



Australian Government
Department of Education,
Science and Training

Talking Values – Support Notes

CHARACTER IS DESTINY

— George Eliot

Curriculum
CORPORATION



values
education



Talking Values – Support Notes

About Talking Values

The *Talking Values* DVD-ROM has been produced to support values education as a core activity of Australian schools and, in particular, to support school communities in the implementation of the *National Framework for Values Education in Australian Schools*.

The *Talking Values* DVD-ROM contains:

- The *Talking Values* 24-minute documentary feature video
- Additional video interviews and case studies of schools implementing values education in a variety of contexts.
- A ROM section with two PowerPoint® presentations accompanied by speaker notes on:
 - *The National Framework for Values Education in Australian Schools*
 - *A Whole School Approach to Values Education*.

Using the Talking Values DVD-ROM

The *Talking Values* documentary feature can be viewed either on a computer with a DVD player or through a television monitor. The feature can be played in its entirety or in segments of particular interest using the Forward and Back functions on your player.

The additional interviews and case studies can be viewed via the menu screen as independent segments.

These support notes provide an overview of the DVD content and some suggested discussion starters designed to facilitate audience interaction with the material.

Linking Talking Values to Values for Australian Schooling Kit

The DVD-ROM has been designed to be used in conjunction with other components of the *Values for Australian Schooling Kit*.

Talking Values video – links to other kit resources

- *Values Education Forums: Engaging your school community*, 'Preparing for your school forum: Advice for forum planners'. Choose sections of the video which support your forum goals.
- *Values for Australian Schooling Professional Learning Resources* (Primary/Secondary). Sections of the video link to activities in Units 1–4.

Talking Values PowerPoint® presentations – links to Kit resources

The *National Framework for Values Education in Australian Schools*

- *Values Education Forums: Engaging your school community*, 'Preparing for your school forum: Advice for forum planners'.
- *Values for Australian Schooling Professional Learning Resources* (Primary/Secondary), Unit 2 activities.

Values Education: A Whole School Approach

- *Values for Australian Schooling Professional Learning Resources* (Primary/Secondary), Unit 3.
- Depending on the goals for your school community values education forum, this PowerPoint® presentation may also be adapted for a broad school community audience.



Talking Values documentary feature – Overview

Duration: 24 minutes

The following overview provides a brief synopsis of each section and approximate time-code locations. Section titles are in bold type.

Approximate
time code

00:00–02:50 This introductory section provides a brief context for the discussion. In particular it asks ‘What is values education?’ and introduces the *National Framework for Values Education in Australian Schools*.

Chapter 1
2:55–07:40 **The whole school approach to values education**
Parents and teachers from a number of schools and Professor Terence Lovat (Newcastle University) discuss different approaches to involving the whole school community in values education.

Chapter 2
7:42–11:10 **The role of the teacher**
How do teachers tackle their roles as values educators? A school principal, Professor Lovat and a group of students discuss teachers as values educators.

Chapter 3
11:20–16:00 **Teaching and learning**
Principals, teachers and students provide perspectives from a number of key learning areas on values education as an integral part of all teaching and learning ... not as a new subject or ‘add on’ to the curriculum.

Chapter 4
16:02–17:45 **Case studies**
The whole school approach:
The case of Salisbury High School, SA
Deputy Principal Anne Prime and Karen Fitzpatrick discuss the strategies they used in their whole school approach to implementing a values education focus in their school community.

17:48–19:50 **Case studies**
Values education through service learning:
The case of Matthew Hogan High School, NSW
This Independent school demonstrates its use of service learning as an approach to values education. Staff and students discuss the learning gained from participating in the *Walking in My Shoes* programme where Matthew Hogan High School students run activity programmes for children with disabilities.

19:55–21:05 **Case studies**
Introducing a values education focus into the school programme:
The case of Glendal Primary School, Vic
Glendal Primary School Principal, Julie Small, discusses the ways the school went about introducing a values education focus. Ms Small discusses structures to support teachers, long-term goals and sustainability.

21:08–22:25 This brief concluding section highlights the new values education support materials being made available to all schools including the *Values for Australian Schooling Kit* and the Values Education website.

22:26–23:36 A teacher and a student recapture what values education is really all about.

Talking Values additional interviews and case studies

Approximate duration Segments

2 min 30 sec National and local perspectives (interview)

Interview with Ms Susan Pascoe, Executive Director, Catholic Education Commission of Victoria. This segment (originally from the *Discovering Democratic Values* video, DEST 2004) connects values education to the National Goals for Schooling.

