (Friendly, Appreciative, Compassionate, Encouraging, Truthful) to demonstrate how these values are applied.

In a somewhat similar vein, another school chose L’RACE (Leadership in learning, Right relationships and environment, Affirming individuals, Clear vision and goals, Embracing challenge) to depict the values its teachers strive to uphold, and CLEAR (Christ-likeness, Learning, Excellence, Attitude, Respect) as its manifestation of what students might try to achieve.

Having identified its own particular group of values and stance, each school in the cluster then worked to develop a draft framework of learning experiences to embed the identified values in the culture, curriculum and operations of the school. More specifically, a matrix was developed to ensure that values are taught in each year level in sequential year progression appropriate to the relevant age group.

Some of the flavour of the approach can be gained from the sample year level outworking of the character framework in the cluster lead school for the preparatory year contained in Table 7.

<table>
<thead>
<tr>
<th>Value statement</th>
<th>Students value knowledge by taking responsibility for their learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context</td>
<td>Students in Prep are being initially exposed to pre-literacy and pre-numeracy learning experiences. As these are predominantly play-based activities, students are exposed to learning based on their interest, social interactions, available resources and teacher-initiated opportunities. Knowledge gained is often the result of cause and effect, as students start to consolidate the foundational level of their knowledge bank. By the end of the year, ownership and therefore responsibility for knowledge and learning is enhanced through sight word lists, take home readers, increased class expectations and formal homework.</td>
</tr>
<tr>
<td>Definition</td>
<td>In Prep, Knowledge is what we learn about ourselves, others and the world around us. In Prep, Responsibility for learning means being involved in activities, posing questions, making predictions, asking why and sharing ideas with others.</td>
</tr>
<tr>
<td>Learning experiences</td>
<td>• Reading books on responsibility such as … • Being involved in role-play scenarios that demonstrate situations in which people are and are not responsible and do and do not value knowledge</td>
</tr>
</tbody>
</table>
Resources

A range of faith-based books recommended by Paul Loth, at least one of which has questions at the end of each story in a ‘think about this’ section

Assessment

To be discussed and confirmed with class teachers

Reporting comment

To be discussed and confirmed with class teachers

This becomes even more detailed in specific learning experiences in classes from K–12, related to six posters the school has produced using famous people to display particular values: Character (Don Bradman); Leadership (Peter Cosgrove); Courage (Winston Churchill); Perseverance (Helen Keller); Influence (Cecilia May Gibbs); and Mateship (Edward ‘Weary’ Dunlop). A sample of the poster is provided in Figure 17 for Years 1 and 2.

Figure 17: Unpacking the character framework using the six posters (sample extract)

<table>
<thead>
<tr>
<th>Year level</th>
<th>Character – Sir Don Bradman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years 1 and 2</td>
<td>55 Essentials value statement</td>
</tr>
<tr>
<td>Rule 8: Don’t show disrespect with gestures. Value 7: Respect</td>
<td>Activity 1</td>
</tr>
<tr>
<td>A relevant communicator characterised by attentiveness and grace</td>
<td>• What is a character? Give a brief definition.</td>
</tr>
<tr>
<td></td>
<td>• Role-play good and bad character traits and have the children play thumbs up, thumbs down.</td>
</tr>
<tr>
<td></td>
<td>• Colour the word (good or bad) that best describes the character trait that the clip art is portraying.</td>
</tr>
<tr>
<td></td>
<td>• Draw a picture of a person who they know with good character.</td>
</tr>
<tr>
<td>Activity 2</td>
<td>• Read to the children a biography of Don Bradman. Make it into a simple book with coloured pictures.</td>
</tr>
<tr>
<td></td>
<td>• Give the children a copy of the book and have them illustrate the events in his life.</td>
</tr>
<tr>
<td>Activity 3</td>
<td>• Revise the Bradman biography.</td>
</tr>
<tr>
<td></td>
<td>• The children cut and paste words that relate to his character around the picture. Have the children add a couple of their own.</td>
</tr>
<tr>
<td>Activity 4</td>
<td></td>
</tr>
</tbody>
</table>
• Revise what it means to have good character.
• Role-play situations showing disrespect with gestures. Have the children recognise actions that would have shown good character. Role-play the same scenario in a positive manner.
• Give the students an everyday problem that they could face in the playground. In pairs they need to solve the problem without using gestures that show disrespect.
• Read Boggin, Blizzy and Sleeter the Cheater: A Book about Fairness, by Michael P. Waite. Discuss alternative actions that could have been used.

**Activity 5**
• Discuss ways that we can show good character.
• Give the children a list of different situations that might happen at school. Have them decide whether the person in the situation showed good or bad character by colouring either a smiling or frowning face.
• Have the children draw a personal experience of someone showing good character and someone showing bad character.

Each teacher in the school, and for that matter the cluster as a whole, also now has received a folder to use in developing age appropriate activities in this context containing quotes, websites, suggested activities, links to other resources and more.

As a result of trialing the approach across the schools, staff have, the cluster explains

... realised that they have been teaching values for many years, but in an implicit ... rather than explicit way. This project enabled teachers to develop what they had already been doing into something more explicit, thus enabling the pilot team to develop a structured framework based on teachers’ ideas with new resources and suggestions. As a consequence of using teacher-initiated ideas and resources there was a very high proportion of teacher ‘buy in’ and personal ownership of the ... folder and subsequent learning experiences. The introduction of the Character Framework
saw these learning experiences presented in a sequential manner to ensure that target values were taught and reinforced in a formalised manner in each classroom.

Key messages

1. Surveying staff to determine their current practices and beliefs about how they teach values is a good way to begin to implement values education in many schools.

2. Providing a local school-based framework for teachers assists them in identifying how they can teach values in an explicit way.

3. One teaching strategy to consider is to engage students in discussions and other explorations of a range of individuals and/or icons that exemplify the values espoused by the school. Such an approach can help demonstrate that values are espoused and enacted in varying ways, rather than there being one set or ‘right’ approach.

4. There are benefits in schools working as a cluster with one school taking the leading role to support and mentor others in their development. This does, however, depend on the appointment of a cluster coordinator(s) with the personal capacities and skills to fulfil the role.
Teaching it well

Teaching and learning were the prime focus of the work of seven project clusters.

- Modelling the values we espouse – With its long involvement in values education, the SA Alliance of Schools Cluster pursued a range of school-specific activities using a common model of whole school change with constructivist pedagogy at its core.
- Teaching for social action – The Nerang Alliance of State Schools Cluster (Qld) focused on using social literacy and student-led social action projects as the main vehicle for inculcating values education in all key learning areas.
- A pedagogy of service learning – The Canterbury Cluster (Qld) pursued the concept of service learning with students in the middle years of school.
- Teaching through cultural experience – The Indigenous Education Project coordinated by the Birrigai Outdoor School (ACT) enabled secondary students to explore both their own and cultural values as a prelude to teaching their own workshops in primary schools.
- Teaching social skills – The Territory Tribes Cluster (NT) used Tribes TLC® as the overarching framework for explicit values teaching with links to the Northern Territory’s EsseNTial Learnings and the National Safe Schools Framework.
- Tribes as the vehicle for values education – The Catholic Education Cluster (NT) also used Tribes TLC® as a primary means to pursue values education in their schools.
- Peer leaders ‘catch the spirit’ – The TEACH Cluster in Townsville (Qld) focused on developing peer support programmes as a means of shaping school ethos and values development in schools.
SA Alliance of Schools Cluster, South Australia

Cluster coordinator: Lina Scalfino, Modbury School – Preschool to Year 7
Participating schools:
- Modbury School – Preschool to Year 7
- Para Vista Preschool – 7
- Penola Primary School
- St Augustine’s Parish School
- St Columba College
- Salisbury High School

UAN critical friend: Professor Colin MacMullin, Flinders University, SA

The government and non-government schools comprising the SA Alliance of Schools Cluster have a long involvement in values education, in some cases extending to more than a decade. Schools within the cluster have, to use their own words, ‘explored the values of their own communities and grappled with the relationship between quality teaching (and leadership) and the enhancement of these values within their own sites’. Some of the initiatives undertaken by schools in this context include the Living Values programme, teaching philosophy, whole school work with Programme Achieve, new approaches to pastoral care, and a values orientation to behaviour management.

Despite all these endeavours, however, it still has been the case that there is resistance to overcome. At the lead school, for instance, there was a fair amount of ‘initial reluctance’ from staff to being involved. This was wrapped up in concerns about heavy workloads and a lack of familiarity with the methodology proposed. Tackling and overcoming this required a range of activities, supported by the university associate for the cluster, including:
- professional development on action research;
- encouraging staff to see the action research they already undertake as part of their teaching and explaining it really was just ‘a method of actually recording what they did’ which can make ‘a huge impact on learning outcomes and pedagogical practices’;
- releasing staff for a 50-minute session to formalise their individual action research;
- perhaps most importantly of all, reassuring staff that their reflective journals were for their eyes alone, to remove any perceived threat.

With a more positive atmosphere in place, cluster schools then were able to pursue their own specific activities under the common cluster aim of exploring ‘the connections between values education, resilience, higher order thinking, social skilfulness and responsible citizenship’. In doing so, they all adopted a common model of whole school change developed by the cluster lead school, which starts with values at its core and then ripples out to look at beliefs and world views as a prelude to working on structures, policies and practices related
to improving student learning, student wellbeing, strengthening community and effective pedagogy.

This whole school change model illustrated in Figure 18 is, of course, a good example of the overlap that exists between the categories adopted for classifying clusters in this report. Though pedagogy clearly was a major focus within the cluster (and particularly in the cluster lead school as illustrated below), and central to the activities of some of its schools, it by no means was in all, and in some cases may not even have been right up the front.

**Figure 18: Modbury values framework for whole school change**

In one cluster R–12 college for instance, where secondary enrolments had grown markedly in recent years, the opportunity for discussion and cohesion had lessened in that time and the school felt a need for inconsistencies about values to
be addressed, particularly since this manifested itself in significantly different approaches to key values and behaviours among staff. The school simply needed to have values as a high priority so they are lived and modelled each day.

Thus, in consultation with its university associate, it developed a process ‘where all staff had an agreed position on what values were crucial, what these looked like, felt like and [how they] were lived out in the College before we could work closely with our students in values education’. One interesting technique adopted in this context was to get staff in January to list on a sheet of paper three actions they would try to undertake to live out the values of Respect, Love of Learning and Success. This sheet was then sealed in an envelope that only was opened in March when staff were invited to reflect on how they had gone against the aims they had set.

Apart from anything else, the school describes how the whole process has reinforced the importance of these three values in its overall teaching and learning approach, with individual staff noting, as two typically put it, that they now ‘keep values in mind, even in the hurly burly of everyday teaching’, and keep them ‘as a priority when planning units’.

That said time, as in almost all of the cluster reports, emerged as a problem in the minds of staff, with teachers commonly noting ‘more time needed in learning teams’ or a desire for ‘more opportunities for staff ... for PD conversations’. Partly in response the school has reined in its objectives and adopted a longer-term view:

_We set out with ambitious plans thinking we could work with the staff, educate our students and our parents in the understanding and application of values. Hoping for higher order thinking by our students to act from a values position rather than acting appropriately because of the consequences of not. As the project developed, the variety of demands on staff and the College made it obvious we should be realistic and set achievable and measurable outcomes. The project implementation now has at least a two to three year implementation._

Time did not, however, preclude substantial activity taking place. Individual school action undertaken within the cluster as part of the project included:

- training and other professional development on action research, values unit planning and teaching;
- action research at the class level;
- empirical research to measure the impact of teaching philosophy on students’ capacity to think ethically;
- alignment of values education initiatives to other policies and practices such as behaviour management and programmes such as Programme Achieve;
- examinations of how values are lived within the school community;
- surveys of staff and the wider school community to prioritise values within the school;
• particular teaching and learning programmes to foster values within the school such as a unit exploring the cultures and languages of students in the school as part of a focus on Understanding, Tolerance and Inclusion.

And the combination of these sorts of activities has, in only a short time, yielded significant results. One activity undertaken by the schools was to analyse their achievements against Lovat’s (2005)\(^2\) suggestion that quality teaching involves a mix of intellectual depth, communicative capacity, capacity to reflect and capacity for self-management and self-knowledge, with a snapshot of the outcomes included in Table 8.

**Table 8: Modbury Cluster achievements against Lovat framework**

<table>
<thead>
<tr>
<th>Children</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intellectual depth</strong></td>
<td></td>
</tr>
<tr>
<td>Children have deeper understanding of the construct of values or morals.</td>
<td>Teachers have a deeper understanding of children’s learning and the basis of ‘constructivist teaching’.</td>
</tr>
<tr>
<td>Children have a greater understanding of the particular values emphasised by their own schools.</td>
<td>Teachers have developed deeper understanding of the notion of values and ways in which values education can be integrated across the curriculum and linked to school community events.</td>
</tr>
<tr>
<td><strong>Communicative capacity</strong></td>
<td></td>
</tr>
<tr>
<td>Children are more willing to share their thoughts with others.</td>
<td>Teachers are listening to students more and seeking their opinions.</td>
</tr>
<tr>
<td>Children have an increased vocabulary for talking about issues, values, needs, and behaviours.</td>
<td>Teachers more often are reflecting with others on what is working and not in the school and planning for change.</td>
</tr>
<tr>
<td>Children are talking more about values in normal conversation.</td>
<td>Teachers report they are treating students with greater respect.</td>
</tr>
<tr>
<td><strong>Capacity to reflect</strong></td>
<td></td>
</tr>
<tr>
<td>Children appear to be more reflective in their actions.</td>
<td>Through action research, teachers have developed their capacities to reflect on their own practice.</td>
</tr>
<tr>
<td>Children use a guided, reflective procedure to think about their behaviour and to plan actions to restore relationships after conflict.</td>
<td>Staff are now better able to reflect upon values and connect them to the curriculum.</td>
</tr>
<tr>
<td><strong>Self-management</strong></td>
<td></td>
</tr>
<tr>
<td>Children are more able to manage their own behaviour.</td>
<td>Teachers are more able to manage student behaviour issues on their own through the use of restorative practices.</td>
</tr>
<tr>
<td>Teachers note children are more able to work independently.</td>
<td></td>
</tr>
</tbody>
</table>

Improving pedagogy, which is richly represented in the table above, was, as foreshadowed earlier, arguably most evident in the activities of the cluster lead school. Consistent with the cluster aim to ‘develop our students as ethical thinkers, resilient individuals, socially skilful people and responsible citizens through values-driven pedagogical practices’, this school focused on four interrelated tasks.

First, it sought to introduce ‘Philosophy for children’ and develop a community of inquiry throughout the school. In particular, this has meant teaching ethical reasoning whereby students explore situations where ethical decisions need to be made. For example, if you know your best friend is regularly taking drugs, should you stay quiet or confide in someone who may be able to help?

Second, the school introduced action research for staff involving self-reflection about values education and the pedagogy that supports this in their classrooms. Some of the research projects being pursued, in teachers’ own words, include:

- *Through the exploration of human experiences in times of disaster, I hope the students will develop understanding of compassion and resilience.*
- *Through the explicit teaching of listening, speaking and thinking skills, will the students develop a clearer understanding of interdependence?*
- *Will a balance in the teaching of creative and critical thinking impact positively on the development of students caring and being compassionate thinkers?*

Third, it worked to ensure a connection between the teaching of values and a personal commitment to living these values in the actions individuals take. This primarily has taken the form of particular activities that demonstrate the enactment of values espoused, such as learning about poverty and deciding what needs to be done to support this and visiting elderly citizens’ homes to develop feelings of Compassion, Care and Respect. This focus on congruence between words and deeds arguably is even more evident in another cluster primary school where the values of Trust and Honesty are constantly developed through practice in the school.

… *we do not lock classrooms during breaks, neither are the resource centre or computer suite locked. Students can have access if required. The computer suite is used with supervision three days per week. Outside of these times, the children honour the expectation that you don’t go in the room at breaks, unless moving through for another purpose. Equally, student monitors take canteen orders into the canteen unsupervised. There is easy access to chips, freezer items, etc and yet despite*
this, we have found theft is not an issue. Similarly any student able to see the dials of the photocopier can use it for a legitimate purpose without direct supervision. Students are given lessons either by other children or staff so they can use the photocopier when required. A side bonus of this trust is the countless hours of School Service Officers’ time saved.

By ‘giving’ children a level of trust which they can live up to, we are teaching the very essence of the values desired. Conversely, we cannot expect to teach the values of trust and honesty if we take away any opportunity that children have to learn and demonstrate these values.

And finally, the cluster lead school continued to develop its values culture with a particular focus on the integration of values across the curriculum supported by an appropriate values-based pedagogical approach. This particularly has involved efforts to understand and employ what the principal refers to as the ‘constructivist principles of … 1) student voice; 2) engagement; 3) learning that is relevant and connected and has meaning for the learner; 4) learning that is constructed with a process orientation not only content driven; 5) learning is socially constructed, therefore the building of relationships is critical; 6) the development of a supportive, yet challenging learning environment stimulates learning and engagement’.

The whole approach, it should be noted, is underpinned by the introduction in 2006 of learning teams that explore a common issue which impacts on teaching and learning in a way that ‘drills down into effective values pedagogy in the school’. This could, the school notes, require further reading, visiting schools, trying out new things in the classroom and then reporting to the team and sharing what has been learned. This link between values education and the broader learning teams illustrates the school’s belief that ‘values are not an add on, nor is it a project or fad. What is emerging is that values education does affect all areas of the school’s operations, practices, policies and pedagogy’.

The evident focus on teacher learning and professional development is not limited in this cluster to the lead school.

At one of the cluster high schools, for instance, the desire to help students understand and enact particular values meant starting with the staff. ‘A superficial approach to values education often meant that staff reverted to a power over, win/ lose model of “managing” students. Hence at times in our early stages of values education we witnessed teachers yelling at students about the importance of respect.’

The school therefore initiated ‘many conversations and meetings’ on how it goes about ‘deeply embedding our values into our practices and therefore have better relationships in the classrooms, more effective engagement in learning and less student behaviour management issues’.
A wide range of activities ensued which revealed a need to focus in particular on the value of Respect. One particularly interesting technique used with staff and students alike in this context was a problem-solving cycle of activity based on hunches and hypotheses on which subsequent action can be based. More specifically, the technique involves:

**Step 1:** Identify the problem (in this case, building Respect).

**Step 2:** Describe hunches and hypotheses.
The aim here is to collaboratively identify five hunches/hypotheses to identify why Respect is a problem at the school. This was undertaken in small groups, who then brought together their lists to develop an agreed whole staff view.

