What’s making news in values education in 2006

Welcome to the third edition of the *Values for Australian Schooling Newsletter*. Inside you’ll find progress updates from around the country on the Values Education Good Practice Schools (VEGPS) Project – Stage 1 as well as directions for Values Education in 2006. In the previous issue we featured Case Writing as a tool to record experiences in values education. Now we’ve followed it up with a good example from Penola Primary.

Honesty and trustworthiness at Penola Primary School

Penola Primary School is part of the Values Education Good Practice Schools – Stage 1 Project

Teachers at Penola Primary School are developing key community values of trust and honesty in their pupils by leading by example. In fact, professional development time is put aside to discuss what behavioural modelling actually means in practice.

We cannot expect to develop the values of trust and honesty, if we take away any opportunity to live those values – we must be seen to trust our students.

So we don’t, for example, lock the resource centre, computer suite or classrooms during breaks. Equally student monitors take canteen orders into the canteen unsupervised and despite easy access to chips and freezer items, we have found theft is not an issue.

In the past five years, there have only been two occasions when a packet of chips has disappeared. In both cases the children acknowledged their mistakes and continued to take turns as monitor.

Students are aware that the school expects them to be honest and trustworthy while role modelling by older students is critical in passing on the culture of the school.

When adults role model the values identified by the community as important, a critical component of a values-based learning environment is created. ‘Do as I do’ is far more powerful than ‘do as I say’.

by Mr Dale Price, Principal
The 26 VEGPS Project – Stage 1 school clusters are just over halfway through their projects now and are providing clear insights into how good practice is impacting on their students. Fifty representatives from the 26 clusters attended a second national briefing session in October which focused on the crucial stages of gathering, synthesising and analysing the evidence of their good practice. There will be one final national meeting in early April (that will include University Associate Network critical friends) before participating clusters prepare their final reports.

Let’s examine the impact of two of these clusters.

**Tasmania**

**Values for Life Forums**

Northern Midlands cluster uses guest speakers to inspire students

*Kisha Chilcott, coordinator of the VEGPS Project, reports:*

As part of their values education program the Northern Midlands cluster is using high profile and inspirational speakers from the Whitelion organisation as role models to share their stories with students.

Over the course of a one day *Values for Life Forum*, the speakers talked about their lives and experiences in the context of the values of the *National Framework for Values Education in Australian Schooling*. This firsthand experience made values exciting, authentic and memorable for the students compared to a regular classroom discussion.

This was subsequently demonstrated when a student athlete, not known for good sportsmanship, was tripped in the first bend of a race. Instead of walking off in a huff he kept going in some pain and finished the race mid-field. His teacher and principal were keen to find out what had changed. 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 Bracknell in the race.”

**ACT**

**Calwell cluster complements emotional literacy with Restorative Justice**

*Kerrie Foulds, Cluster Coordinator, reports:*

The Calwell Cluster is using Restorative Justice as the basis for developing appropriate teacher/student/parent relationships. The five schools (four Primary and one Secondary) have been working collectively for the last 18 months committing considerable resources to professional development, realigning student management policies and procedures, communicating with parents and ACT Department officers as well as implementing a range of whole school and classroom strategies.

Restorative Justice is based on the belief that it is only through recognition of harm that issues may be resolved. Techniques such as restorative conferencing, classroom and corridor conferencing and classroom circles have effectively underpinned a promising student management plan. In the next stage, it is necessary for students to recognise the harm they may have caused or may potentially cause to others. We are developing emotional literacy among the student population through our involvement in the VEGPS project as well as trialling a series of ten lessons on social skills with our Year 9 and 10 students at Calwell High.
In States and Territories

The synopsis below illustrates the busy agenda of professional development, conferences and school forums activity for 2006 offered by the State and Territory Values Contact Officers, some of whom are new for 2006. They also report on some inspiring examples of School Values Forums held in 2005. For the full stories and up-to-date contact details visit the States and Territories section at http://www.valueseducation.edu.au. These pages will be updated regularly throughout the year with all the latest news, contact details and activities.

Tasmania

PD activities – Values Education – The way ahead
Free one day workshops provide opportunities for teachers and leaders to explore practical ideas to support school values education forums and the integration of values in all areas of the Tasmanian curriculum.

South: 3 March & 25 October
North: 17 March & 11 October
North West: 15 March & 4 October

Queensland

Rosalie Shawcross, the Queensland Values Education Contact Officer, reports on Rochedale State School’s Values Forum:

Vicky King, from Rochedale State School, came to the first of the Values workshops I ran last year in October and was incredibly excited and enthusiastic throughout the workshop. Her school has since conducted surveys, held a Forum, decided on their core values, done lots of work around them, made banners and launched it all in December 2005 to put into practice across the school in 2006.

For further details visit the Good Ideas Page on the Queensland Values Website.
http://education.qld.gov.au/curriculum/values/

South Australia

South Australia has just launched its own Values Education website http://www.decs.sa.gov.au/valueseducation. It provides information about values education initiatives, both nationally and in this state, available resources as well as case study information from schools. The site will be continuously updated and contains further details and registration forms for all PD activities.