2 min 15 sec Quality teaching (interviews)

Three interviews explore the relationship between values education and the notion of 'quality teaching':

- 1 Interview with Professor Terence Lovat, Professor of Education at Newcastle University, NSW. Professor Lovat has researched and published widely on values education.
- 2 Ms Sue Cahill, Student Welfare Coordinator, St Charles Borromeo Catholic Primary School, Vic. St Charles Borromeo is the lead school in the Manningham Catholic Primary Schools Cluster in the Values Education Good Practice Schools Project – Stage 1.
- 3 Mr Mohammed Elleissy, Coordinator of Islamic Studies at King Khalid Islamic College.

4 min 40 sec Teaching and learning (interview)

An interview with Emeritus Professor David Aspin on values within classroom teaching and learning. Emeritus Professor Aspin is a former Dean, Faculty of Education, and Head of the Graduate School of Education at Monash University in Victoria. He has published widely on values education. (This interview was originally recorded for the *Discovering Democratic Values* video, DEST 2004.)

5 min 30 sec Engaging the school community Case study – Modbury School, SA

Modbury School participated in the *Values Education Study* in 2003. Modbury underwent a whole school change and reform structured around a values education framework. The Principal, Lina Scalfino, is also the cluster coordinator for the South Australian Alliance of Schools, one of the 26 cluster projects of the Values Education Good Practice Schools Project – Stage 1.

5 min 10 sec Whole school approach Case study – Point Lonsdale Primary School, Vic

Principal, Fay Agterhuis, is a recognised leader and trainer in *Tribes*, a specific programme approach to whole school values education implementation. In this segment, teacher Lisa Brown shows how *Tribes* agreements operate in a Grade 6 civics and citizenship classroom. Fay Agterhuis discusses the advantages of using a *Tribes* approach and the differences it has made to her school.



4 min 50 sec **Building student resilience and responsibility**
Case study – Matthew Hogan High School, NSW

This segment is an extended version of the Matthew Hogan High School's approach to values education. It appeared originally in the *Discovering Democratic Values* video, DEST 2004. Father Chris Riley, founder of the Youth Off the Streets organisation, is a highly respected educator who believes that youth will contribute positively if they are given an opportunity to demonstrate care and compassion. In this segment senior student Matthew Wilks discusses what he learnt from participating in the East Timor project as part of a Service Learning approach to values education.

Before viewing *Talking Values*

Before viewing the feature video or the additional interviews and case studies introduce your group to the broad subject of values education.

- Have them share their ideas about what they understand by 'values' and 'values education'.
- Have them discuss their views on how we acquired our values. In particular discuss what roles the school and teachers play in shaping our children's and students' values.
- Explore with the group how your school approaches values education.
- Introduce the *National Framework for Values Education in Australian Schools* and outline its vision, the nine *Values for Australian Schooling* and the *Guiding Principles* for good practice in values education.

In their own words: some key ideas on values education

Segment location In their own words

Introduction **Swee Cheng Chow, parent, Glendal Primary School, Vic:**
'A lot of parents would like their children to achieve academically, but for somebody to be wholesome, they need to have those values to apply into their lives, and I always tell my children that when you go out into the workforce, it's more than what you know in your head – it's what you know in your heart.'

A whole school approach **Karen Brunskill, teacher, Glendal Primary School, Vic:**
'When we're talking about a whole school approach, we're talking about working with students, teachers and parents. It's everybody that's involved in the school community. The school nurse, the gardener, the ladies in the office, or the gentlemen in the office – whoever's there, it's everybody in the school community. So they have to develop a language of values, so we can all communicate together.'

Lynne Bell, Principal, Nerang State High School, Qld:

'I believe our school mission statement, and even our school motto – which is 'seek within, and strive beyond' – really covers values that are part of the *National Framework*. What we don't do well is make students aware of those values.'

Professor Terence Lovat, Professor of Education, Newcastle University:

'... if a school mission statement is simply saying "we do the best job in preparing people for a career, or we have the best matric results in the State", or whatever, then there'd be a lot of work that school would need to do for values education to really be a living part of their mission statement.'

Sharon, parent, Modbury School, SA:

'It's really great to know that they are reinforcing every day in every activity or lesson they do ... what we are trying to instil in our children as parents.'



The role of the teacher

Lynne Bell, Principal, Nerang State High School, Qld:

'... when it's put into perspective teachers will understand that they are doing it already ... It's really just such an integral part of the lifestyle of the school.'

Year 12 student, King Khalid Islamic College, Vic, on the values she sees in her teachers:

'Always on time, trustworthy ... and they are generous – they have a lot to offer, they've always got a shoulder, and they have a lot of knowledge.'