**Step 3:** Interrelationship diagram, questions and data
Staff worked together to identify relationships between the top five hunches/hypotheses they previously had identified. They then sought to break these five down into ‘meaningful questions’ they could analyse and identify data they needed to collect.

**Step 4:** Making connections
Work then was undertaken to identify each of the top five as either an effect and/or a root cause of the perceived problem in the school. By drawing arrows between the factors in the interrelationship diagram, and noting the number of arrows coming from each item on it, staff were able to distinguish between the real causal factors and their effects, and hence focus attention on dealing with the cause(s).

In this particular case, the root causes were seen as community and home values, consistency of consequences, low self-esteem and valuing disrespect/peer pressure, all of which produced a lack of acceptance of responsibility for one’s own actions. This identification of the root causes in turn provided staff with the clues they needed to tackle the problem through a whole school approach.

One important manifestation of this in practice was the promotion of greater student voice to build Respect. A key strategy in this regard is the use of Student Action Teams to involve students more in the life of the school. As soon as students begin Year 8 they are given the opportunity to become involved in Student Action Teams (SATs) and trained by students in Year 9. Teams in 2005–6 have included a Year Book SAT, a Student Services SAT, a Lesson Breakers SAT, a Sports and Activities SAT and a Student Uniform Committee SAT.

Professional learning in a cluster parish school, by contrast, concentrated more on units and how they are taught. This school created a pro forma which staff filled out prior to teaching values-based units with time allocated in staff meetings for the necessary brainstorming and sharing of ideas to occur. More specifically, staff worked together in year level area groups to complete the forms, such as the summary sample on the topic of Integrity in Figure 19.
Figure 19: Sample teaching unit on Integrity

Brainstorming and defining integrity: Y charts (how it looks, sounds and feels); Braindrops and PMIs (plus points, minus points and interesting points) were used to help children capture the essence of integrity.

Children worked in groups with a range of resources to find a newspaper article demonstrating integrity, which they then shared and discussed.

Bible links: Students were challenged to find examples of Jesus conducting himself with integrity and specific Bible stories were chosen where integrity was a key theme.

Exploring relationships between our school emblem and what integrity is.

Relating integrity to being honest and true to ourselves.

Brainstorming a list of right things to do and wrong things to do in relation to their lives at home and at school. Students in small groups brainstormed a list of consequences for these actions.

Teachers used role-plays, especially against peer pressure in the yard.

Students completed integrity displays/mobiles for their rooms.

Small groups/classes discussed whether it was always easy to choose to do the right thing and devised their own definition of integrity.

Whenever stories with a moral were shared, questioning centred on the implications of behaviour of characters in the story.

We looked at the role of Community Service Organisations and made links to helping others in need as examples of acting with integrity.

 Discussions were initiated in class meetings on respecting opinions and accepting all contributions on the issue.

Students brainstormed other key words that come under the heading of integrity and developed a graphic organiser of their choices.

The Year 6 students planned a mass around the theme of integrity.

In this and all the other activity that occurred, it should be noted, the cluster found the National Framework to be a ‘helpful resource’:

*All of the schools in the cluster reported that the National Framework was helpful to their efforts to advance values education in their schools. Although each school had its own list of values, each was able to integrate their values with those in the National Framework. Schools reported a strong sense of support from the Australian Government.*

The other important lesson learned by the cluster in its efforts to improve its values-related pedagogical approach, was the need for clear leadership on the way. As the cluster’s final report makes clear:
Values education involves change – teacher change and school change. It became clear during the life of this project that school leadership plays a pivotal role in achieving the goals of values education. Where the initiative was guided, or supported by the school’s leadership team, significant growth occurred. In these schools, whole staffs were engaged. This resulted in major development of curriculum and pedagogy at the classroom level. These schools also engaged with their communities and, in so doing, demonstrated that values education does not reside within the boundaries of the school, in isolation from its community.

**Key messages**

1. Effective values education depends on consistency between the values espoused by the school and the values it enacts. And when schools are clear about the values that guide the actions they take, this has a flow-on effect to the school community as a whole.

2. Supportive school leaders play a critical role in mobilising students, parents and staff, and hence in achieving the values education goals of the school.

3. Values can and should be taught, and an effective means of teaching values is to address them in a constructivist pedagogical framework.

4. The degree of negativity coming from some staff can prove more of a challenge than any negative reaction from students in the school. The case studies and key messages outlined in this report, along with forums conducted as part of implementing the *National Framework on Values Education in Australian Schools*, provide means to engage teachers in dialogue that can help overcome some of the negative attitudes that exist. This in turn suggests that strategies to foster greater ownership of values education by staff need to be developed and implemented in schools at the same time as working to ensure they teach it well.
Teaching for social action

Nerang Alliance of State Schools Cluster, Queensland

Cluster coordinators: Ms Lynne Bell, Nerang State High School and Ms Rita Bishop, Worongary State School

Participating schools:
- Beechmont State School
- Gilston State School
- Nerang State School
- Numinbah Valley Environmental Education Centre
- Numinbah Valley State School
- William Duncan State School
- Worongary State School
- Nerang State High School

UAN critical friend: Dr Mark Freakley, Griffith University, Queensland

The diverse group of seven schools and an Environmental Education Centre that comprise the Nerang Alliance of State Schools Cluster has focused on using social literacy as the main vehicle for inculcating values education in all key learning areas. More specifically, they are working together to ‘improve social literacy through Social Action Projects as a core learning component for students from all levels … up to Year 9’. In that sense, it is ‘the medium through which we can teach values education to improve the resilience and learning capacity of our students’.

Though the schools in the cluster had some experience of operating as an alliance of schools there were, at the beginning, what their report refers to as ‘varied perceptions’ about the purpose and form their joint project should take; necessitating work on the cluster itself, particularly if they were going to work at ‘anything but a superficial level’. The process adopted is best described in the cluster’s own words:

This project required real agreement to move forward and to do that everyone had to let go of their professional ‘egos’ and the individual school ‘identity’, and think as one … [having sought input and support from another cluster and relevant personnel] Eventually, open and frank discussions took place in which it was finally agreed to move forward with a common approach to be established, each school then set about selecting the Values Key Teachers who would be their representatives on the values curriculum development team.

At this time, the annual Nerang Alliance of State Schools common pupil free day … was held with two keynote speakers and several workshops directly related to values education. As well, all the Values Key Teachers and administrators sat together for the first time to get some common understanding of what the project was about. This proved to be a very difficult conversation. It became evident that these personnel were still unclear about the fact that full agreement must be reached as to how values-based social literacy could be developed across the whole alliance … The
first breakthrough occurred when one of the Values Key Teachers stated that the project would get nowhere if each individual school kept on about what they wanted …

The second breakthrough occurred when the first working day was held with the Values Key Teachers and Principals. [After a range of input and activity, the cluster coordinator] was given the green light to further develop this [inquiry-based learning model] as the vehicle to move the NASS Social Literacy Project forward and to present it for consideration at the next Values Key Teacher day …

This was a major milestone as the next time everyone gathered … [she] presented her model, now much refined [see Figure 20], and the group gave her their full support to move on together … to develop their own Social Action Projects …
Figure 20: Sample Framework for Taking Social Action

1. **Determine values, outcomes, knowledge, skills and attitudes to be developed**

2. ** Pose critically framed question/issue** that will require higher order thinking skills

3. **Inspire. Stimulate. Establish emotional connection. Activate prior knowledge and understanding**
   - Determine direction, boundaries, conditions, groups and range of texts to produce. (Use brainstorming + KWHL)

4. **Build** a deep knowledge - move from known to unknown
   - **Research** - locate and select information from a range of multi-literate resources
   - **Organise** - discuss, consider, select, improve
   - **Create** - proofread + edit. Design layout + presentation

5. **Investigate** - gather knowledge, ideas, data
   - **Ideate** - What will it look like? What materials will I use?

6. **Experiment/investigate/observe**
   - **Gather data**
   - **Make and test hypothesis**
   - **Draw conclusions**

7. **Produce a product or model**
   - **Produce report**

8. **Present**

9. **Evaluate product and process**
   - Include self, peer and teacher assessment

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**THE SUPER 6 STEPS TO SOCIAL ACTION**

**TUNE IN**

**FIND OUT**

**TAKE ACTION**

**SHARE**

**EVALUATE**

---

**Emphasis on teacher as facilitator**

**Explicit instruction provided as needed**

**Students use reflection journals throughout process**
As the preparation of the units progressed, so did the relationships between these teachers from across the alliance schools. They were now focused on doing real work together and demonstrated a level of trust that had not been witnessed before. When it came to a decision on how this project would be presented to the total teaching staff in every school, they did not hesitate to agree on one common PowerPoint® presentation that they would all present on the first pupil free days in January 2006 …

Through this common approach … we were able to gain a commitment from teachers to trial at least one of the values-based Social Action units with students during 2006.

One particularly interesting aspect of all of this work to ensure the cluster operated in a united and effective way, is the following reflection sheet (Figure 21) used to promote thinking about values material teachers may read, which constitutes a potentially powerful professional learning tool other schools could use.

**Figure 21: Values Readings Reflection Sheet**

<table>
<thead>
<tr>
<th>Reading:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

What are the main points you learned from this reading?

1.

2.

3.

How does this new learning relate to teaching about values in your classroom programme?

- Which current practices have been reinforced?

- Which current practices have been challenged?

What points will you discuss with your group members to help you to learn more or change any of your practices in relation to values education?

- 

- 

-
The major product arising from the cluster’s work to date has been the publication of the set of Values/Inquiry Based Learning Units the teachers have committed to use. The first ten units, listed in Table 9, were developed using a common planning pro forma which linked literacy and values in the context of social action projects teachers could use.

Table 9: Values social literacy units

<table>
<thead>
<tr>
<th>Schooling level</th>
<th>Inquiry Based Learning Units</th>
<th>Focus KLAs</th>
<th>Values</th>
</tr>
</thead>
</table>
| Lower primary (1, 2 and 3) | FRIENDS  
What makes a good friend?  
WIPE OUT WASTE  
How can we make our school beautiful? | SOSE, HPE and Arts  
Science/SE | Care and Compassion, Responsibility, Honesty, Responsibility |
| Middle primary (4, 5) | WATER WISE  
What does it mean to be water wise?  
WHO MADE AUSTRALIA GREAT?  
GOING, GOING, GONE  
Do animals have rights?  
Can we protect our animals before it is too late?  
What can we do to make a difference? | Science  
SOSE  
SOSE/Science | Respect, Responsibility  
Doing Your Best, Respect, Responsibility |
| Senior primary (6, 7) | FACES OF AUSTRALIA  
What do you value about cultural diversity?  
VALUED POSSESSIONS  
What do you value and why?  
BEING AUSTRALIAN  
Who are we and where do we come from? | SOSE/HPE  
English  
SOSE | Understanding, Tolerance and Inclusion  
Freedom, Doing Your Best, Respect, Understanding, Tolerance and Inclusion |
| High school (8, 9) | HUMAN RIGHTS  
Every man for himself?  
One for all or all for one?  
AUSTRALIA’S PLACE IN THE 21st CENTURY | English, SOSE  
English | Integrity  
Integrity, Care and |
What is Australia’s role in helping to resolve conflicts in our region given that we are a multicultural society?
Is it possible for Australia to ‘stay out’ of conflicts that do not directly involve us?

Compassion, Respect

The planning pro forma referred to has room to record the targeted values, the leading questions, the host key learning areas, and key questions to assist teachers to work through the stages of inquiry-based learning. At each stage, teachers are provided with a table which includes:

- a description of the stage – ie one or more of the stages the school adopted on the basis of work by Murdoch (1998) and Wilson and Wing (2003) comprising:
  - tuning in (orientating)
  - finding out (enhancing)
  - sorting out (enhancing)
  - drawing conclusions (synthesising)
  - taking social action (synthesising)
  - evaluating (synthesising);
- the skills that may be developed – eg communicating, defining, decision making, group work;
- focus questions – eg What do you know about …? Have you ever felt/seen/ experienced …?
- the teaching and learning strategies that may be employed – eg brainstorming, graffiti boards, mind mapping.

Specific guidelines provided to teachers then advised that ‘at each stage of the inquiry process, explicit planning and teaching occurs to facilitate desired knowledge and skills. Individual, group and whole class reflections at each stage are also incorporated to examine values, targeted knowledge, concepts, skills, processes, texts and products’.

Some of the flavour of the actual teaching and learning manifestations of the approach can be gained from the following extract from the ten-week unit on Australia’s place in the 21st century for students in Year 9. The unit, ‘hosted’ by the English faculty, aimed to build knowledge of:

- a range of conflicts current in our world;
- the extent of Australia’s involvement in past wars;
- the five elements of the novel.

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Specific skills targeted by the unit were research skills, effective note taking including bibliography, and genres such as the analytical essay, radio news report and interview.

Table 10 then gives a taste of the pedagogical processes used for the initial ‘tuning in’ stage and then the ‘social action’ with which students are expected to engage.

**Table 10: Australia’s Place in the 21st Century unit (extract)**

<table>
<thead>
<tr>
<th>Stage of inquiry</th>
<th>Focus questions</th>
<th>Teaching/learning episodes</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuning in</strong></td>
<td>• What does large scale conflict mean?</td>
<td>• Brainstorm on the board</td>
<td>• Ongoing note taking</td>
</tr>
<tr>
<td></td>
<td>• Do you have any first-hand knowledge of large scale conflict?</td>
<td>• Mind map</td>
<td>• Vocabulary list</td>
</tr>
<tr>
<td></td>
<td>• What do you know from the media about conflict in the world?</td>
<td>• Pass the Ball – students contribute thoughts and information as they pass the ball</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What would you like to learn? What do you know about Australia’s involvement in past wars?</td>
<td>• Provide resources showing the invasions of Darwin, Broome, Sydney and Papua New Guinea (videos, pictures, articles).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Brainstorm on the board</td>
<td>• Explain the conflict in Timor.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mind map</td>
<td>• Read a short story with war as the theme. (Read with students or allow them to read it by themselves.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Pass the Ball – students contribute thoughts and information as they pass the ball</td>
<td>• Write a radio news report on the global conflict you have researched. You will present this to your peers as a news report and provide your teacher with a hard copy.</td>
<td></td>
</tr>
<tr>
<td><strong>Taking social action</strong></td>
<td>• Refer to your notes on the global conflict you have researched. Have you changed your views on it? How? Why?</td>
<td>• Each group takes notes and reports back to the rest of the class.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What can you do about conflict in the world around us?</td>
<td>• Students brainstorm response to essay topic, plan and draft their essay. After teacher checks draft they complete final copy in own time.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Brainstorm on the board</td>
<td>• Revisit the topics about global conflict the students researched earlier. Class group discusses whether their views have changed as a result of reading their novel (John Marsden’s Tomorrow When the War Began).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mind map</td>
<td>• Teach radio news report</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Pass the Ball – students contribute thoughts and information as they pass the ball</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
genre.
• Allow students time to convert their research into a news report.

An even more overt example of social action students might undertake can be found in the unit on ‘What does it mean to be water wise?’ (Table 11), which more readily lends itself to direct action within and beyond the school.

Table 11: Social action on what it means to be water wise (Years 4–5)

<table>
<thead>
<tr>
<th>Stage of inquiry</th>
<th>Focus questions</th>
<th>Teaching/learning episodes</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| Taking social action | • Undertake social project that applies new understanding  
                                • Create product/text  
                                • Present/share | • Water Wise Expo  
                                - Negotiate range of activities/displays that will be included in the expo. Aim to include samples of work undertaken through the term.  
                                - Establish timelines and student responsibilities.  
                                - Encourage students to undertake different roles: meet and greet, invitations, advertisements, signage, catering, speakers, photographer, management of each display, performers.  
                                • Group reflections  
                                See list of focus questions | • Participation – individual and group work  
                                • Letter writing |

And in each of the units the cluster has produced there are many rich examples of teaching and learning activities for all of the stages in the inquiry-based learning process.

The whole approach, it should be emphasised, did not just stand on its own, but was consciously integrated to the range of school and system priorities teachers are expected to address, as evident in the two diagrams in Figure 22, which were presented as part of a common pupil-free day.
The accompanying commentary explained:

Queensland has a large number of current initiatives. The Values Key Teachers are well aware of the overcrowded curriculum and they endeavoured to discover a vehicle to deliver values education by working smarter, not harder … The Nerang Alliance is embedding values education within an inquiry-based approach and will deliver this goal through participation in Social Literacy experiences within a social action project. Social literacy experiences refer to the wide range of reading, viewing, writing, speaking and listening activities students undertake as they interact with their social world.

Though still relatively new, anecdotal evidence already is emerging of the positive impact of the approach on students in the schools, as evident in the following vignette from a teacher observing the delivery of a growth and sexuality class by a visiting presenter from Family Planning:
‘So what type of values do people have when it comes to sex?’ asks the (visiting) Growth and Sexuality teacher. Student A raises their hand and says, ‘You should be caring and compassionate.’ The teacher, although puzzled, replies with a praising statement. Student B then raises their hand and says, ‘Everyone should get a fair go’.

Although quite comical, this scenario did actually take place during a growth and sexuality lesson in my classroom. It was fascinating to observe that students, who had been explicitly exposed to the nine core values, could recall information and comment using appropriate vocabulary when they recognised the word ‘values’ in a question …

Explicit examples such as the above scenario would lead to providing welcomed feedback that the Values Based Unit I had taught, along with the school’s approach to values education had indeed made an impact on the students. Use of a common language and the promotion of values awareness at our school were well and truly alive and kicking.

Above all, this reflects the way in which, to use the words of one of the schools involved, the project ‘challenged staff to share the classroom journey with students. Teachers negotiating social actions and having students believe at the end of the units that “we did this ourselves”, was a key challenge. It has caused staff to reflect and think about how best to engage students and is an ongoing process in the school’.