A series of twilight seminars is planned for teachers across all education sectors for 2006 in various locations around the state.

Victoria

Gary Shaw, the Victorian Values Education Contact Officer, reflects on the Point Lonsdale Primary School Values Education Forum:

The aim of the day was to reinforce school values through student led workshops, information sessions and inclusive community friendly activities. The school (190 students) has an agreed set of values based on the Tribes Learning Community. These values were compared with the nine core Values for Australian Schooling while ideas for workshops and other activities were developed by a student leadership team. The day included three workshop sessions, a school assembly, the unveiling of the new school weather vane and a community market at lunchtime for a charity of the students’ choice.


The Association of Independent Schools Victoria (AISV) is presenting a Values for Australian Schooling Project Seminar on Tuesday 28 February 2006. Presenting are Gary Shaw, Senior Project Officer, DE&T and Julie Mitchell, Education Writer and Consultant.

Contact deborah.maher@ais.vic.edu.au for more information.

Victoria

Gary Shaw, the Victorian Values Education Contact Officer, reflects on the Point Lonsdale Primary School Values Education Forum:

The aim of the day was to reinforce school values through student led workshops, information sessions and inclusive community friendly activities. The school (190 students) has an agreed set of values based on the Tribes Learning Community. These values were compared with the nine core Values for Australian Schooling while ideas for workshops and other activities were developed by a student leadership team. The day included three workshop sessions, a school assembly, the unveiling of the new school weather vane and a community market at lunchtime for a charity of the students’ choice.


The Association of Independent Schools Victoria (AISV) is presenting a Values for Australian Schooling Project Seminar on Tuesday 28 February 2006. Presenting are Gary Shaw, Senior Project Officer, DE&T and Julie Mitchell, Education Writer and Consultant.

Contact deborah.maher@ais.vic.edu.au for more information.

Queensland

Rosalie Shawcross, the Queensland Values Education Contact Officer, reports on Rochedale State School’s Values Forum:

Vicky King, from Rochedale State School, came to the first of the Values workshops I ran last year in October and was incredibly excited and enthusiastic throughout the workshop. Her school has since conducted surveys, held a Forum, decided on their core values, done lots of work around them, made banners and launched it all in December 2005 to put into practice across the school in 2006.

For further details visit the Good Ideas Page on the Queensland Values Website.
http://education.qld.gov.au/curriculum/values/

South Australia

South Australia has just launched its own Values Education website http://www.decs.sa.gov.au/valueseducation. It provides information about values education initiatives, both nationally and in this state, available resources as well as case study information from schools. The site will be continuously updated and contains further details and registration forms for all PD activities.

A series of twilight seminars is planned for teachers across all education sectors for 2006 in various locations around the state.
Values Education Curriculum and Professional Learning Resources

The first of the Values Education resources will be distributed to all Australian schools shortly and will be available for downloading on the values education website at http://www.valueseducation.edu.au. The Values for Australian Schooling Kit (Primary/Secondary) contains professional learning resources for the development of values education in primary and secondary schools, a resource on conducting school values education forums, posters and a DVD.

The Department of Education, Science and Training has established a contract with Curriculum Corporation for the further development of resources over the next three years. 2006 resources will be developed to support schools in the integration of values education across all Key Learning Areas, and into their mission/ethos, organisation and policies. The following two years will focus on the integration of values with student behaviour and social skills, the exploration of world views and beliefs behind values and supporting schools in exploring values in intercultural and global contexts.

2006 Values Education National Forum

The 2006 Values Education National Forum will be held at the National Museum of Australia in Canberra on 4 and 5 May 2006. The Australian Curriculum Studies Association is organising the forum on behalf the Department of Education, Science and Training – application forms are available from their website at http://www.acsainc.com.au. This Forum is designed to strengthen the development of values education in Australian schools, showcase exemplars of good practice and highlight the resources being developed for values education.

Values Education Good Practice Schools Project – Stage 2

The Values Education Good Practice Schools Project – Stage 2 will be implemented from July 2006 to June 2008. It is hoped that the application process for this project will commence in May 2006. Details about the application process will be available on the values education website. Schools may like to give consideration now to forming a cluster to apply for a grant for the implementation of a good practice project in values education. In line with the development of new curriculum and professional learning resources, it is anticipated that at least some of these projects will focus on the integration of values education in teaching programmes across the key learning areas and the exploration of values education in intercultural and global contexts. Stage 2 will include a balance of schools at the initiating, developing and consolidation stages of values education implementation.

Harmony Day, 21 March 2006

Harmony Day, March 21, 2006, is an element of the Australian Government’s Living in Harmony initiative. Living in Harmony is designed to promote community harmony, build relationships between people and address the positive values we all contribute to, and benefit from, in our culturally diverse society – equality, fairness, friendship and respect.

For more information about how your school community can participate in Harmony Day, and the Living in Harmony initiative go to: http://www.harmony.gov.au

For lesson plans, free resource kits and further activities for teachers and students go to: http://www.harmony.gov.au/schools/index.htm

School Forum at Rochedale State School, Queensland.