Teaching and learning

Karen Brunskill, teacher, Glendal Primary School, Vic:

'Values education is applicable to all subjects, whether it's Mathematics, Physics, Science or Phys Ed. Because you're talking about people, and the way people are interacting and learning and working together.'

Year 12 student, Nerang State High School, Qld:

'In a lot of the subject matter of English we examine different values and attitudes of people in different societies from ours and it sort of puts into perspective how different our lives are ...'

Case studies

The case of Salisbury High School, SA:

'When we actually reached consensus on our community values ... we looked at how to – if we believe in these values – how they impact on what we are doing ...' (Karen Fitzpatrick, Assistant Principal)

The case of Matthew Hogan High School, NSW:

'It doesn't just happen because kids live with you ... It's through experiencing opportunities to practise these values and practise them in a safe environment.' (Lou Single, Education Manager, Youth Off the Streets)

Exploring the video: discussion starters

The group may wish to view the entire *Talking Values* video material and then explore some of the video segments in detail. The following questions are designed to facilitate discussion of the video material.

Segment	Discussion questions
Introduction	<ul style="list-style-type: none">• What is in the <i>National Framework for Values Education in Australian Schools</i>?• What is the Framework attempting to achieve in values education?• What does values education mean to you?
The whole school approach	<ul style="list-style-type: none">• Compare your understanding of the whole school approach with Karen Brunskill's view.• How do your school's values accord with those of the school's parent community?• Why is a common language of values seen as important in school communities?• How does your school communicate its values to the whole school community?• How does your school mission statement or your school's code of conduct reflect the values your school is trying to promote?• To what extent are students at your school aware of your school's values?
The role of the teacher	<ul style="list-style-type: none">• What role do you think teachers play in students' values formation? Do they make a difference?• Students were asked what they think makes a good teacher. Compare their responses. How do their responses marry with the nine values in the <i>National Framework</i>?

- What values would your students see you modelling in your classroom?
- What professional learning opportunities would teachers find useful to support their work as values educators?

Teaching and learning

- Values education is an integral part of all teaching. What values are fostered in your 'subject area'? Are they explicit or implicit?
- How do the students on the video see values being enacted in their curriculum?

Case studies

The case of Salisbury High school, SA:

- How might values such as 'fair go', 'respect' or 'freedom' be reflected in your school organisation and structures, such as the timetable or classroom allocations?

The case of Matthew Hogan High School, NSW:

- What opportunities does your school provide students with to practise their values in safety?

The case of Glendal Primary School, Vic:

- What strategies has your school used to ensure sustainability in values education?

Discussing the additional interviews and case studies

Segment	Discussion questions
National and local perspectives	<ul style="list-style-type: none">• Do you agree with Ms Susan Pascoe when she says that because of global events there is now a wide acceptance of explicit values teaching?• In what ways does your school assist students to understand and explore the significance of global events?



Quality teaching

- Professor Terence Lovat says that quality teaching is about the power of the role of the teacher.* Mohammed Elleissy, at King Khalid Islamic College says values education 'transforms relationships'.
- How might values education empower teachers to become quality teachers?

Teaching and learning

- According to Emeritus Professor David Aspin, how does values education operate in the classroom?
- Aspin argues that teachers already do a great deal of values education in the classroom by simply 'doing what they're already doing'. What do you do in the classroom that is explicitly or implicitly values education?

Engaging the school community

- What lessons can be learnt from the approach of Lina Scalfino (Principal, Modbury School) to involving the whole school community in values education?
- What strategies does she suggest could be used in your school community?
- How does the Modbury School's experience reflect the *Guiding Principles* and *Key Elements and Approaches* in the *National Framework*?

Whole school approach

- Point Lonsdale Primary School uses the *Tribes* approach to values education. How does this approach reflect the seven *Guiding Principles* of good practice identified in the *National Framework*?
- What observation can you make about the relationships between teachers and students and the wider community at Point Lonsdale Primary School?

Building student resilience and responsibility

- Developing student social skills and building student resilience is part of the vision of the *National Framework*. What does the Matthew Hogan High School's case study tell you about the relationship between values and student resilience?
- Service Learning is one form of values education. What have the students at Matthew Hogan High School learnt from their experiences of giving to others?
- How does your school give students opportunities to enact the nine shared values that are described in the *National Framework*?

* Note: For a more detailed discussion of quality teaching see Professor Lovat's address to the 2005 National Values Education Forum, 'Values Education and Teachers' Work: A quality teaching perspective' available online at:

<http://www.valueseducation.edu.au>

Concluding group discussion: a case study of your school

Imagine you were creating an interview-based documentary video about values education in your school.

- Who would you interview?
- What questions would you ask?
- What features would you want to highlight?
- What would your video tell other school communities about how your school approaches values education?