Little wonder, perhaps, to find Key Values Teachers at least noting how the project ‘has broadened my views about educating students and has become a welcome addition to my teaching philosophy’. It is, another observed, also highly sustainable within the cluster:

*With the Nerang Alliance Values Unit Plans embedded in our Rich Task Cycle, the teaching of values through social literacy is being addressed. Making use of the Social Action Planning Framework, future plans written by staff at our school will involve the teaching and development of values. As children work through the units, they will be developing a greater social awareness and their own personal sense of right and wrong.*

**Key messages**

1. It is important in developing units of work that they fit within current state initiatives and pedagogical approaches so teachers do not see values as an add on, but rather as a means of working smarter, not harder. An inquiry-based learning approach is particularly conducive to embedding values in the curriculum in this way.

2. Frameworks and diagrams that illustrate where pieces of the puzzle fit can assist teachers to make links to school- and jurisdiction-based initiatives, rather than seeing values education as an add on to an already overcrowded curriculum.

3. Successful units of work incorporate both content and pedagogical advice. In other words, teaching it well goes hand in hand with having something worthwhile to teach.
4. There are benefits for students when teachers are challenged to share the classroom journey with their students as opposed to controlling the classroom learning environment.

5. Open discussion of individual school agendas is required for a combined agenda to be forged on which the cluster as a whole can advance. This in turn requires the cluster to plan and allow time for specific activities that foster dialogue between all cluster schools. It is important to spend time getting to know each other, even if you’ve already been working together over a number of years.
A pedagogy of service learning

Canterbury Cluster, Queensland

Cluster coordinator: Mary-Anne Davis, St Hilda’s School

Participating schools:
- Canterbury College
- Loganlea State High School
- Marsden State High School
- St Hilda’s School

UAN critical friends: Dr Peta Goldberg, Australian Catholic University, Queensland and Professor Judith Chapman, Australian Catholic University, Victoria

The cross-sectoral Canterbury Cluster of two independent and two state high schools, and their principals, who already shared an interest in conducting ‘a developmental activity related to the new values imperative’, agreed to pursue the concept of service learning with students in the middle years.

More specifically, it was decided that each school would develop a programme comprising:
- professional development for staff on the nature of service learning;
- planning for the development and subsequent implementation of a specific school-related task that reflected the National Framework for Values Education in Australian Schools and service learning, both in the process adopted and the product that results.

In a context where both narrow and broad definitions of service learning abound, the one the cluster chose to guide its work is that service learning involves:
- service to others integrated into cross-curricular programmes;
- a learning context where the concept of service is both explicit and implicit;
- a two-way learning process – ie there is explicit reciprocity between the school and the outside community.

Given that two of the four schools in the cluster were somewhat newer to service learning than the other two, this did mean that significant time needed to be spent at the start of the project unpacking what this means, and providing professional development and other support for staff who were to be involved.

Early activities initiated in each of the cluster schools involved discussion with students, and ‘creative representation’ as they unpacked each of the values in the national set. This took such different forms in the schools as creating wall art to represent the values, graphics representations using the school’s information and communications technologies, development of a whole school community based values statement and more.
This then provided the basis for cluster schools to generate specific student-led service learning projects for 2006 such as:

- working in aged care centres;
- reading programmes for people in hospitals;
- developing safe travel programmes for students going to and from schools;
- co-curricular service learning projects;
- further environmental projects conducted after appropriate needs analysis;
- development of a Student Action Team linked to the Red Cross.

In addition, each of the schools has conducted work with individual class groups related to service learning and the nine values in the National Framework.

The cluster lead school, for instance, included specific teaching and learning activities based on aged care. Through such activities as producing a CD-ROM of songs, hosting a morning tea, and journal writing and reflection in Year 8 Personal Development classes they considered service learning in depth and the way in which this reflects the values in the National Framework.

The Year 8 students involved formed a partnership with the staff and residents of the local Beenleigh Nursing Home and visited on a weekly basis for a term starting in the second week, which had a quick and dramatic impact on their views. Typical of the remarks of students involved was:

- I have learnt different values.
- I learnt about care and compassion. [and even somewhat hopefully]
- Did they like the stuff we made?

Certainly the school observed that:

*The overall confidence of the students grew as they gained an understanding of the needs of the residents and they came away feeling a sense of achievement and greater understanding. This then flowed into the conversation and written responses gained after the trip. The students showed compassion to the circumstances the residents lived in and wanted to discuss other ways they could help.*

In part, no doubt, this growth in confidence and values-related understanding flows from the school’s expectation that the students would keep a learning journal where they responded to well thought out questions and tasks.

Some of the flavour of the journal can be gained from the following set of questions included in it, related to the students’ second visit to the home (Figure 23).
Figure 23: Learning Journal, Section 2, Second Visit – Orientation

1. What are some ways you can get to know someone?
2. Is there anything you need to remember about communicating clearly with the residents?
3. What topics might be good to talk about with the residents?

After visit reflection:
1. What activities did you participate in with the residents?
2. Who did you spend your time with?
3. How did the residents react when you were with them? What did they talk about?
4. How did you feel when talking?
5. What did you learn about the resident while you were talking with them?
6. If you could only choose two words to describe your first meeting, what would they be? (Draw a kinetic poem of the words.)

This particular service learning activity, it should be emphasised, is not separate from the rest of the learning programme of the school, and in fact is integrated with the different key learning areas as indicated by Figure 24, which the school produced on the programme overview and how it fits with the rest of the curriculum.
In addition, students completed the ACER Attitudes and Values Survey at the beginning of the project to give staff a basis of data on which their judgements about progress could be made.

Taking a rather different tack, another cluster school undertook a number of small projects under the banner ‘Girls’ Day In/Boys’ Day Out’ as well as a Year 9 Environment Day.

An idea of the focus of each of the girls’ and boys’ days can be gained from the following brief outline in Figure 25 of the programme of events in each case.
Figure 25: Programme of events

<table>
<thead>
<tr>
<th>Girls’ Day In</th>
<th>Boys’ Day Out</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(On campus)</em></td>
<td><em>(Off campus)</em></td>
</tr>
<tr>
<td>• Introduction: Address by the Principal/Year 9 Coordinator.</td>
<td>• Introduction: Address by Deputy/Year Coordinator.</td>
</tr>
<tr>
<td>• Session 1: Keynote speaker on the theme, ‘Respect yourself’.</td>
<td>• Session 1: Keynote speaker on the theme ‘Get motivated’.</td>
</tr>
<tr>
<td>• Sessions 2, 3 and 4: Students rotate through each hourly activity session:</td>
<td>• Sessions for the remainder of the day: Students work through physical activities with facilitators including rock wall, low ropes and adventure challenges.</td>
</tr>
<tr>
<td>- Activity 1: A practical self-defence class</td>
<td>• Conclusion: Debrief and evaluation of values learnt.</td>
</tr>
<tr>
<td>- Activity 2: Graffiti workshop with Mothers Against Drugs</td>
<td></td>
</tr>
<tr>
<td>- Activity 3: Body image with school nurse/Teen Challenge.</td>
<td></td>
</tr>
<tr>
<td>Conclusion: Positive affirmations, debrief and evaluation of values learnt, and creation of student works of art.</td>
<td></td>
</tr>
</tbody>
</table>

Regarding the works of art from the Girls’ Day In, the school notes that students ‘were proud of their work and now, many months later, the art work is still on display and has not been vandalised in any way’.

The other two schools in the cluster engaged in a special project involving regeneration of parkland opposite the school in one case and, in the other, a programme coordinated by staff and the Year 9 Community Service Learning Committee that, after a false start, focused on working with the Red Cross and St Luke’s Nursing Service to provide support for the homeless in the local area.

The positive impact these differing programmes had can be seen in the following typical before and after comments students made as a result of their experiences.

Initially their comments included such responses to what values might mean as:

- *I value shopping because it is fun and exciting.*
- *I value my friends and my cat.*
- *Who cares?*
- *Values are the stuff church teaches.*

By the time they had undertaken their projects, however, the comments exhibited a marked change:
• Understanding because you need to know how people feel and what they think.
• I value my life and understanding.
• Don’t take life for granted because it is too short.
• I now value my youth and have more respect for the elderly and the way they live.
• There are values in everything. I just didn’t realise it before.

And, in one particularly direct and personal response which illustrates how important personal experience can be:

From all of the people in the respite centre, I saw how they respected me and they tolerated how hopeless I was. They were so patient it was unbelievable. I really respect them and I tried to do my best because it was so important to them – all of those values things really.

The challenge the cluster is now seeking is to take the next step and further link the projects they initiated to curriculum development so that values are made explicit in programmes across the schools. The four schools involved are, it is acknowledged, at different stages in this regard depending on:
• the amount of professional development available to staff;
• the willingness of the principals to drive the initiatives;
• the history of effective change management in the school;
• the current state of programmes;
• their processes for curriculum and programme review.

They are committed, though, to working together beyond the life of Stage 1 of the Good Practice Schools Project, so the curriculum and pedagogical impact they already have had can continue to grow. A particular strength on which each school can draw in this context is the partnerships they developed within their local communities. As the cluster’s final report explains:

Across the four schools, links were developed with aged care associations, associations supporting the disabled, Red Cross, environmental agencies, student support agencies, church-based support agencies and local councils. These links would not have been forged if the project had not occurred. In all instances it would appear that these links would continue.

For all of that, there is a feeling perhaps it was somewhat too easy ‘to concentrate on the service learning side of the project, rather than on the values education side’ and that, although this was consciously addressed on the way, it would have been preferable had it been part of the initial planning. That said, the whole project has been a professional learning experience for the schools and the individuals involved, and this is one lesson that can now inform practice in other clusters and schools.
**Key messages**

1. It is important to avoid being overly ambitious in your goals, but to have realistic and achievable objectives instead.

2. Values are at the core of service learning and, similarly, service learning can increase awareness of the core values to which we adhere. Service learning starts with discussion in the classroom and activities students can undertake.

3. It is important that students are actively involved in unpacking the language of values, and have ownership of the projects they undertake.

4. Ongoing professional development, dialogue, reflection and evaluation are important contributors to values education success.

5. The commitment and support of the principal is important if values education is to be successfully implemented in the school.

6. Diversity can be a strength for clusters and can allow for extensive professional development for every staff member involved in the cluster meetings. Difference is an opportunity, not a threat.

7. Cross-sectoral projects may need additional time in the planning stage to ensure agreement to the core objectives by all schools. Time spent getting to know the strengths and challenges in each school can be valuable for all concerned.
Teaching through cultural experience

Birrigai Outdoor School Cluster, Australian Capital Territory

Cluster coordinators: Mr Stephen White and Ms Sue McMurtrie, Birrigai Outdoor School

Participating schools:
- Alfred Deakin High School
- Birrigai Outdoor School
- Campbell High School
- Caroline Chisholm High School
- Ginninderra District High School
- Lyneham High School
- Melrose High School
- Wanniassa School Senior Campus

UAN critical friend: Dr Thomas Nielsen, University of Canberra, ACT

The Indigenous Education Project coordinated by the Birrigai Outdoor School in the ACT involved students from nine secondary schools exploring both their own and cultural values through a series of workshops and leadership camps as a prelude to teaching their own workshop for students in primary schools.

The personal values teaching included setting tasks for students involved, such as planning and cooking a meal and organising the high rope challenges. Ordinarily such tasks would be arranged and performed by teachers or parents but, in this case, students had complete responsibility with only minimal teacher input.

The focus of the cultural side of the experience did, it must be acknowledged, shift over the course of the project as a result of the sort of logistical problems that any such project can experience. More specifically, the original intention to focus on Ngunnawal cultural traditions and way of life in the region, had to give way to a more general look at traditional Indigenous culture as a reference point for considering the nine national values, due to a change in personnel. Though the local Indigenous community was highly supportive of the project following several earlier successful leadership camps, the key Indigenous contact between Birrigai and the Ngunnawal community, who would teach the students, became unavailable. As the project coordinator at the time was a non-Indigenous person, it was considered inappropriate for him to teach more than a general introduction to the students involved.

Nonetheless, students were exposed to some teaching of Indigenous cultures by Indigenous leaders, which helped emphasise the importance of cultural diversity and history and raised awareness of local Indigenous cultures and the importance of the land. This in turn is reflected in the camp workbooks students compiled which contained such comments, in response to a question about why Indigenous history is important, as:
People can learn about how people lived with the land and their culture … It is so important to know your heritage.

Because it is showing respect for the traditional owners of the land to learn about our culture.

It is interesting to note in this context that the National Framework initially was used by the project director, but

… found not to be particularly useful other than as a stepping off point for the project. The values of Respect, Responsibility and Understanding, Tolerance and Inclusion were chosen as the core values for the project. It became evident as the project progressed that it was difficult to teach one without the other. All nine values seemed equally important, interrelated and difficult to separate. For example, Respect encompasses Care and Compassion, Fair Go and Honesty and Trustworthiness. As well, Responsibility includes Doing Your Best and Integrity. Understanding, Tolerance and Inclusion also have within them the values of Fair Go and Freedom. It seemed that Respect, Responsibility and Understanding, Tolerance And Inclusion are the core values.

In some senses of course, this brief commentary in the name of stating why the National Framework is not ‘useful’ and is only a ‘stepping off point’, is also exactly its opposite in that it constitutes a good example of how the framework is meant to be used. To quote one presenter at the 2006 National Values Forum in Canberra at the start of May, it is a ‘guide’ and not a ‘page’. The intention is that it starts a conversation at the school level, or in this case outdoor education camp, rather than closing one off. And that precisely is what occurred in this case.

An understanding of the experience had by students involved in the project can be gained from the following outline of activity taken from the welcome pamphlet they received, shown in Figure 26.

**Figure 26: Birrigai Welcome Pamphlet (extract)**

<table>
<thead>
<tr>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome! You have been selected among many students throughout the ACT to join a project that will help shape what we teach in schools in the future. So well done! There will be loads of things to learn, and heaps of fun activities to help you learn them, but some of it will be hard work and require a lot of responsibility from you and your friends. Here is what will happen on the project.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage 1: Workshops</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are four one-day workshops for you to do. Indigenous people who are experts in the four workshop areas will teach them. The workshops are there for you to learn as much as possible about different aspects of Indigenous cultures. They will be on art, history, tools for life and the local Ngunnawal community.</td>
</tr>
</tbody>
</table>

| Stage 2: Camp |
The camp will run for four days (three nights in tents) and you will get a chance to use many of Birrigai’s adventure facilities and outdoor areas. The camp is a chance to build your team and leadership skills … As well as this, you will get a chance to revisit what you have learnt in the workshops and put together a teaching session (or performance) to show us what you have learnt.

Stage 3: Primary school workshop(s)
You will now get a chance to teach primary school children near your high school. This is to give those students someone to look up to in high school, and also to develop your leadership skills.

So while it should be a great experience, you will need to keep thinking about what you have learnt, and how you will teach this to primary students. Will it be through a story, painting, a performance or play, or through games and role-play? It will be up to you to decide.

The outline of the art workshop in Figure 27 gives an idea of the form the four workshops took.

**Figure 27: Art workshop outline**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 am</td>
<td>Arrive at Birrigai</td>
</tr>
<tr>
<td>10–10.30</td>
<td>Welcome introduction to teachers</td>
</tr>
<tr>
<td>10.30–11.00</td>
<td>Stories behind the art, collection of items</td>
</tr>
<tr>
<td>11.00–12.00</td>
<td>Traditional art tools, starting own art work</td>
</tr>
<tr>
<td>12.00–1.00 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>1.00–2.00</td>
<td>Complete art work</td>
</tr>
<tr>
<td>2.00</td>
<td>Depart Birrigai</td>
</tr>
</tbody>
</table>

When you are doing your art work, think about the following questions, then write a short answer to them as you go, or at the end of the day:
- Do the art works you have been shown have stories behind them? What are they?
- What do you think the artist values (what is important) when they are making art?
- What is your story behind your piece of art?
- What would be a good artistic thing to do when teaching primary students (you can talk about this one with your mates)?

Although the teaching to be undertaken by the participants has yet to occur, with practice sessions scheduled to rehearse and build confidence among the group, anecdotal evidence from teachers suggests the experience has been a positive one for the students involved, with increased levels of responsibility in particular being demonstrated. It is anecdotal evidence bolstered by feedback from the students using
a short and simple questionnaire (Figure 28) that is readily adaptable to other similar activities in schools.

Figure 28: Indigenous Education Project – Quick questionnaire

<table>
<thead>
<tr>
<th>Statement</th>
<th>1 2 3 4 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I now know more about my personal values.</td>
<td></td>
</tr>
<tr>
<td>My values have changed as a result of this project.</td>
<td></td>
</tr>
<tr>
<td>I wish people understood more about my own values.</td>
<td></td>
</tr>
<tr>
<td>Learning about Indigenous or cultural values is important.</td>
<td></td>
</tr>
<tr>
<td>Our school teaches good values.</td>
<td></td>
</tr>
</tbody>
</table>

What is a value?

What are the most important values to you?

Are people’s values mostly different or mostly the same?

What values differ between cultures?

What things have you enjoyed/not enjoyed about the project so far?

The fact that the project, like many cluster projects in this report, was not able to be completed within the time frame reflects the extensive planning required to get it off the ground, which only was compounded by changes in personnel, including the departure of the project founder. ‘If the process was to be repeated in future’, this cluster recommends, ‘Birrigai would ask for an 18-month period … Six months to plan the project with cluster schools and 12 months in one calendar year to implement it’.

Key messages

1. Professional development for leading staff from partner schools needs to occur at the commencement of any shared project, with regular meetings and communication through other means. Initial reflection by leadership in the cluster and staff professional development can help clarify the purpose of values education and the student outcomes it aims to produce.

2. Leadership of values education needs to be shared to gain maximum ‘buy in’ from participating schools. One person leading and doing everything does not achieve buy in or sustainability over time.
3. Loss of expertise and/or key project leaders has a detrimental effect on project success. Schools need to plan for succession to minimise the impact of any such loss.

4. It is essential to involve communities in the leadership and conduct of values education projects, particularly when working with Indigenous or other cultural communities who have felt disenfranchised in the past.
Teaching social skills

Northern Territory Tribes Cluster, Northern Territory
Cluster coordinator: Learne Dunne, Henbury School
Participating schools:
- Anula Primary School
- Batchelor Area School
- Henbury School
- Humpty Doo Primary School
- Stuart Park Primary School
- Wallace Rockhole School
- Wanguri Primary School
UAN critical friend: Margot Ford, Charles Darwin University, NT

The Northern Territory Tribes Cluster fixed on using Tribes TLC® as its overarching framework for teaching values in explicit ways that also link to the implementation of the Northern Territory’s own EsseNTial Learnings (ELs) and the National Safe Schools Framework endorsed by MCEETYA in 2003.

With several cluster school leaders and teachers already having participated in Tribes training, the seven disparate schools involved in the cluster, ranging from a remote one-teacher school located on an Indigenous outstation to schools in the suburbs of Darwin, saw it as the ‘common thread’ for taking locally determined values to the classroom.

More specifically, the cluster felt that with its series of ‘powerful teaching strategies … in terms of social skills, team work and collaboration’, and its ‘dynamic series of school and classroom processes … that can be used across all areas of the curriculum’, Tribes strategies could ‘ensure the development of teaching and learning of national and community values and the growth of professional learning communities that focused on building safe and supporting school environments’.

What is more, by using the project to train a substantial group of Northern Territory teachers in Tribes, the cluster would be helping to ensure that the approach is sustainable over time and not dependent on a few key teachers, and hence vulnerable should they leave.

Cluster activity in this context was consciously located at three interrelated levels:

- Macro cluster processes – The cluster met regularly, albeit with some difficulties occasioned by distance, to contribute to developing the cluster as a ‘professional community’ where progressively more teachers, parents and even students could become involved and have a say. These meetings not only oversaw the training of teachers in Tribes, to the point where 59 staff from cluster schools now have been trained, but also focused on ‘sharing of stories describing aspects of project
implementation including collection of relevant evidence’. All project steering group members also participated in Valuing the EsseNTials workshops in September 2005, where they mapped the national values to the Territory curriculum so the links between them are clear.

- **Macro individual school site activity** – Each of the schools developed its own action plan for the implementation of values education centred on Tribes, with the result that some even revisited and revised their pre-existing values statements. School plans focused in particular on the development of a common language of values to inform pedagogy, aligned to the Tribes terminology of attentive listening, mutual respect (others, things, yourself), right to pass and appreciations – no put downs. Parents were engaged by schools in a variety of ways, including as active participants in school-level discussions that shaped the articulation of the values of cluster schools. Three parents from across the cluster actually participated in Tribes training themselves and some schools conducted specific workshops for parents on the programme and its approach.

- **Micro activity at the classroom level** – Students became involved in the project in a variety of ways and their feedback was sought through surveys, discussion, role-plays, and more on their understanding of the national and school values and what they ‘looked, felt and sounded like’ at each school. A wide range of teaching and learning strategies and activities were trialed and implemented by teachers in their classes including:
  - formal introductions to the core Tribes agreements and what they mean;
  - a major focus in classes on the use of ‘community circles’;
  - the use of Tribes strategies to set up a classroom debate involving all students when, in a unit on the Olympic Games, students raised the issue of drugs in sport;
  - the use of a ‘talking stick’ to structure the taking of turns and explicitly teach attentive listening in class.

An indication of the sort of impact Tribes had at the (macro) school level can be seen from the action plan of one school where key statements from the plan now call for ‘a Tribes section to be written and included in the parent handbook and an explanation given to parents at the enrolment meeting; the Tribes agreements and philosophy to be incorporated into the behaviour management policy; and all teachers to explicitly teach the agreements to their students and use the language of the agreements in their teaching’. It may be even more evident still in the following extract (Table 12) from another school’s cluster plan for 2006.
**Table 12: School Strategic Plan – Tribes (extract)**

<table>
<thead>
<tr>
<th>Whole school strategic plan 2006</th>
<th>Action</th>
<th>Resources</th>
<th>Who is responsible</th>
<th>When (the timeline)</th>
<th>Monitoring/evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tribes/Values education</strong> To lay the foundations for lifelong learning in preparing students for complex future life roles Collaborative learner</td>
<td>Promote community awareness</td>
<td>Signwriter to write words and transpose student art work on to panels</td>
<td>AP to advertise student competition in newsletter to staff. Tribes/Values Team to select art work; AP to coordinate painting</td>
<td>End of Term 2</td>
<td>Values and agreements displayed for all to see</td>
</tr>
<tr>
<td></td>
<td>Paint school values and Tribes agreements on ochre panels in front of the office</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ensure agreements are displayed and used in all classrooms, resource areas and playground</td>
<td>Tribes manual, resources, trained staff</td>
<td>Tribes/Values Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Promotion, support, modelling and training for collaborative teamwork – both staff and students</td>
<td>Tribes manual, resources, trained staff</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This sort of activity in schools undoubtedly has led to more explicit incorporation of values into teachers’ work, as indicated by the shift in one school from 30–84 per cent agreement to a statement in the Configurative Mapping Tool that there is evidence the values are incorporated explicitly in the mission or charter of the school. This same school also experienced a positive swing of 27 per cent in the proportion of teachers who felt the values were explicitly incorporated in the teaching and learning programmes of the school. This in part may reflect the simple graphic developed by the school to convey its values to the community, which portrayed a single hand where the five fingers of ‘caring and encouraging’, ‘accepting others’, ‘showing respect’, ‘acting responsibly’ and ‘communicating effectively’ surrounded the open palm labelled ‘personal best’.

Inclusion of the values in the pedagogical strategies adopted by teachers primarily focused on the type of relationships formed in the class and the consequent ways in which teachers and students interact. This clearly can be seen in the following vignette from a Years 2–3 class:
During a group reflection on an activity, one boy was brutally honest – ‘in our group A got a bit angry’. This was the perfect opportunity to discuss in our community circle what happened and how everyone could make the situation better next time.

A parent had commented that the Tribes community circles were a very effective way of solving disputes and sticky situations, and volunteered to sit with her daughter A that night to discuss different choices she could make if she became angry again, to give her some discussion points for the upcoming community circle.

The next day, using the toy pelican as a ‘talking stick’ for reflections, students were keen to talk, as they wanted to hold the bird, but could only use it when speaking in our community circle. When the time came to discuss A’s situation, she was ready with her reflection on how she could make her next group activity more productive and cooperative. All students listened attentively as she was very open and honest about herself and how she had become angry with one student and then had taken out her anger on another student in frustration.

Having a supportive parent involved in this particular ... activity was very encouraging, and allowed A to have the confidence to speak out honestly and to be a great role model for the class. We were then able to reflect on how our feelings affect the way we learn, how we can learn from our mistakes and how we can make better choices from that in the future.

Another school was equally focused on explicitly teaching the values-based Tribes techniques to improve students’ relationships and their overall capacity to learn.

Initially a lot of work was done on attentive listening with constant talking about what it feels like, looks like and sounds like (the Y chart). Students became very good at policing their own and others’ listening skills. When group work was being done requiring listening skills, all students were reminded of the listening behaviours required. During this time, many students became very good listeners, thinking about what was being discussed, read or watched and applying critical comments on the material.

Possibly the hardest agreement to implement was the Appreciations: No Put Downs. Students were easily able to identify the put downs, but found it difficult to express appreciations to their classmates. Some critical reflection by the teaching team led to the belief that students did not have existing experience with this and required extra incentive other than modelling to take ownership.

One of the extrinsic rewards was resurrected and modified. On giving their appreciation, the student then selected a sticker to give to the person they were thanking. The receiver was then able to put the sticker onto their chart. When the chart was filled, they were able to select a small prize from the box.

It is not surprising, perhaps, to find evidence in the cluster schools of children, to use the words of visitors to one of the schools, ‘really understanding the meaning of respect’. Certainly teachers are clear that behavioural incidents have decreased as students have become ‘more capable of managing their own behaviours’. In a somewhat different, though also related way, the development of a language to use to explain feelings and actions has proved especially important in one cluster school with a significant number of refugee children who have been through traumatic experiences of war and refugee camps.
This whole question of developing common language has, according to teachers involved in the project, been behind the sort of ‘fruitful discussions’ that lead to ‘real changes in behaviour’. It is most evident in such classroom-based activities as middle years students in one school brainstorming the meaning of values such as Responsibility, and Honesty and Trustworthiness resulting in, for example:

- Responsibility would look like doing your own jobs, everyone finishing their work.
- Responsibility would feel like everyone being proud of each other, we are doing our part.
- Responsibility would sound like kids having good behaviour, giving appreciations for good work.
- Honesty and trustworthiness looks like people giving you a special job, people liking you and wanting to be your friend.
- Honesty and trustworthiness sounds like people telling the truth, if you return something you will be thanked.
- Honesty and trustworthiness feels like you feel proud and happy, you feel successful and valued.

It even has translated into students’ speeches, seeking votes for the Student Representative Council, such as one girl’s call that ‘you should vote for me because I am honest, trustworthy and responsible’.

In a very real sense, the cluster schools believe that values education programmes, as represented by Tribes, add value to the range of existing programmes they had to strengthen students’ resilience. In particular, they have contributed to the sort of ‘consistency of conversations with school communities’ that ensure a shared language is used about values that then can be explicitly taught.

As one assistant principal put it, ‘the artefacts of our values are now more visible … [and] students are able to articulate how the Tribes agreements link to their own behaviour, as the language of values is becoming part of the language of our community and teachers continue to plan for the use of values in their programmes’. Mutual respect in particular is expected and modelled in all interactions within this school community while, in another, a set of agreed teacher actions include scaffolded student discussion and role-play of each new value introduced in the class community circle discussion, with the result students act out what the value looks, sounds and feels like to them in their class and school environment.

Sustaining such a values focus and keeping it transparent in the culture of schools is, of course, a challenge the cluster concedes exists; especially since it ‘would be naive to say that all in the school community are equally fervent about values education’. Nevertheless, as the cluster’s final report explains, there are some very enthusiastic champions within the schools who

... seize valuable teaching situations and plan consciously for values education and walk the talk of school values at all times ... [In general it seems that] teachers who have
participated in the Tribes TLC® training are more passionate and articulate about values education … Embedding values education and Tribes strategies formally in school policies is an effective vehicle for sustainability.

And the next step in this quest to build sustainability must be to not merely include parents in conversations and decisions to develop school values, mottos and the like, but to take them to the next stage of understanding how the school will actively teach values education through the processes of Tribes and what it looks like in classroom terms.

Key messages

1. There is a need to explicitly incorporate the National Framework principles into a whole school approach that links all aspects of policy, curriculum and learning. In this context, the nine values in the National Framework should be adapted by schools to reflect their particular environment.

2. Ownership of the development of the project means that schools develop shared understandings and common language of what the school values look like in terms of teaching, learning and assessment. Values statements can become just ‘words on a page’ and hold little meaning for staff unless they are collaboratively refined into a common language with a meaning that is shared.

3. Schools need to reflect on their values and reform them continually to keep values meaningful and real for all members of the school community.

4. Some teachers will be more passionate about values education than others. Passionate teachers seize valuable teaching situations, plan consciously for values education and ‘walk the talk’ of school values at all times. Less passionate teachers need to be supported and encouraged to take a more active interest in values education over time through professional development and sharing with colleagues who are taking the lead.

5. Professional learning and train the trainer courses such as Tribes TLC® can be used to enhance the development of values education understandings in the school. Though formal professional learning is important in values education, so too are ‘corridor’ discussions, sharing stories and other informal learning opportunities that arise.

6. Consultation is needed in school communities with culturally diverse groups to ensure their interests, practices and concerns are recognised and addressed. It may be necessary to use an interpreter to ensure that all people can articulate their own values and then fully understand what the national values look, feel and sound like in their own language.
Tribes as the vehicle for values education

Northern Territory Catholic Cluster, Northern Territory

Cluster coordinators: Kathy Neely, Sacred Heart Primary School and Bernadette Morriss, Catholic Education Office, Diocese of Darwin

Participating schools:
- Holy Family Catholic Primary School
- Murrupurtiyanu Catholic School
- Sacred Heart School
- St Francis of Assisi School
- St Francis Xavier School
- St Joseph’s College
- St Mary’s Catholic Primary School
- St Paul’s Catholic Primary School
- St John’s College
- Xavier Community Education Centre

UAN critical friend: Ms Margot Ford, Charles Darwin University, NT

The Northern Territory Catholic Cluster also decided on Tribes TLC® as the primary means to pursue values education in its ten schools. Embracing as it does schools from Bathurst Island, where all students are Indigenous and Tiwi is taught alongside English, to schools where half of the intake is from defence families, to schools in Darwin and surrounding suburbs, the cluster as a whole is characterised by high degrees of transience of both students and staff.

Tribes, and the training that goes with it, was seen as an important means, in this context, of guaranteeing a ‘sustainable and consistent’ whole school approach to ‘ensuring effective curriculum and classroom management’. What is more, it does so in a way that enables these schools to reflect on how their Catholic identity and the national values interact and can be aligned.

Having opted for Tribes as, to use one school’s words, ‘the most effective vehicle to implement the National Framework’, each school then opted to drive it in their own, unique way, as evident in the following snapshot of approaches used:

- School 1 sought to develop a common language through the Tribes process for behaviour management, pastoral care and general interaction that promotes values education through the specific Catholic ethos.
- Students in Years 5–7 in School 2 were supported to work in an environment that encourages the inclusion of all and respect for people in society.
- School 3 focused on developing more cooperative learning classrooms with reduced bullying behaviours, increased honesty and students taking greater responsibility for their own actions.
- School 4 examined its behaviour policy and how Tribes processes can support the implementation of the National Framework.
• School 5 endeavoured to implement values education in its teaching and learning programmes through the Tribes process.
• School 6 addressed pastoral care through the introduction of Tribes values training in both its school and boarding contexts.
• Tribes was shared with both Tiwi and non-Tiwi staff in Schools 7 and 8, through Learning Together sessions, as the basis for developing shared understandings about values education in an Indigenous context so it can be taken to students in class.
• School 9 worked to get parents, community members and the school working together to share and determine the common values that would guide teaching and learning in the school.
• School 10 homed in on improving interaction between students with a particular focus on reducing the number of put downs that students use in class, starting with two classes in Years 7 and 8.

It is interesting to note in this context that, although the original focus of the cluster project was purely the training and implementation of Tribes as the basis of implementing values education in the schools, as it proceeded it effectively turned upside down, so the implementation of the National Framework became the primary focus, while Tribes became merely the tool by which this could be achieved. As the cluster final report explains, ‘We needed … to work with schools in moving away from the training aspect towards bigger picture thinking on the Values Education Framework’.

As a result, although a significant number of teachers were trained in Tribes, and the programme occupied a position of great significance in all cluster schools,

\[
much of the activity with teachers, students and parents was around unpacking the identified national values and developing a shared understanding of meaning. All projects aimed to provide through their initiatives a shared school community language that could contribute to positive, safe and inclusive learning communities.
\]

Nowhere was this more evident, perhaps, than in the Bathurst Island schools where the Learning Together sessions focused directly on differing cultural views about what the various values might mean. This was specifically tackled by Tiwi and non-Tiwi groups in the school in terms of discussion around what makes a good Tiwi person and what does a good Tiwi person do, which then was matched to the national values in a variety of ways, such as the following example (Table 13) related to how a good Tiwi shows family support.
Table 13: How a good Tiwi shows family support

<table>
<thead>
<tr>
<th>Tiwi actions</th>
<th>Links to the core values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look after family well</td>
<td>Care and Compassion</td>
</tr>
<tr>
<td>Show love</td>
<td>Understanding, Tolerance and Inclusion; Respect; Doing Your Best</td>
</tr>
<tr>
<td>Support family members</td>
<td>Understanding, Tolerance and Inclusion; Respect; Doing Your Best</td>
</tr>
<tr>
<td>Look out for each other</td>
<td>Responsibility; Inclusion</td>
</tr>
<tr>
<td>Take family food if they have none</td>
<td>Care and Compassion</td>
</tr>
<tr>
<td>Health</td>
<td>Respect; Responsibility</td>
</tr>
<tr>
<td>Hunting and take family food</td>
<td>Responsibility; Doing Your Best</td>
</tr>
<tr>
<td>Visit family and sit and talk</td>
<td>Care and Compassion; Respect; Responsibility</td>
</tr>
<tr>
<td>Give money</td>
<td>Care and Compassion; Responsibility</td>
</tr>
<tr>
<td>Show respect</td>
<td>Respect</td>
</tr>
<tr>
<td>Attend funerals and ceremonies</td>
<td>Care and Compassion; Respect; Responsibility</td>
</tr>
<tr>
<td>Don’t let family down</td>
<td>Respect; Responsibility</td>
</tr>
<tr>
<td>Forgiveness</td>
<td>Fair Go; Tolerance, Understanding and Inclusion</td>
</tr>
<tr>
<td>Talking through issues when there is a problem</td>
<td></td>
</tr>
<tr>
<td>Cultural punishment</td>
<td>Responsibility</td>
</tr>
</tbody>
</table>

This same approach was then extended to the use of Tribes where, for instance, the second Learning Together session involving the schools focused on the Tribes agreement of attentive listening as one way in which respect can be practised. Participants brainstormed attentive listening using a Y chart (looks like, sounds like, feels like) with the following result (Table 14).

Table 14: Attentive listening

<table>
<thead>
<tr>
<th>Looks like</th>
<th>Sounds like</th>
<th>Feels like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looks interested</td>
<td>Humming</td>
<td>Respect</td>
</tr>
<tr>
<td>Eye contact</td>
<td>Asking questions</td>
<td>Relaxed, peaceful</td>
</tr>
<tr>
<td>Nodding</td>
<td>Laughing</td>
<td>Not shy</td>
</tr>
<tr>
<td>Posture – sitting upright, leaning into</td>
<td>Agreeing – oh yeah</td>
<td>Interested</td>
</tr>
<tr>
<td>Body movement</td>
<td>Paraphrasing (using a pleasant tone)</td>
<td>Excited buzzing</td>
</tr>
<tr>
<td>Smiling</td>
<td>Questioning to clarify</td>
<td>Nervous</td>
</tr>
<tr>
<td>Expressions</td>
<td>Ah huh</td>
<td>Uncomfortable</td>
</tr>
<tr>
<td>Looking the other way</td>
<td>Back and forth</td>
<td>Comfortable</td>
</tr>
<tr>
<td>Hand actions – tell me more</td>
<td>One person talking at a time</td>
<td>Understanding</td>
</tr>
<tr>
<td>Agreement</td>
<td></td>
<td>Worthwhile</td>
</tr>
<tr>
<td>Avoidance</td>
<td></td>
<td>Rewarding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Two-way conversation</td>
</tr>
</tbody>
</table>
Focused, not fidgeting

The next part of the process was to discuss which of these features are Tiwi and which are Western-derived because it is, as the schools explain,

important that the children are explicitly taught these … as the Western schooling system does demand certain ways of behaving. Also the demands of attentive listening are much greater when participants are listening to English as a second language. Feelings of stress, discomfort and nervousness would not usually be included in a brainstorm about attentive listening. However, what we are trying to guard against is imposing a set of social practices that do not resonate with the local community.

With this information at hand, the schools were then able successfully to use certain Tribes processes to facilitate attentive listening in class such as the regular use of community circles at the start of each session in Years 5 and 6. This, they have found, ‘is helping children to express emotions and talk about important events in their lives, and helps the teacher to understand individual students’ feelings and to adjust expectations accordingly’.

None of this is to detract from the fact the Tribes basic training was, for the schools, ‘a significant stage’ in the project because of the way it ‘challenged’ teachers about how they behave in school and in class:

… [it] placed the participants into a space whereby they needed to reflect on their patterns of behaviour and the impact that this can have on the learning environment … All too often we ask students to go to places that we as teachers are not willing to travel ourselves. Values need to be modelled for our students and responsibilities shared.

The Tribes programme has a strong theoretical component that allows for teachers to revisit the theories of learning and this was particularly pertinent to outcomes-based education theoretical models.

Two significant products from the Tribes professional development component of this project … [that are] valuable tools in making explicit the language of values are: the community circle; and the Tribes agreements.

School project outcomes established strongly that these two components of values education teaching provided opportunities for students to apply the values in a deliberate manner.

This is readily evident in one of the schools where, for instance, Tribes strategies are explicitly being used to teach values education in four classes, and a laminated copy of the nine values and Tribes agreements is displayed prominently in every classroom, the library, the foyer and the courtyard of the school as well as its early learning and after school care centres. Some of the key strategies that then are used include:

• sharing (community) circles where values specifically are taught and a ‘talking stick’ used to reinforce attentive listening and assist shy students to become involved;
• conscious reinforcement of the agreements throughout the daily activities in the school;
• explicit teaching of values through Religious Education, Family Life Education and the general adoption of the EsseNTial Learnings by the school.

The upshot for teachers in the school is that:

• The Tribes agreements have provided a basis on which to build a relationship with my students. I adhere and refer to the agreements a lot.
• We know each other better because of the inclusion activities … The activities give us more opportunities to laugh together and get to like each other and appreciate the gifts and talents of others.
• I believe that my relationship with my class has become one of mutual respect.
• I feel that Tribes is an excellent vehicle for teaching the nine values because our values are personal, fundamental beliefs. Tribes gives us a common language to articulate our beliefs, feelings and understandings. Certainly with regular meetings all conducted and run by the students, democracy is alive and well and being practised in a very ‘hands on’ manner.

The cluster is clear in this context that, even using a proven effective programme such as Tribes, success depends on the adoption of a whole school approach; both from the experience of those schools that achieved it in the cluster and those that did not.

Of the ten participating schools six were judged able to ‘manage their plans effectively’ over the course of the project and ‘are demonstrating evidence that they will be able to sustain their initiatives beyond the life of the project’. And all six adopted a whole school approach. By contrast, ‘schools that did not undertake a whole school approach to project implementation plans demonstrated limited ability to sustain projects’; though they are now heading down this path with professional development leading the way. The real point for the cluster in this regard is that

Schools who engaged a whole school approach were able to establish strong partnerships with students, staff and are on the way to including families and the broader school community in the building of strong, responsible and resilient communities.

A particularly significant outcome these cluster schools have achieved as a result is positive improvements in the behaviour of students in class, which then flows out to the playground and even their homes – though interestingly enough, deeper reflection on the reasons for this actually led the cluster to conclude that this ‘transformation was probably more about changes in teacher behaviours that had the “ripple down effect” into student behaviours’, as indicated by the following typical comment from one of the teachers involved:

My classroom practice has changed … At the beginning of each year I usually focus on and develop rules with the class and, as part of behaviour management, constantly refer to these. In 2006, I focused only on the Tribes agreements and linked playground and classroom rules to … [these]. Instead of referring to the rules, I now use the Tribes
agreements as my behaviour management strategy … For me, personally, teaching values via the agreements of mutual respect, attentive listening, appreciations, participation, doing your best and no put downs, places responsibility for behaviour with the student.

Put simply, ‘significant changes in student behaviours resulted from teachers having additional repertoires with which to manage learning environments. The professional development component of this project provided the skills and strategies that developed these repertoires of practice’. And it all forms part of an overall effort to develop the schools as ‘values-based environments’ for the whole school community. As the cluster itself concludes:

The outcomes of this project will provide an opportunity for our Catholic schools to explore from within and reflect on our identity and purpose in the role of educating our young people. This will be particularly so for our Indigenous community Catholic schools. It is critical that we fit the elements of the National Values Education Framework with our past to provide coherence. The culture of a people does contain new material but must fit into the traditions or it will soon be forgotten. As a cluster, we need to identify and make explicit Catholic core values, thread these with our understandings of the nine values and critically assess how these values are reflected in the way we pray, welcome, engage in professional dialogue, solve problems, resolve conflict, lead change, restore justice, mourn, celebrate, introduce new ideas. Our policies and practice must characterise transparency, sincerity, right and respectful relationships for all members if we are to witness faith-centred communities.

Key messages

1. It is important to start with the big picture of values education for the school community and then explore the tools required to achieve that, as opposed to starting with a package and trying to make it fit. The National Framework can be a useful guide in this context for schools to develop their big picture thinking and planning around values education and prompt them to shift their focus from specific training such as Tribes, to values education as a whole.

2. There are significant benefits to be gained by schools in focusing early in the project on developing a shared school community language that contributes to positive, safe and inclusive learning communities. It is important when developing a common language that parents, teachers and students all are involved and different cultural views are explored, recognised and respected. This particularly is the case where different languages also are used.

3. It is important in a Catholic school environment to thread the Catholic core values with understandings of the nine values, and critically assess how these values are reflected in ‘the way we pray, welcome, engage in professional dialogue, solve problems, resolve conflict, lead change, restore justice, mourn, celebrate and introduce new ideas’.
4. Training of teachers in such programmes as Tribes can assist them to focus on getting to know their students better and developing more positive and respectful relationships with students. Mapping the Tribes agreements and the nine Values for Australian Schooling is one strategy that has assisted schools to place the Tribes processes within the big picture of values education.

5. Significant changes in student behaviours can result from teachers having additional repertoires with which to manage learning environments. The professional development component of such programmes as Tribes can provide the skills and strategies to develop schools as ‘values-based environments’.
Peer leaders ‘catch the spirit’

TEACH Cluster, Queensland
Cluster coordinator: Anthony Ryan, Townsville Central State School
Participating schools:
  • Belgian Gardens State School
  • Garbutt State School
  • Magnetic Island State School
  • Oonoonba State School
  • Railway Estate State School
  • Townsville Central State School
  • Townsville West State School
UAN critical friend: Dr Angela Hill, James Cook University, Queensland

The TEACH Cluster takes its name from a major physical landmark close to all of the cluster’s seven government primary schools in Townsville: ‘Teachers and Educators Around Castle Hill’.

Located as they are in an area characterised by high levels of mobility, in part because of the degree of employment related to the defence forces, and relatively large Indigenous populations, the schools, though different in many respects, are bound together by a history of collaboration, common curriculum frameworks and a ready exchange of staff and expertise.

Their cluster project (Peer Leaders – Catch the Spirit) focused on developing the peer support programme as a means of shaping school ethos and values development in each of the schools. More specifically, the programme sought, in its own words, ‘to develop young people who are personally responsible for their own wellbeing, able to manage their lives positively and safely and involved in, and supported by, their community’.

The actual programme involves Year 7 students leading activities with a group of vertically grouped Years 1–6 students each week. The activities the students complete support the building of school culture and support for the school community. Each school in the cluster, it should be acknowledged, was at a different stage of implementation of peer support when the project commenced, but pursued a broadly common approach, which the cluster’s university associate described in the following terms, as it is experienced in the lead school:

The current structure of the Peer Support programme is based on the Peer Support Foundation’s guidelines, but is adapted to the school’s needs. Year 7 students are inducted into their role following a two-day leadership training programme … The training for the students is subsidised by the school budget and additionally this year supported by a Townsville Rotary Club grant … On completion of the training, the leadership status of the students is celebrated by the presentation of specially designed Peer Leaders Shirts,
donated by the local city councillor. Year 6 students are designated co-leaders as part of a leadership mentor role, and are provided with co-leader badges, also presented to students. The badges and shirts are worn each Friday.

The whole school participates in the Peer Support programme in a designated half-hour lesson each Friday at 10 am. The school has approximately 15 Peer Support groups, each with two designated Peer Support Leaders and two Year 6 co-leaders. The Year 7 teachers coordinate the programme and spend from 1.45 to 2.30 pm each Thursday co-preparing the lesson with the Year 7 students. Although initially the school relied heavily on the Peer Support Foundation material as the basis for each lesson, in the last two years with the guidance of Year 7 teachers, the students increasingly determine the curriculum. As a teacher explains, ‘In the past the students spent too much time reading out of the booklet and just doing what the booklet said to do’.

The students [now] have established a set format for the lesson, including a warm-up game and then the core lesson segment. Each Friday morning in the half hour prior to the Peer Support lesson, the Year 6 co-leaders meet with their Peer Leaders to review the activities for the lesson and discuss group management, etc. The preparation phase of the programme then, effectively, involves all Year 6 and 7 students, and the Year 6 and 7 teachers.

Having been implemented in the lead and two other schools for six years – to the point where, according to the university associate, it ‘has moved from a highly structured programme designed largely to support transient students to a programme with high impact across the whole school culture … providing a platform to distinguish the school in both its learning environment and student-led curriculum’ – the Good Practice Schools Project was really the chance to assess the impact and develop strategic directions for future development of peer support in the cluster as a whole. The upshot was that peer support was integrated with values education and implemented across the curriculum with a particular focus on the literacy programme in most schools. Some of the flavour of the approaches they took can be gained from the reflections and action plan strategies in Table 15, devised as part of the action research cycle for the project undertaken with the support of their university associate.

**Table 15: Reflections and action plan strategies**

<table>
<thead>
<tr>
<th>Focus</th>
<th>Cluster action</th>
<th>School action (examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Staff</td>
<td>Extend staff training with a focus on the skills needed to do Peer Support well.</td>
<td>Whole staff training on philosophy and underpinnings of Peer Support.</td>
</tr>
<tr>
<td>• Students</td>
<td>Build leadership skills and strategies.</td>
<td>Expand leader training.</td>
</tr>
<tr>
<td>Peer support implementation</td>
<td>Enhance student engagement and understanding of concepts – focus on developing best</td>
<td>Look at how to further complement the programme throughout the school – integrate into curriculum.</td>
</tr>
<tr>
<td>Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent and community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>involvement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Middle school transition

Values education framework

Other

practice in Peer Support. Adapt resources to be more engaging – what does good practice look like? Explore ideas for engaging the whole school community. Develop stronger links to feeder high schools. Raise staff awareness. Showcase Peer Support.


Although the detailed strategies adopted differed according to the circumstances and degree of peer support experience of the different cluster schools they all, as a result of their process of reflection and action planning, realised that their primary focus increasingly was ‘teacher professional development linked to quality teaching’. More specifically, the cluster collectively explored the need, in its own words, ‘to develop best practice Peer Support and values education and the links to quality teaching (Lovat, 2005)⁴, which resulted in professional development for staff to build:

- intellectual depth – greater insight to the Peer Support programme as a vehicle for values education;
- communicative capacity – opportunities to talk about their practice and improve it;
- capacity to reflect – consider the impact of Peer Support and how it could be developed further;
- self-management – walking the talk of Peer Support and values education;
- self-knowledge – considering their own practice and relationships with students.

Activities aligned to these purposes – such as school-based staff in-service training and workshops on values education and peer support; peer support training days; cluster professional development sessions; and a practitioner/researcher workshop with their university critical friend – then in turn promoted what the cluster sees as ‘a shift in pedagogy’ that has enabled firmer links with quality teaching to be forged. As some of the teachers involved observed at the time:

- While many things were achieved through the involvement in the project, the most valuable was having the whole staff involved in a professional development day dedicated entirely to values education and Peer Support. All staff came away from the day with a good understanding of the philosophy of the programme and how values can be addressed explicitly and implicitly through the programme.
- Evidence from the project confirms that our Peer Support Programme teaches values within our school. Future planning activities and enhancement in the way the

programme is delivered will further strengthen values teaching within the school, that still utilises student leaders as ‘teachers’.

- … the strength of the programme will be in the future as we continue to talk the talk and walk the walk.

In particular, perhaps, the schools note that the project has enabled teachers to see Peer Support as ‘more than a behaviour management tool’; instead seeing it as a vehicle through which values education can be pursued; as evident in the following selection of feedback comments (Table 16) from a Peer Support staff training day and follow-up actions the teachers intend to take.

**Table 16: Feedback and follow up to Peer Support staff training (samples)**

<table>
<thead>
<tr>
<th>Things that I will do as a result of the training</th>
<th>General comments</th>
</tr>
</thead>
</table>
| • Incorporate Peer Support ethos outside of sessions.  
• Be more encouraging in how I use Peer Support groups.  
• Integrate Peer Support and literacy lessons.  
• Reflect on my own practice.  
• Be more positive and take an active role.  
• Articulate values more in classroom.  
• Integrate values language across curriculum areas. | • Great to see whole school involvement and awareness of Peer Support as integrated, rather than taught in isolation.  
• Great links to pedagogy – worthwhile further exploration.  
• A useful PD in refocusing us on the values of Peer Support and good practice related to Peer Support. |

Although the schools were, as already noted, at different stages along the Peer Support programme path, the impact in each was profound. As the cluster itself explains:

*For those schools in the early stages of Peer Support, the programme was expanded across the whole school and the full year. For those schools that had been implementing Peer Support for a number of years, the focus moved beyond the half-hour weekly session to an integrated approach within the classroom and across the school community. Artefacts from Peer Support became more visible, tangible and rigorous, more communication and sharing of materials became evident and integration into the other curriculum areas began. In particular, teachers saw the benefit of Peer Support to develop literacy skills.*

That positive outcomes flow to the students is without doubt. As one school typically explained, it saw

*… kids with less pushing and shoving and more inclusion in the playground … students were reconciling their differences and we had felt the calm come over the school community.*
Interestingly enough though, this school, which arguably has the longest involvement in peer support of all the cluster schools, acknowledged it hadn’t really reflected on what this meant for the teachers who worked with these students:

When we sat down and divided our school into what we envisioned as the three functional components, Relationships, Curriculum and Organisation, the one thing that linked them all was the Peer Support programme. With this in mind, staff were able to critically reflect on their teaching: did the curriculum I was offering match the values we were espousing; did I encourage students to make use of these skills in the classroom; and most powerful of all, was I walking the talk? …

[The ‘values journey’ undergone] has provided many benefits to the students as far as a coordinated curriculum and learning experiences that have offered a sense of belonging, connectedness, resilience and a sense of self. However, there has been none more significant than the reflective change that has occurred in the participant teachers and schools.

A particularly dramatic illustration of how these positive outcomes for students and teachers can build further momentum in a school can be seen in the case of one school where the whole experience was somewhat newer, but many teachers had heard of peer support and its positive impact, and wanted to become involved. As that school’s principal explained:

The programme needed to grow so we needed a larger leadership group. A new teacher into Year 7 was keen to get on board and the training of new leaders began.

While the programme was still in its infancy, it was growing as was the impact on the school community as a whole. It was starting to be talked about among some parent groups and they were reporting changes in the way their children interacted at home with phrases such as ‘active listening’ and ‘empathy’ coming into discussions around the dinner table.

This was wonderful, but I could see that the programme would not be sustainable without whole school support and involvement. How could we demonstrate the necessity and the benefits of this programme to the teachers who were rightly concerned with an already crowded curriculum and very full timetables? …

[The Good Practice Schools Project, this principal observes, provided the means at just the right time.]

Working with a group of schools at different stages of implementing the Peer Support Programme enabled me to see how effectively the programme was running in other centres and also see ways that the programme could be improved in these centres as well as … [this school]. It was very evident, however, that we would not be successful, and the programme would not be sustainable without whole staff and community support. While many things were achieved through the involvement in the project, the most valuable was having the whole staff involved in a professional development day dedicated entirely to values education and Peer Support. All staff came away from the day with a good understanding of the philosophy of the programme and how values can be addressed explicitly and implicitly through the programme.

A staff meeting in which all staff members were involved in deciding which module from the programme should be the focus for the year, and everyone giving input to the
structuring of the Peer Support groups, left me with a great sense of optimism for the year ahead.

With the first session going ahead in a week’s time, I reflect on how big things grow from small ideas. There is a great sense of possibility in the air.

Key messages

1. Providing time and programmed professional development sessions can assist teachers within a cluster to reflect on their current practices, particularly in terms of making the links between such programmes as Peer Support and the broader values education picture and its links to quality teaching.

2. Staff can benefit from framing their reflections about future directions around their current practice in, for example, such programmes as Peer Support, as well as the big picture of values education and its links to quality teaching.

3. There needs to be whole school support not only for programmes such as Peer Support, but also for values education to be successful and sustainable. This includes all staff, parents and students and, in addition, the principal must be on board.

4. Detailed case studies developed by committed and qualified university colleagues (third parties) can provide a powerful tool for schools to reflect on their values education practices. For example, staff in this cluster were able to critically reflect on their teaching with a focus on such questions as: Did the curriculum I was offering match the values we were espousing? Did I encourage students to make use of these skills in the classroom? and, most powerful of all, Was I walking the talk?
Connecting to the community

Engaging the school community in values education and the development of young people as productive citizens and contributors to society was pursued by five clusters of schools.

- Building inclusive, values-based school communities – The Fremantle Cluster (WA) undertook a three-phase project to engage school communities in developing a set of guiding principles and values that could become embedded in the vision, policies, practices and teaching programmes of each school.
- A community approach to values education and home–school consistency – Building on prior work, the Merrylands Cluster (NSW) identified commonalities and differences between school community stakeholders as a means of working towards a more consistent whole school, and also home and school, approach to developing students’ social skills.
- Taking values to the community – The Red Earth Community Cluster (Vic) sought to develop good citizenship by practising values in community settings and having students engage in community service in a variety of ways.
- Developing youth leadership and stewardship – The Tasmanian State Secondary Colleges Cluster (Tas) sought to redress a perceived lack of student engagement in leadership and stewardship roles by identifying, developing and promoting civics and values learning opportunities available to its students.
- Using place to develop citizenship – The Children and Place Mapping Group Cluster (WA) was designed to draw out students’ ideas about what nourishes or sustains them in their local places, and what it is they care for and would take action about.
Building inclusive, values-based school communities

Fremantle Cluster, Western Australia

Cluster coordinator: Gregory Travers, Spearwood Primary School

Participating schools:
- Coolbellup Community School
- Coogee Primary School
- Jandakot Primary School
- Newton Primary School
- Phoenix Primary School
- South Coogee Primary School
- Spearwood Primary School
- Hamilton Senior High School

UAN critical friend: Professor Barry Down, Murdoch University, WA

The Fremantle Cluster of eight schools undertook a three-phase project to engage school communities according to their particular stage of values education development and needs as identified through extensive data gathering from the stakeholders involved. A key objective in this context was to develop a set of guiding principles and values for each school that then could become ‘an embedded part of the school vision, policies, practices and teaching programmes, leading to a more inclusive school culture in each of the cluster schools’.

More specifically the three phases involved the following:

- Phase 1 – School communities were engaged by gathering information on different perspectives related to values education. Surveys were administered to about 900 students in Years 2, 4, 6 and 8 as well as more than 1,000 parents and staff from the cluster schools. In the interests of both efficiency and getting a more expert response, a consultant was contracted to develop the survey instruments, analyse the data and develop a school profile based on the outcomes. The actual surveys took the form of:
  - a teacher-centred survey for students in Year 2, where input was provided from a large book with pictures similar to an answer sheet the students were given, and the teachers were offered three choices of what a student would do in a series of five situations they were read;
  - a Years 4–10 survey comprising 160 statements, which the student read and to which they then indicated their level of agreement,
  - a parent questionnaire containing 32 values statements (based on the set that applies in Western Australia), where parents could rank the importance of values to them as well as how well they thought the school is teaching these values;
  - a teacher questionnaire along similar lines to that used with parents.

- Phase 2 – Having prepared reports for each school, the consultant facilitated community and staff workshops to discuss the analysis of their own data from
students, parents and staff. This enabled them to consider some potential ideas for future planning and implementation of values education in the school related to the particular values of interest or concern: whether these be personal meaning and contribution to community as it was in one cluster primary school; critical reflection, world views and social justice as was the case in another; and so on. Each of the schools also received two hours of professional learning in the area of values education from the consultant in an area relevant to their own outcomes, and hence relevant to what they planned to do next.

- Phase 3 – Planning and implementation of school-based projects took place to address identified values education needs. This phase of the project was the opportunity for each school to develop its own values education plan, based on the data analysis it received and the subsequent workshop and professional learning results. This planning specifically addressed the identified needs of the school and assisted it to integrate values education into its overall vision statement and School Development Plan for 2006.

Though each of the schools was different, and their staff workshops threw up different issues and concerns, three common factors did come through the data analysis, which then influenced the nature and focus of school plans. In particular:
- students demonstrated a lack of explicit understanding of values;
- teachers needed to focus on teaching specific values;
- parents felt there should be more values in the curriculum.

All parents, it should be noted in this context, were invited to attend a values workshop but, in common with a number of clusters covered by this report, attendance was relatively poor even if enthusiasm was high. Parents who did attend received information on the project, what the data identified and what the school planned in response. Almost without exception, they were keen to know how they could contribute further or become involved. The general consensus was that the schools were doing well, the teachers communicated effectively, the surveys themselves recognised the views of parents, and parents would support programmes initiated by the schools. To the extent parents sought more involvement, though, they wanted it to be via their children’s classroom teachers.

An understanding of the sort of approaches that schools took in response to their data and subsequent analysis of key values on which emphasis needs to be placed, can be gained from the range of strategies (seen in Figure 29) developed by the lead school in relation to Personal Meaning.
This is only reinforced in the school by items in each week’s newsletter related to Personal Meaning with specific advice on discussion starters for parents at home. Figure 30 gives an example.

**Figure 30: Sample discussion starters**

**Newsletter 1**
... Primary is developing a holistic approach to the development of values education for the classroom, school and home.

Parents, you are invited to become involved in the teaching of these core values and help your child to develop a sense of personal meaning and identity.

This week the focus is: ‘Who am I?’

Take the time to discuss the following:
1. Know the things that motivate them.
2. Know the things that make them laugh, make them happy, sad ...

**Newsletter 2**
Parents, you are invited to become involved in the teaching of these core values and
help your child to develop a sense of personal meaning and identity.

This week the focus is: ‘I am the way I am’

1. Know what they are good at.
2. Know what they are not good at.
3. Understand the things that influence them.

Another cluster school, whose data exposed a need to develop the value of Respect, devised a schema (Table 17) for Respect to be addressed by school staff for an eleven-week term.

**Table 17: Respect and concern for others and their rights, Term 1, 2006**

<table>
<thead>
<tr>
<th>Week</th>
<th>Values in education goals: Respect</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Using respectful manners towards others: Greetings&lt;br&gt;Greeting and addressing school staff using respectful title (eg good morning/afternoon, excuse me, Mr, Ms, Mrs, Miss, Sir)</td>
</tr>
<tr>
<td>3</td>
<td>Use respectful manners towards others: Entering other classrooms and administration offices&lt;br&gt;Classroom entrance technique (eg knock on door, wait to be invited in, excuse me Mr …, express purpose, wait for response, thank you Mr …, leave room quietly)</td>
</tr>
<tr>
<td>4</td>
<td>Self-respect: Look after themselves by …&lt;br&gt;Eating healthy food, wearing appropriate hat during play, healthy personal habits</td>
</tr>
<tr>
<td>5 and 6</td>
<td>Respecting everyone’s right to be different: No put downs&lt;br&gt;Respect other people’s differences – physical, cultural, ability, gender (eg no name calling, praising others’ achievements, ‘warm fuzzies’)</td>
</tr>
<tr>
<td>7 and 8</td>
<td>Using respectful manners towards others: Listening to others&lt;br&gt;Listen to other people who may have different views from their own (eg stop, listen, think, do techniques)</td>
</tr>
<tr>
<td>9</td>
<td>Using respectful manners towards others: Social conventions&lt;br&gt;Social conventions of conversations with peers and school staff (eg please, may I, thank you, excuse me)</td>
</tr>
<tr>
<td>10</td>
<td>Using respectful manners towards others: Use of appropriate eye contact, tone of voice and volume when speaking to school staff and peers&lt;br&gt;Non-confrontational tone of voice and volume and appropriate eye contact during conversations with school staff and peers</td>
</tr>
<tr>
<td>11</td>
<td>Using respectful manners towards others: Waiting your turn&lt;br&gt;Waiting turn during class activities, sporting activities, lining up and waiting respectfully at canteen</td>
</tr>
</tbody>
</table>
In a number of cases, schools in the cluster bolstered such approaches with the use of specific values-related programmes, most notably Habits of Mind, Restorative Practices and the Virtues Programme.

Alternatively a more site-specific approach could be used, such as one school’s unpacking of the value of Responsibility by staff and the community as a means of facilitating learning experiences that allow students to develop and enact it in the context of caring for their local environment. More specifically, junior school teachers collaborated to design two projects that saw students from pre-primary to Year 2 working together:

- collecting aluminium cans from the local community for recycling, and then deciding to use the money raised to purchase citrus trees to plant in the school as a demonstration of ‘a cycle of sustainable development’;
- collecting recyclable cardboard materials from the community to create ‘hungry monsters’ built around bins located in the school to encourage other students to place their rubbish in bins.

Aside from the obvious benefits to the environment of the school, this approach has, in the words of the school itself, ‘promoted collaboration between teachers in designing and evaluating learning experiences’. The two projects also have seen increased contact between the school and its local community, with significant positive feedback to the work the students undertook.

This, along with direct teaching techniques such as Circle Talk in a number of cluster schools, has revealed anecdotal evidence, at least from staff and community members, that student learning has ‘shown an improvement’, particularly as ‘students improve their behaviour and display their values’. Certainly staff have indicated, according to the cluster’s final report, that ‘they can now discuss items in greater detail and employ a range of cooperative learning strategies and group work situations’. As much as anything else, it should be noted, this reflects the greater willingness of staff to change practices as they ‘talk, role model and project their own behaviours and attitudes to students and parents’.

In a clear indication of how such outcomes can become self-reinforcing and hence sustainable over time, one cluster school typically noted how its

- strategic plan focused on teacher resources and student awareness as the two key components with teacher resources being purchased to complement the elevated profile of values in all aspects of school life …

  The school is encouraged by the benefits of the [Good Practice Schools Project] as evidenced by some key indicators including a measurable decline over the life of the project in the incidence of inappropriate behaviour directly linked to our targeted values. The students have demonstrated measurable improvement in their awareness of the need to be tolerant of others, to accept responsibility for their social interactions and their ability to communicate knowledge of the importance of values in our school community. Behaviour management data confirms that students are increasingly gaining positive acknowledgement of their capacity to model expected values. In addition, the school has
commenced the acquisition of resources that provide teachers with a wide range of strategies to support the learning programme and underpin other key plans that operate in the school including behaviour management and inclusive education …

Through our participation in the [Good Practice Schools Project] our school has been able to establish a sustainable approach that will use a combination of resources purchased, language developed and simple techniques such as newsletter items, student reward activities and modelling to continue the momentum.

It is momentum the schools in the cluster feel can best be maintained not only in their own context, but also across the nation as a whole, if:

- programmes target specific values outcomes;
- these targeted values are matched to the school context, using a quality survey instrument to gain baseline information;
- a whole school approach is used that engages parents, students, teachers and the community;
- the project is included in a broader school improvement plan and is adequately resourced;
- the values identified are incorporated in school policy and operations;
- modelling of the values is encouraged throughout the school, especially by the staff;
- students are engaged in meaningful ways;
- teachable moments are used to embed the values;
- networking and cluster opportunities are in place to keep activity on track and share information, good practices and experience;
- we acknowledge that such change needs to be persistent, consistent and will take time.

**Key messages**

1. Poor parental attendance at values education forums and meetings does not necessarily mean that parental enthusiasm or support is low. Many parents prefer their involvement in values education to be via their children’s classroom teacher rather than at formal meetings out of school hours.

2. One successful strategy schools have used for engaging with and connecting to their communities is to make a value a feature of everything for a week/month and let it drive everything else in the school. This is even more effective when schools reach out through their newsletters to get parents involved and suggest things they can do at home to support the school’s values education approach.
A community approach to values education and home–school consistency

Merrylands Cluster, New South Wales
Cluster coordinator: Belinda Guidice, Merrylands High School

Participating schools:
- Guildford Public School
- Guildford West Public School
- Hilltop Road Public School
- Merrylands East Public School
- Merrylands High School
- Merrylands Public School
- Sherwood Grange Public School

UAN critical friend: Dr John De Nobile, Macquarie University, NSW

Values in Action: Our Community Counts, undertaken by the culturally diverse seven schools in the Merrylands Cluster, sought to build on work the school communities already had done by identifying commonalities and differences between teachers, parents and students as a means of working towards a more consistent whole school, and also home and school, approach.

More specifically, a core team of student leaders, parents and staff from cluster school communities worked collaboratively to develop a common set of values to reflect the National Framework values and the NSW Department of Education and Training’s core values as well as school community beliefs. This was achieved through a concentrated, simultaneous focus on school ethos and governance on the one hand, and student social skills on the other.

School governance was reviewed to ensure ‘alignment, consistency and integration’ of the sets of values and beliefs referred to across all cluster schools. Central to this was the collection of survey data on different community stakeholders’ views, using such instruments as the following questionnaire (Figure 31) for parents, which was anonymously completed at workshops, and which was complemented by similar questionnaires for students and staff.

**Figure 31: Questionnaire on values in the school community**

<table>
<thead>
<tr>
<th>Please indicate how well you understand the following ideas by circling a number from 1 to 5, where: 1 = I don’t know what this means; and 5 = I understand this very well</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Care</td>
</tr>
<tr>
<td>2. Personal Best</td>
</tr>
<tr>
<td>3. Honesty</td>
</tr>
<tr>
<td>4. Respect</td>
</tr>
<tr>
<td>5. Responsibility</td>
</tr>
</tbody>
</table>
The project’s efforts to develop students’ ability to act responsibly in and beyond school focused on building their social and behavioural skills through programmes and policies reflecting ‘responsibility, respect and right choice’. Students in this context were taught to act on core values by ‘developing and demonstrating skills in effective communication, problem solving, decision making and active listening; and by repeatedly practising these behaviours … both at school and at home’.

An important strategy in this regard, again primarily used in a workshop context, was to get stakeholders to imagine what the core values actually might look like, both in the community as a whole and in class. An indication of the outcomes of this process is evident in the example in Figure 32, developed by one group for the value of Respect.
### Figure 32: The meaning of Respect

**In school communities what might this value look like?**

- Showing good manners
- No bullying
- Not being racist (among students and between teachers and students)
- Consideration for all cultures (cooperating with)
- Being accepting of diversity/difference (e.g., multicultural, disabilities, students with special needs)
- Looking after property (e.g., no graffiti, not damaging school property, school gardens)
- Following the core beliefs and values of our school
- Maintaining Code of Behaviour/Conduct in all settings
- During meetings, all stakeholders (staff, students, parents) being listened to
- Parents and teachers supporting each other

**In classrooms what might this value look like?**

- Respect yourself – value the contributions you make during class
- Not talking over each other
- Using appropriate/acceptable (in terms of school, home) language
- Being considerate of everyone’s right to learn in their own time
- Treat people how you would like to be treated in return
- Respecting each other’s property (e.g., not stealing hats, pens)
- Listening to each other’s views
- Following school/teacher’s/class rules
- Using appropriate language
- Students (and teacher and students) getting along together – includes boys/girls working together and people from different cultures working together
- Not being sexist, racist, or bullying others
- Modelling manners

The linking of social skills to developing a common ethos and language of values, and being consistent in both word and deed, derives from the view, as the cluster coordinator put it, that

> [i]t is not enough to merely ‘teach values’ (i.e., what they are and what they look like). It is imperative that students be given the opportunity to explore their personal values system – looking at who and what has influenced it? And why? How their value system has changed and may change again in the future? And for them to look at the choices they make and the choices other people make in terms of values. Most importantly, though, students must be given the chance to demonstrate values in practice. This will enable them … [to develop] the skills to critically reflect on their actions and develop self-knowledge …
Modelling by the school community and structures is one of the most powerful lessons in values education.

This in turn required each school to adopt a whole school approach along the lines that the high school in the cluster, for example, used. In early 2005, the principal of that school discussed the Good Practice Schools Project Stage 1 submission with the school’s student welfare coordinators to consolidate work they already had done in the area of values education, student leadership and to develop cluster relations with their local primary schools. As such, the programme of activity in this school was not limited to ‘values’ alone, but also encompassed work already underway on MindMatters, student welfare programmes, anti-bullying and more.

It was hardly surprising, then, that the school decided a whole school approach was required. The core team for the project it established therefore included staff from varying key learning areas, active and well respected parents and community leaders, and student leaders from Years 7–12. In particular, all students were given the opportunity to be involved in the project, with six from each year group selected for formal involvement based on ‘recommendations by the Year Advisor, SRC Advisor, Peer Support Coordinator, Peer Mediation Coordinator, the Principal and other relevant staff’. In addition, the SRC took a major role in the project, building on cluster initiatives already underway with a values base.

A particular highlight of activity in this context was the design and implementation of values forums by student leaders across the six partner schools. More specifically:

- Student leaders designed a workshop presentation to bring values to the surface and increase student understanding of the values present in our society. This presentation was workshopped in a variety of ways, including:
  - an introductory discussion using open-ended questions such as ‘What are values? What do you value? Who influences your values and why? Are your values the same as our school? Why? Give examples of when you have demonstrated positive and negative values? What motivated you to do this? Why?’;
  - the students then being shown still pictures and video snippets of the Simpsons television show to increase their understanding of positive and negative values being displayed by the characters. This provided them with the opportunity to explore and discuss core values and the impact decisions have on the individual, others and society as a whole;
  - students working individually to prioritise values from most to least important, conducted as a cut and paste activity. They discussed their priorities in small groups and then as a class to determine their school’s values. Students had to put forward reasons and critically analyse their value system to determine a common set. This was done until an agreed school set was achieved.

- This in turn enabled the cluster core team to develop core values to apply across the seven school communities comprising the values of Respect, Responsibility,
Personal Best, Care, Honesty and Tolerance; and the students subsequently led values education presentations at both the regional and state level in New South Wales.

The development of agreed values in the communities subsequently has allowed the core team to move to writing curriculum-based material for Year 7 in particular so it can be used in the orientation of new students to high school. This material comprises six 40-minute sessions per class, with a focus on two related values in each. Once again the Simpsons will provide a vehicle for looking at the values, underpinning class discussions and scenarios reflecting everyday student experiences at school and at home. Students will then undertake a series of activities such as making posters that reflect the values, creating an advertisement and taking these ideas to develop a mural for the school.

Once this basic awareness-raising programme has been undertaken by the school, specific curriculum implementation will occur through targeted key learning areas such as the use of a unit on accepting ourselves and others in Personal Development, Health and Physical Education and an Arts unit on mural design.

This also has been complemented by the work in partner primary schools, such as one school’s development of an explicit values unit of work for Year 6 students to ‘build the field for Year 7’. This unit, delivered to two classes for the first time in Term 4, 2005, built on the anti-bullying priority of the school, covered issues of ‘friendship, friends or foes?’, responsibility, honesty, determination and respect over a period of six weeks.

An evaluation of the experience demonstrated that it fits well with the overall approach of the school, though there was some concern among staff about the use of a unit when their time plan for teaching in the semester already had been set. This mirrors a high school concern about timetabling issues as well, where teachers noted that implementing sessions for Year 7 students ‘resulted in them not being able to teach their timetabled classes … especially at the beginning of the year, as that is when you are wanting to make positive impressions and set expectations and consistent guidelines for behaviour, etc’.

This only emphasises the importance of values education being integrated to teaching and learning programmes as a whole, rather than being seen as, what one of the cluster primary schools referred to as, an ‘add on’.

Time, it must be noted in this context, was a concern to all the cluster schools as it was to schools in virtually all the Good Practice Schools Project clusters; both in terms of the time for the project to make a difference and the time for teachers and others to do the work. In essence the cluster was concerned, as one of its constituent primary schools put it, that ‘they would not make effective change within one year’. To some extent, this was dealt with by the schools through a combination of:

- making links wherever possible to other relevant priorities and initiatives underway;
• using project funding in part to create opportunities for time;
• being realistic about what could be achieved in the time frame;
• re-evaluating the project aims along the way to adjust them as required.

Yet even in only a short time frame, the achievements have been notable indeed, with the high school at least pointing to outcomes that, in its own words, include:

• increased professional dialogue among staff and increased values education awareness through professional learning opportunities through the project;
• increased relationship building between [the] High School and partner primary schools and other members of the school community;
• the development of a common values language (meta language) within the school community (particularly staff and students);
• increased understanding of values by students and the ability for students to articulate values;
• an increase in staff reflection about teacher practice and relationship building between staff and students;
• increased student leadership opportunities;
• increased modelling of values by staff and students.

Many of these achievements have been replicated in the partner primary schools as well; with one, somewhat against the trend perhaps, noting achievements beyond those anticipated, primarily because of the values-based work it previously had done. This centred, the school explained, on a clear set of ‘high five values’ at the school which it exemplified in the following way, as determined by the students themselves:

• Respect – don’t answer back; don’t backchat; be friendly instead of nasty; help someone if they are hurt; doing what someone asks you to do; listen to people; let others join in; and looking after other people’s property.
• Responsibility – being positive; making good choices; and having intelligence to choose wisely.
• Cooperation – working together and helping each other; being friendly so you can work as a team; being kind and respecting each other; making up with friends, saying sorry and setting aside differences so you can share and help each other; and taking part in group activities.
• Pride – having high standards; doing your best; taking care and thinking some things are important; being happy with your work and yourself; and being good.
• Trust – don’t lie; be honest and tell the truth; believe someone; be loyal; and trust is not breaking a promise.

More common was the experience of another cluster primary which found that the tasks it set itself were the limit of what it could achieve. These in particular focused on devising a curriculum unit on student leadership and values which was taught to students in Years 5 and 6. This six-week, twenty-lesson unit included a range of activities and required students to develop an interesting mini project on ‘someone you should get to know’ and a multimedia task on ‘leading yourself and others’ (Figure 33).
Someone you should get to know

- Describe your Project Partner as if you were presenting this person as ‘someone you should get to know’; similar to an advertisement.
- This project can be submitted in any format – eg a poster on cardboard, written booklet, computer poster, computer booklet, PowerPoint® presentation, a public speaking presentation, taped recording, or any other creative idea.
- Consider the following ideas in your description, along with other things you discover during your interview – favourite things; interests and hobbies; things s/he has done; places s/he has travelled; things s/he can do well; prizes s/he has won; places s/he has lived; what s/he hopes for the future; important people s/he has met.
- Instructions:
  1. Select the Project Partner from your rotational group (in class).
  2. Create appropriate interview questions (in class).
  3. Interview the partner to learn all you can about him or her. Take notes while interviewing your partner. Complete the final product in your learning journal (in class).
  4. Plan your project on rough paper (in class).
  5. Complete the project (at home).

The total mark for the project is out of 20. A mark of 10 will be allocated for the quality of the description and information you discover about your Project Partner; 5 for the presentation of the project; and 5 for creativity and effort.

Leading yourself and others

Students’ multimedia presentations must provide information about the qualities they possess, qualities they need to develop, their leadership qualities, roles and responsibilities in a variety of situations, and reflection on the learning experiences of this unit. The presentation must consist of text, images, tables, animation and music.

[Marking criteria (not described in depth for the purpose of this report) relate to an ongoing student learning journal, the presentation, talking and listening in class and peer evaluation and feedback.]

The teaching of this unit, along with the broader community values sharing exercises and values-related focus on student wellbeing has, the school explained, resulted in observable improvements in behaviour (reflected in fewer behaviour incident referrals from students involved), which is mirrored by the project experiences of other cluster schools.
It is an experience that sits behind the advice the cluster would provide to other schools and teachers which one of the constituent primary schools typically put in the following terms:

- A whole school approach is essential
- Values education is a really good platform to realign whole school policies.
- A central team is need – for sustainability purposes and sharing expertise among colleagues.
- Ensure that consistency is applied and that your school’s needs are met.

To which another of the schools involved would add, ‘listen to your stakeholders (parents, students and staff) to tap into the expertise and knowledge of your school community’. That arguably is why the school has managed to get the sort of commonality of values and approach that led one of its parents to observe

… how important it is to know that the school is continuing and reinforcing the work that I do at home with my kids in terms of values. It is good to know that my child goes to a school that models and values the same things that I model at home.

**Key messages**

1. Schools should not limit their focus to the nine values in the National Framework, but should reflect on the guiding principles and key elements that inform good practice as well.

2. Developing a shared set of values between home and the school helps reinforce positive values in the school community and ensure that real community concerns and needs are met.

3. Schools should consciously seek to improve student skills in effective communication, problem solving, decision making and active listening, and to reinforce their connectedness to both school and home. It is important in this context to identify and/or create opportunities for students to act responsibly in a range of active and passive ways within and beyond the school environment.

4. Staff need professional development in learning strategies and pedagogy that demonstrate the incorporation of values into their curriculum. The importance of such professional development to build teaching capacity cannot be underestimated.

5. Working collaboratively as a cluster cannot be taken for granted, but requires a high level of commitment from all of the schools involved. A core team of student leaders, parents and staff can help generate such commitment and ensure cluster success.
Taking values to the community

Red Earth Community Cluster, Victoria
Cluster coordinator: Robyn Floyd, Mooroolbark Heights Secondary College
Participating schools:
- Bimbadeen Heights Primary School
- Kilsyth Primary School
- Manchester Primary School
- Mooroolbark East Primary School
- Mooroolbark Heights Secondary College

UAN critical friend: Professor Lorraine Ling, Latrobe University, Victoria

The Red Earth Community Cluster’s desire to develop good citizenship by practising values in community settings, saw groups of students from each of the schools engaged in community service in a variety of ways, which subsequently have been recorded by the schools on a DVD with background music composed by a senior student.

More specifically, having engaged in discussions about values within their classes, students had the opportunity to experience them in action through such projects as:
- Year 6 students creating a patchwork knitted rug and visiting the residents of Walmsley Village aged care home to present it and sing carols to the residents, while Years 3 and 4 students regularly visit them to play games;
- Years 3 and 4 students creating a sensory garden, with the support of Bunnings Hardware, for the Calendenia Day Centre;
- Year 9 students planning, developing and implementing small community projects in teams of three or four such as raising money for young cancer patients, helping in local primary schools and organising activities for residents of a retirement home.

This overall approach is, it should be noted, underpinned in the cluster by the adoption of the American-based Tribes TLC® programme (discussed in more detail in the ‘Teaching it well’ section of this report) designed to ‘assure the healthy development of every child so that each has the knowledge, competency and resilience to be successful in a rapidly changing world’. Tribes, which is predicated on notions of appreciation/no put downs, right to pass, mutual respect and attentive listening’, is viewed as highly consistent with the values the schools are trying to promote and already has seen fewer incidences of bullying and inappropriate behaviour in the schools.

Perhaps the key value the schools are seeking to reflect in the programmes listed above, which also directly relates to their use of Tribes, is Respect. Typical of the way this is handled in the schools is the cluster primary that focused on the value of Respect for a full term, with students asked to describe behaviours supporting
Respect. Their overall response, which preluded a competition for students to produce a poster, poem or board game based on Respect, comprised:

Respect for others
- Showing care for others, especially their feelings
- Using manners and ‘magic words’ – being courteous
- Listening when others are talking – showing interest
- Including other people in what you do
- Accepting people’s differences – race, beliefs, culture, opinions …
- Showing that being different is okay
- Showing tolerance
- Following rules and laws

Respect for yourself
- Believing in yourself
- Keeping yourself healthy by eating healthy food and exercising
- Being positive about yourself and others

Respect for property
- Taking care of your own and other people’s belongings
- Asking before you use something that isn’t yours

Respect for the environment
- Taking care of the environment — not littering or vandalising
- Reducing greenhouse gases by walking not driving

Above all – Treat others how you want to be treated.

It is interesting in this context to note the difference between the outcome of involving students in discussions about a particular value, as outlined above, and seeking the generalised input of parents on values as a whole.

When cluster schools sought to involve parents in a dedicated values night, they found attendance very poor indeed, with the school coordinators outnumbering the parents who turned up. This was despite publicity in local papers and school newsletters in advance. By contrast, when a parent–student night with values related to behaviour, and input from Jim Stynes, was arranged, 100 parents and children were attracted and very positive comments received. Although this may in part reflect the drawing power of this ex-AFL footballer, it also suggests the need for a clear focus when such activities first are called.

Key messages

1. Service learning can be an effective way of teaching students about values, particularly in primary schools. Students need class activities and discussion,
however, before they embark on interactive community projects with a service learning focus.

2. Parental involvement is commonly the least successful aspect of good practice projects covered by this report. Involving parents in values education discussions requires persistence and follow-up. This is one reason why values education needs to be publicised regularly within the school community.
Developing youth leadership and stewardship

Tasmanian State Secondary Colleges Cluster
Cluster coordinator: Dallas Williams, The Don College

Participating schools:
- Claremont College
- The Don College
- Hellyer College
- Hobart College
- Newstead College

UAN critical friend: Dr Sharon Pittaway, University of Tasmania, Tasmania

The Tasmanian State Secondary Colleges Cluster’s project focus really arose from its feeling that senior students in Tasmanian college communities were, as the cluster itself explains, ‘less engaged today in leadership and stewardship roles than they were previously’. There was, they believed, ‘a general lack of awareness of what opportunities for leadership and stewardship existed’ as exemplified by the following experience of the cluster coordinator from the lead school:

*In my 2002 … class I had two students who had been very successful Head Prefects in a previous school and I asked why they had not nominated for the Student Representative Council … The discussion that followed led to a staff conversation about why many students, who had had extra curricular and leadership involvements, ceased leadership and stewardship roles after leaving Year 10.*

In response, initially the lead school in its funded Values Education Study project in 2003–4, and then all cluster schools through this project, adopted a mapping model to identify civics and values learning opportunities that existed for their students to underpin the individual leadership and stewardship activity the different schools would pursue.

The common objectives the cluster sought to achieve in this context were to:
- map current youth leadership and stewardship opportunities in Tasmanian college communities;
- model effective youth leadership and stewardship styles;
- develop youth leadership and stewardship capacity;
- research different models of youth leadership and stewardship;
- research reasons for the ‘drop off’ in youth leadership and stewardship;
- seek models for opening up youth leadership and stewardship opportunities to create a capacity to develop ‘good’ citizenship among Australian youth.

This also, the schools noted, linked well to the outcomes of the Tasmanian Education Department’s Post Year 10 2004–5 Curriculum Review which had, as one of its key learning elements, Working Within the Community, which is described in Figure 34.
Figure 34: Working Within the Community (extract)

**Working Within the Community – Primary Links to:**

**Values**
- Connectedness
- Diversity
- Responsibility
- Integrity

**purposes**
- Ensuring that students have a respect for, and acceptance of others
- Enabling students to be active citizens within a community
- Empowering students to contribute to sustainable futures at a local, national and global level
- Ensuring that students have the capacity to work effectively with others and in teams

**Outcomes**
- Forming and maintaining positive working relationships
- Actively participating in the community
- Understanding the interdependent nature of our world and valuing its diversity

**Learners and Learning in the 21st century**
- Family
- Citizenship
- Awareness
- Involvement
- Responsibility
- Relationships

**Features of Community Learning**

Connecting with the community can and will occur at a number of levels and in a variety of contexts.

- **ABOUT** the community – at the informational end of the spectrum. It’s about ‘knowing’ – how to access and use information about community services, norms, protocols, issues, expectations, opportunities, diversity …
- **IN** the community – this is about ‘experiencing’ the community. It is about being part of a community, real or virtual. It involves active participation and commitment, networking and making connections. It develops outcomes for the students and leads to better learning and understanding.
- **FOR** the community – this involves ‘serving’ the community. This is linked to meeting community needs and involves outcomes for the students and the community.
• WITH the community – at the transformational end. This involves ‘shaping’ the community. It involves students seeing themselves as being responsible to and for their community and being active citizens within their community. It is transforming for both students and the community.

For students in Years 11 and 12 to be active participants in their community they need to operate in the ‘in’, ‘for’ and ‘with’.

The mapping that occurred in this context involved researching and compiling a statewide list of student leadership and stewardship opportunities to then provide to students in the form of a ‘calendar of opportunities’ they could pursue. The detailed information collected in the calendar subsequently also has led to daily news/information sheets for staff and students advertising these opportunities, intranet access for students in all colleges and the nomination of staff to work with students encouraging them to become involved.

With this as the base, the particular leadership/stewardship project undertaken by each school was developed to relate to its own particular objectives, areas of specialisation and student needs. More specifically, the projects covered:

• a focus on improving student leadership opportunities through technology and student-led online forums where, among other things, ethical issues of technology were addressed;
• attempts to engage gifted and talented students in values-based activity and work since they ‘often become the leaders in society and … need to have a values base … if the “common good” is to be achieved’;
• a focus on inclusion in the context of a support school being relocated to a project school’s site;
• efforts to embed values in the school’s overall pastoral care approach;
• using the school’s existing expertise in relation to sport to examine the implicit and explicit values involved, while increasing participation as well.

All of the projects have been underpinned by significant whole cluster professional learning opportunities for staff and the school community as a whole around the National Framework and what it means, including in-college discussions, forums and surveys, and targeted professional development workshops. The discussion initiated has been taken back to individual schools as well with one, for instance, dedicating a section of its Wednesday meeting slot to this professional learning and another holding fortnightly discussions on it over a period of six months. The upshot is that all colleges indicated, as the cluster’s final report notes, ‘that the framework proved to be a catalyst for conversation, a coat hanger for ideas, and a platform from which to build the projects’.

Beyond this, the network developed as part of the project itself has emerged as a valuable means of sustaining their collective values education approach. The network, it was explained,
will self-support in that it provides collegial support for individuals within the network, encourages others to join the network and provides a database of ‘experts’ who are now informed and available to undertake the facilitation of professional development for schools and colleges as required. On reflection, this has been a powerful outcome of the process.

Though it is too early yet to quantify the impact on student learning or even attitudinal change, some anecdotal evidence already is beginning to emerge about the positive impact for students involved, as evidenced in the following brief commentary from one of the cluster school reports:

Positive feedback from peers and staff to the Forum Leaders saw the self-esteem of the Leaders grow as they came to know themselves better and became more aware of the capacities they possessed. The Teaching and Learning Team commented on the stronger and more trusting student-to-student relationships that started to be reflected in the online forum groups and through the pastoral care tutor groups. Forum Leaders were seen to be developing skills in organisation, monitoring and assessment of situations, and their capacity to follow through was primarily as a result of enhanced relationships.

**Key messages**

1. The National Framework can be a catalyst for conversation about values education and its implementation in schools; ‘a coat hanger for ideas and a platform from which to build projects’.

2. Establishing clear leadership groups within schools is important for achieving project success. It is important in this context to involve students in leadership and decision making in the school, and for teachers to be prepared to let go for this to occur.

3. Management of cluster operations works best when there is frequent communication between the cluster schools.

4. Critical friends can play a key role in providing an objective view on project processes and outcomes.
Using place to develop citizenship

Children and Place Mapping Group Cluster, Western Australia
Cluster coordinator: Kathryn Netherwood, Lance Holt School
Participating schools:
- Kerry Street Community School
- Lance Holt School
- Moerlina School
- Nyindamurra Family School of Creativity
- Strelley Community School

UAN critical friend: Professor Barry Down, Murdoch University, WA

The five schools comprising the Children and Place Mapping Group Cluster may be geographically dispersed from the Pilbara to Perth and beyond, with all the structural and compositional differences that ensue, but they are held together by the common history of being established as small, community-based, independent schools. All, as the schools themselves explain, were established in the early 1970s and 1980s as a consequence of families and communities seeing the need to have education sit on a series of core values such as social justice and responsibility, the rights of children to respect, care and quality education, the importance of nourishment, creativity, wonderment, and nurturing, the need for students to learn to participate actively in planning for their future, the importance of family and community involvement and stewardship of country or ecology.

In addition, they all had a strong history of parent involvement and active family presence and participation in everyday learning at school, as well as working with a range of local individuals and groups such as Indigenous elders and organisations, academics, artists, businesses, special consultants and other community members.

The Children and Place Mapping Project was designed in this context to draw out students’ ideas about ‘what nourishes or sustains them in their local places, and what it is they care for’. This is achieved through a series of exercises that involve students in mapping the various uses of places that have meaning to them, after first having explored the values they and their school community hold dear in relation to their local areas. It is an approach premised on the view that ‘this kind of work is best carried out when students participate in activities that have them 1) getting out and into their local places, 2) doing this with others in their community, 3) sharing stories with elders and others, 4) animated and exercising their creative talents, and 5) involved in inquiry-based discovery learning’.

Sitting behind the whole project, and in fact the formation of the cluster in the first place, was a desire for students from different schools to share and compare their values and experiences:
The Children and Place Mapping Project occurred because a number of schools wanted to extend children’s understanding, appreciation and practice of caring for their country or place. Those involved were keen to see schools from different places and with different students come together to exchange experiences and work out how we sustain, share and connect to our places. It represented a chance for children to think about and share their values in this regard, drawing on various devices such as field visits, mapping, language and literacy, writing, arts practice and multimedia.

Each of the schools adopted a common process in this context involving the use of a base, and then four overlay maps which the cluster detailed in the following terms:

Together with the children, teachers chose a base map of the local area. A range of different maps were used. The base map was either an aerial photograph, topographic map, street map, pictures, children’s paintings, other novel pieces of art work, or a traditional painting of an area. Indeed, throughout the course of the project, many different forms of ‘maps’ emerged … The classes that used the overlay maps represented four dimensions of sustainability: ecological, social, economic and cultural values.

To help children better connect the mapping exercise to the actual areas under investigation (areas that had already been established as familiar and important to them), classes visited the place again, walking, riding, sitting and carefully reminding themselves of their experience …

The next stage of the process involved the four clear transparencies being placed on top of the base map one at a time. The class was then asked to use markers to note areas of significance in relation to one of the dimensions of sustainability (ecological, social, economic or cultural). In other words, the class was asked to concentrate on one dimension of sustainability at a time, thinking about the ecological, social, economic and cultural places of importance for them. For example, the cultural layer could include: Indigenous sites and heritage, market places, theatres, art galleries, town squares, parks, bush land, cafes. The social layer could include: hospitals, libraries, market places, parks, police station, cafes, clubs, pubs. The economic layer could include: malls, port, art galleries, farms, tourist sites, market places. The ecological layer could include: beaches, sea, parks, bush land, farms, night sky.

This stage was critical in maximising children’s participation in leading the identification of how they value their local area. However, in addition, children were asked to think about how others value these places, comparing and contrasting what they knew about others with their own ideas. Invaluable at this point was the role of parents, Indigenous friends of the schools and the children’s research and discussions in ‘adding’ to children’s values about place.

Next the four overlays were placed over each other helping students identify ‘hotspots’ or extra-special places for them. In other words, the places featuring in two or more overlay maps offer an indication of the likely importance of places to students. When the plastic overlays were all laid on top of the base map, the children began to see that there are some sites of very special significance, where many cultural, social, economic and ecological values come together. For example, particular parks, a town beach or a market place. They began to appreciate that, although a place may have separate cultural, social, economic and ecological layers, in practice these sometimes interact and combine.
Alternatively, they noticed that sometimes this does not happen and the various layers do not interact as much as they should.

Finally, a composite map was produced by children to help articulate or give public expression to how they thought about these special places. Many of these maps included photos, drawings, paintings, poems and stories, all stuck onto the map.

In some cases, digital representations of the map were prepared using the Image Mapping facility on a web-page making programme. This made it possible to use these maps as a means to make further connections to other work carried out during the Values Education Project and allow people using the website to click on a map and access information, stories, pictures and other products.\(^5\)

For many of the teachers involved, though, this mapping exercise only constituted the start of working out how to further engage students in exploring their relationship to place. To help build further depth to the experience, teachers adopted a range of other strategies including:

- collecting oral history and interviews with significant people;
- inviting Indigenous people to host excursions, storytelling and language work;
- working with ecologists in the detailed study of special places;
- producing art such as a tableau or silk land/sky/water scape; and
- social action activities such as a letter writing campaign to the local council and painting public facilities.

An indication of how the project grew into bigger things can be found in one school’s outline of how ‘we set out to build a habitat and ended up building an ecosystem’.

After the school went through the mapping process outlined above, it started thinking about ‘our needs in relation to sustainability’ and identified a number of ‘key missions’ including to:

- control and possibly eradicate watsonia weed in the school grounds;
- use lunch scraps for a worm farm for the school gardens and possible marketing;
- create more connection with other schools;
- build a frog habitat.

Through such projects the school has, it explains, ‘become part of this wider “ecosystem” of sustainability values education’. This not only has seen the school develop closer relationships with a number of individuals and organisations of relevance in the community, but consciously engaging students in a series of practical tasks of great interest to them, such as:

- bushwalking led by a teacher with expertise in this regard;
- feeding worms;
- ringing up about costs of hall hire;
- asking parents in professional bands if they would perform for free;
- designing the frog habitat;
- performing at the Burning of the Vines (an annual event).

\(^5\) Many samples from the schools involved can be found on the cluster website at http://www.kidsplacemaps.wa.edu.au
These activities ‘worked well because they all demanded that the kids get actively involved in doing things, hence empowering them.’ In particular, this school believes, ‘they saw that they could be active agents instead of passive victims, independent and able to achieve things’.

The whole approach provided a platform from which students could develop other skills, as the experience of another cluster school using the mapping strategy makes clear:

Students … also began by looking at the four layers of sustainability … They also looked at how life in … [our] community is different from living in other communities. For example, they explored their distance from others and how they have to drive for a couple of hours just to get to Port Hedland.

The children also took video footage of areas around the school that are important to them. They operated the cameras and filmed each other talking about places that are important to them. As they grew in confidence they started to ask the questions of each other without prompting.

According to teachers, the filming worked particularly well, in part because it is such a hands-on activity. It gave the older kids the responsibility of taking on the footage. As [the teacher] said, ‘They weren’t just able to learn about their community, they were also able to learn about some new technology as well and just being able to take charge of it themselves gave them ownership of the project’.

In a somewhat similar vein, but in the city rather than a remote, rural area, children, teachers and a number of parents had the chance to work with a professional artist on a beach tableau as a result of their mapping work:

The Tableau was a huge school project working with an artist to create a clay and cardboard model of the Bathers Beach area, a very important part of our world adjacent to the school. Over a period of weeks, every child researched a particular animal, plant, historical period, person, architecture or marine vessel to create a piece of the tableau. With help from parents and some very committed staff, the tableau took its beautiful shape and culminated in an opening and show at a local gallery. The scope and depth of the project was not lost on people who were amazed at the host of learning opportunities and curriculum areas that the project covered – mapping, measuring, building, geometry, spatial observations, numeracy, literacy and research skills.

Throughout the whole process in each school, however, teachers were clear to always keep the link to values education and the national values in mind. This particularly is evident in the experience of one teacher of pre-primary/Year 1 students in one of the cluster schools:

My class group consists of 24 students aged from 5 to 7. Our class undertakes a lot of inquiry learning projects where we use our school community, the wider community and the local environment to investigate and explore concepts and understandings …
Initially I found the given topic of Sustainability a difficult one for myself as an adult, and more so as a teacher of young children. My understanding of sustainability was expanded through the PD given at the beginning of the project, and through further reading. The concept of how to use this topic with a group of young children was more difficult to visualise especially with an end point given a map showing sustainability hot spots. I decided to focus on the question, ‘What makes a special place?’ and investigate this with the class in the context of their community.

... although it took many twists and turns, it was this central question I kept coming back to … We started the project with ‘What places are special to you?’ The children began by identifying places such as their homes, bedrooms or grandparents’ places of importance. We then interviewed a number of people to find out what places were special to them …

Excursions ... became a regular feature of this project. Lots of different activities were undertaken on the excursion and back at school … We talked about respect and responsibility in the context of the place – eg being respectful at the war memorial, picking up rubbish at the beach and pulling out weeds …

I was constantly mindful that this was a values project. Many times our project would drift into being a mapping project with no values apparent. Constantly revisiting the values that this project was based on kept me focused and helped us get back on track. The main values we focused on were Respect and Responsibility. We looked at how we can care for places in our community, why they are important to us, why we have a responsibility to care for these places. Values clarification activities and small group discussions helped us keep the link to values alive. Most of our work on values was embedded within the project rather than stand alone lessons where we looked at a value in isolation. By keeping the key values in mind, questions, discussions and activities had a values slant to them.

Though there is no single ingredient the schools can identify for the obvious success of the project, there are a number of reasons why they feel they achieved so much. Central to these is the relevance they attach to the sustainability theme and ‘the value of nourishing and being nourished by important local places’. As one of the teachers involved simply put it, ‘Focusing on places that are important to children helps them “ground” learning about values’.

Another ingredient perhaps growing out of the first was the central place Indigenous people and their involvement played. ‘Providing opportunities for Indigenous people and values to be respected both made children’s work wonderfully interesting to them, and offered many clear examples of how children could see the world in a different way.’

Perhaps of equal importance, since the mix of ingredients rather than their ranking is what really matters most, is the fact it was premised on ‘giving children a voice and listening to what they say and how they say it’. Underscoring it all was the ‘generative approach to values’ the schools chose to adopt, whereby students were encouraged and supported to consider their own sets of values and compare these to how others ‘sustain places that are dear to them’. As the cluster’s final report explains:
This meant that children were encouraged to start with an exploration of their own values, to learn how to extend their repertoire and capacity to publicly articulate their ideas. This not only modelled respect of children, it also provided the means through which children could compare and contrast their ideas with how others conceptualise values. Important in relation to the national values education process was that this provided students with the platform around which they could explore the four national values of Care and Compassion, Respect, Responsibility, and Understanding, Tolerance and Inclusion.

Other factors that then proved important for the cluster’s success were:

- the basic mapping framework they all used for starting their work with students and associated professional development hosted by the lead school;
- the previous experience teachers in the schools had in what is now called values education;
- the sharing that occurred as a result of working together as a cluster group;
- the high degree of community involvement they were able to gain, as evidenced by one school’s acknowledgement of ‘many people’s willingness to spend the time and effort required … students, parents, teachers, administrators and those outside our school who gave their time and expertise’.

**Key messages**

1. Engaging students in community-based action enhances their understanding of core values espoused by the school and empowers them to take increased responsibility for their own environment.

2. Using an inquiry-based learning process is enhanced when it centres on questions of substance with values at their heart.

3. Values education requires teachers and schools to give students a voice, listen to what they say and the way in which they say it, and encourage them to explore their own values and their relationship to the nine Values for Australian Schooling.
Recommendations to Australian schools about the principles of good practice in values education

The set of inferences outlined above, together with the key messages included at the conclusion of each cluster report, can be distilled into the following set of principles of good practice to inform future thinking and work in each of the initiating, developing and consolidating stages of implementing values education in schools.

1. 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.
Reaching agreement within the school community about the values that guide the school, and the language in which they are described, is a precursor to successfully embedding these values in the policies and practices of the school.

2. Values education is sustained over time only through a whole school approach that engages all sectors of the school community.
The definition of what is meant by a whole school approach needs to be explored and understood by the school community. Involving more people in the enterprise takes more time but ensures deeper commitment, stronger consistency and durable continuity beyond personnel changes.

3. School leadership is critical in developing values education as a core part of schooling.
Strengthening values education in schools often involves significant school change and reform. In this regard committed and inspiring leadership that models and articulates the values of the school as an everyday occurrence and provides the vision, energy and focus over time can make the difference. At a minimum, to be effective, values education initiatives require substantive support from school leaders.

4. Values must be explicitly articulated and explicitly taught.
Values are intrinsic to all that a school does. The Good Practice Schools Project experiences support the conclusion that effective values education involves the explicit articulation and explicit teaching of the values. This means values education is integrated with the ‘mainstream’ curriculum rather than being seen as an ‘add on’ or something separate to teach. It means the values spoken are the values modelled. It means creating opportunities for students to practise the values. And it means seizing the opportunities to reinforce the values in those ‘teachable moments’ offered in the unplanned incidents in everyday school life.

5. It is critical to student learning that there is consistency and congruence between the values espoused and the values modelled.
Values education is as much about how students are taught as what they are taught; hence the quality of teaching is essential. In this respect consistency and congruence
between the values espoused and the values modelled and enacted in the teaching and learning exchange have a critical impact on student learning, understanding and adoption of the values. A number of cases from Stage 1 of the Good Practice Schools Project specifically illustrate the power of engaging students directly in the values education implementation process.

6. Professional learning of all teachers is critical at all stages of the development of values education. Professional learning is critical at all stages of the values education process, and some of the best professional learning comes from the sharing that schools and clusters are able to promote. The Stage 1 projects reinforce the conclusion that teachers require and respond positively to explicit professional learning in values education. Some of the best professional learning comes from the sharing that teachers, schools and clusters are able to promote. If there is one consistent message from all 26 projects that are the subject of this report, it is the value of teachers sharing experiences, perceptions, issues and ideas about values education and the fact that such sharing is a powerful agent in promoting change in professional practice.

7. Developing positive relationships in classrooms and schools is central to values education. At the very heart of building values-based schools is the development of positive relationships between students, teachers and parents – in classrooms and schools, and between schools and their school communities. This was central to much of Good Practice Schools Project Stage 1 work.

8. Success is achieved when values education is integral to all aspects of school life. The greatest success is achieved when connections are made between values education and other initiatives and priorities of systems, sectors and schools. This helps to ensure that values education is integral to and not seen simply as ‘additional’ to other priorities and work.

9. Schools working in clusters can foster effective professional development and quality teaching and learning as well as provide support for values education initiatives. As a method of fostering good practice in values education school clustering can be an important source of professional development, learning and support. That said, it also is the case that making clusters effective requires conscious attention and dedicated leadership and support.

10. Supportive critical friends and mentors contribute markedly to professional development and the values education work of schools. Supportive critical friends and mentors can contribute markedly to professional development and the values education work of clusters and schools provided schools and clusters are clear about their needs and are open to critical feedback and advice.

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Appendices

Appendix 1: National Framework for Values Education in Australian Schools

Refer
## Appendix 2: Project clusters and schools

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<th>Lead school</th>
<th>Cluster name</th>
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<td>Holy Family Catholic Primary School&lt;br&gt;Murrupurtiyanuwu Catholic School&lt;br&gt;St Francis of Assisi School&lt;br&gt;St Francis Xavier School&lt;br&gt;St Joseph’s College&lt;br&gt;St Mary’s Catholic Primary School&lt;br&gt;St Paul’s Catholic Primary School&lt;br&gt;St John’s College&lt;br&gt;Xavier Community Education Centre</td>
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<td>Coolbellup Community School&lt;br&gt;Coogee Primary School&lt;br&gt;Jandakot Primary School&lt;br&gt;Newton Primary School&lt;br&gt;Phoenix Primary School&lt;br&gt;South Coogee Primary School&lt;br&gt;Hamilton Senior High School</td>
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<td>The Don College Tas</td>
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<td>Participating schools</td>
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| Townsville Central State School Qld | TEACH        | Belgian Gardens State School  
Garbutt State School  
Magnetic Island State School  
Oonoonba State School  
Railway Estate State School  
Townsville West State School |
| Werribee Secondary College Vic | WITS         | Iramoo Primary School  
Thomas Chirnside Primary School  
Werribee Primary School      |
Appendix 3: Configurative Mapping tool

<table>
<thead>
<tr>
<th>Aspects of the National Framework</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Comments</th>
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<tbody>
<tr>
<td>1. To what extent does your project intend to explicitly incorporate the nine Values for Australian Schooling into the school mission or charter?</td>
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<tr>
<td>2. To what extent does your project intend to explicitly incorporate the nine Values for Australian Schooling into school policies?</td>
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<td>3. To what extent does your project intend to explicitly incorporate the nine Values for Australian Schooling into curriculum planning?</td>
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<tr>
<td>4. To what extent does your project intend to explicitly incorporate the nine Values for Australian Schooling into the teaching and learning program?</td>
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5. To what extent does your project intend to help students **understand and be able to apply** the values in the National Framework?

6. To what extent does your project intend to make values education **an explicit goal of schooling** that promotes Australia’s democratic way of life and values the diversity in Australian schools?

7. To what extent does your project intend **to articulate the values of the school community and apply these consistently** in the practices of the school?

8. To what extent does the project intend **to occur in partnership with students, staff, families and the school community** as part of a whole school approach to educating students, enabling them to exercise responsibility and strengthen their resilience?
<p>| | | |</p>
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<tbody>
<tr>
<td>9.</td>
<td>To what extent does the project intend to be presented in a <strong>safe and supportive learning environment</strong> in which students are encouraged to explore their own, their school’s and their community’s values?</td>
<td></td>
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<tr>
<td>10.</td>
<td>To what extent does the project intend to be delivered by <strong>trained and resourced teachers</strong> able to use a variety of different models, modes and strategies?</td>
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<tr>
<td>11.</td>
<td>To what extent does the project intend to include the provision of curriculum that meets the <strong>individual needs</strong> of students?</td>
<td></td>
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<tr>
<td>12.</td>
<td>To what extent does the project intend to <strong>regularly review</strong> the approaches used to check that they are meeting the intended outcomes?</td>
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## Appendix 4: University Associates Network

<table>
<thead>
<tr>
<th>Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Dr Collette Alexander</td>
<td>School of Education and Humanities, Christian Heritage College, Qld</td>
</tr>
<tr>
<td>Professor Roslyn Arnold</td>
<td>Faculty of Education, University of Tasmania, Tas</td>
</tr>
<tr>
<td>Dr Pat Cartwright</td>
<td>School of Education, Australian Catholic University, Vic</td>
</tr>
<tr>
<td>Professor Judith Chapman</td>
<td>Faculty of Education, Australian Catholic University, Vic</td>
</tr>
<tr>
<td>Associate Professor Pam Christie</td>
<td>Faculty of Education, University of Queensland, Qld</td>
</tr>
<tr>
<td>Dr Merryn Davies</td>
<td>School of Education, Victoria University, Vic</td>
</tr>
<tr>
<td>Dr John De Nobile</td>
<td>School of Education, Macquarie University, NSW</td>
</tr>
<tr>
<td>Dr Marian de Souza</td>
<td>School of Religious Education, Australian Catholic University, Vic</td>
</tr>
<tr>
<td>Professor Barry Down</td>
<td>Faculty of Education, Murdoch University, WA</td>
</tr>
<tr>
<td>Ms Margot Ford</td>
<td>Faculty of Education, Health and Science, Charles Darwin University, NT</td>
</tr>
<tr>
<td>Dr Mark Freakley</td>
<td>Faculty of Education, Griffith University, Qld</td>
</tr>
<tr>
<td>Dr Peta Goldberg</td>
<td>School of Religious Education, Australian Catholic University McAuley Campus, Qld</td>
</tr>
<tr>
<td>Dr Angela Hill</td>
<td>Faculty of Education, James Cook University of North Queensland, Qld</td>
</tr>
<tr>
<td>Dr Ross Keating</td>
<td>Faculty of Education, Australian Catholic University MacKillop Campus, NSW</td>
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<tr>
<td>Ms Kate Keeley</td>
<td>School of Education, Macquarie University, NSW</td>
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<tr>
<td>Dr Elizabeth Labone</td>
<td>School of Education, Australian Catholic University MacKillop Campus, NSW</td>
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<tr>
<td>Professor Lorraine Ling</td>
<td>Faculty of Education, Latrobe University, Vic</td>
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<tr>
<td>Dr Helen McGrath</td>
<td>School of Scientific and Developmental Studies, Deakin University, Vic</td>
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<td>Professor Colin MacMullin</td>
<td>School of Education, Flinders University, SA</td>
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<td>Dr Kelvin McQueen</td>
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<td>Dr Thomas Nielsen</td>
<td>School of Education and Community Studies, University of Canberra, ACT</td>
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<td>Dr Sharon Pittaway</td>
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<tr>
<td>Dr David Saltmarsh</td>
<td>School of Education, Macquarie University</td>
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<td>Dr Maureen Walsh</td>
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