



Australian Government

Department of Education, Employment
and Workplace Relations

2008 NATIONAL VALUES EDUCATION FORUM

THE AUSTRALIAN VALUES EDUCATION JOURNEY

Leading change, shaping futures,
building community

Report

May 2008

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REPORT

The National Values Education Forum 2008 was held at the Hotel Realm in Canberra on Thursday and Friday, May 29 and 30, 2008.

The Forum was organised and managed by the Australian Curriculum Studies Association (ACSA) on behalf of the Australian Government Department of Education, Employment and Workplace Relations (DEEWR).

This report was prepared by Vic Zbar, from Zbar Consulting Pty. Ltd. on behalf of the Forum organisers.

BACKGROUND TO THE FORUM

The 2008 National Values Education Forum brought together keynote speakers, international panellists, stakeholders, teachers, parents, principals and students to:

- explore the implementation of the National Framework for Values Education in Australian schools as the basis for the implementation of values education in schools;
- provide an update to participants on the Values Education Program;
- share good practice in values education in Australian schools;
- involve student voice in values education;
- draw together the research findings of the Program since 2005; and
- facilitate discussion about future directions for values education.

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

THE PURPOSE OF THIS REPORT

The purpose of this report is to provide Forum participants and other interested parties with a synthesis of the outcomes of the Forum, drawn from Forum addresses and other material provided by the presenters. The report takes the form of a summary of the major addresses integrated with material from panel sessions, workshops and participant responses to a range of Forum issues.

FORUM PROGRAM

The Forum program, which includes details on each presenter, is included as an appendix to this report.

Major outcomes of the Forum

Forum Opening

After a brief introduction from Forum facilitator Tony Mackay (Executive Director, Centre for Strategic Education), participants were welcomed to country by Matilda House from the ACT Ngunnawal Land Council. The Forum was then officially opened by Helen McDevitt (Branch Manager, Department of Education, Employment and Workplace Relations) before a presentation from Mark Bishop (Executive Teacher) and Sam Davies and Luke Gibson (Students) from Dickson College in the ACT on a Values Education Journey student media project.

Speaking on behalf of The Hon. Julia Gillard MP (Minister for Education) who was unable to attend but conveyed her interest in the Forum outcomes and her appreciation for the participants' work, McDevitt suggested 'we are at a great moment in time'. With the 'energy and freshness of a new government', values education is an important part of the vision for education they seek to implement. The Forum in this context is, she suggested, about 'moving forward' in terms of values education at a time when the Commonwealth together with the States and Territories are collaborating on a whole set of agendas to which values education is aligned; especially given the 'amazing journey' that values education has had and its impact on schools.

The Forum program, she observed, is 'strategically aligned' to the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) aspiration that 'all Australian school students acquire the knowledge and skills to participate effectively in society and employment in a globalised economy'. The Australian Government is particularly interested in ensuring that all children are engaged in and benefiting from schooling; and that schools are agents for promoting productivity, participation and social inclusion and reducing educational disadvantage.

She then briefly outlined how the various Forum presentations and workshops were designed to contribute to pursuing these aims.

VE work and emerging evidence

The data from various elements of the Values Education Project, McDevitt noted, have begun to demonstrate 'how this program has contributed to improvements in literacy and numeracy outcomes as well as pro-social outcomes'. Data gathered from the Values Education Good Practice Schools Projects Phases 1 and 2, for instance, indicated that, through the explicit teaching of values in Australian schools, there are 'significant effects on the total educational environment of schooling'. This explicit teaching of values has led to 'significant research that articulates the links between quality teaching and values education'.

The Good Practice Schools Phase 1 Report specifically states that values education and quality teaching have positively affected teacher practice, classroom climate and ethos, student achievement, student attitudes and behaviour, and student resilience and social skills. It also provides evidence of increased intellectual depth of teacher and student understanding, the development of improved relationships of care and trust, and enhanced partnerships with parents and the community.

Key policy directions discussed at MCEETYA in April 2008 which focus on improving teacher and school leader quality, developing high standards and expectations, and engaging parents in schools all will benefit from the work and findings of the Values Education Project over the past few years.

A lot of the values education work, McDevitt suggested, has happened through school clusters which, in many cases, specifically are trying to address the influence of socio-economic disadvantage on educational attainment and to improve the engagement and commitment of marginalised student groups.

She then illustrated this with specific reference to the Airds and Lanyon Clusters which already have achieved:

- a decrease in student welfare discipline referrals in the Airds Cluster with cautions to suspend and suspensions of Indigenous students down by more than 23%; and an increase in Indigenous student attendance from 2006 to 2007 that rose from 18% in Term 1 to 30% by Term 3. In addition, the cluster reports that literacy results in the Year 7-8 group have improved.
- quantitative and qualitative evidence of improvement on the literacy component of the ACT Assessment Program (ACTAP) in the Lanyon group of schools; a consistent downward trend in the number of students in the bottom 20% and a corresponding increase in the number of students in the middle 60% and top 20% in ACTAP. This trend was maintained in 2006 and 2007 as more teachers in the cluster implemented Learning By Design and included a values education focus. Through intensive work with teachers and students, the Cluster improved literacy rates by 19% for those students previously in the lowest 20% of students in the ACT. This significant work between Year 7 and 9, McDevitt argued, 'demonstrates that with a value added program, be it values education, learning by design, or another pedagogical framework, the educational outcomes of students can be improved'.

Both quantitative and qualitative data are demonstrating that 'the combination of values education and quality teacher strategies has developed projects and outcomes that have, at their core, intellectual quality and rigour, deep school commitment to social inclusion and connectivity with the wider world'. As Emeritus Professor Robert Crotty from the University Associates Network stated in his report on Cluster activity in South Australia:

The cause of values education is essential, in my opinion, to Australian education. It is the ingredient that can make the difference to education in the Australian context. Students who attend a school where they feel secure from physical and psychological harm, who are met by teachers who model ethical behaviours and who require such behaviours from their students, will achieve well in the academic sphere. Why? The answer is obvious. Because the students will be more emotionally stable; they will apply

themselves to learning with greater alacrity; they will be more at ease with school personnel and will achieve greater self-discipline.

This example, she suggested, is one where 'leading change, shaping futures and building community, which is the title of this year's Forum, is explicitly demonstrated'. The quote is 'reflective of the journey that teachers and school leaders undertake when they challenge the status quo and want something better for their school and students'.

Having provided examples of how schools have made transitions from 'accepting the "norm" outcomes to providing positive education that affects the wellbeing of the whole school', McDevitt concluded her remarks by suggesting the Forum is 'important in shaping new ways forward for values education and working together to ensure that values education can continue to be embedded within school culture and teacher practice'.

In closing she acknowledged the work that has been undertaken by parents, principals, teachers, teacher educators, the University of Newcastle and Curriculum Corporation to progress the embedding of values education into diverse sectors of the education community. she also acknowledged the work undertaken by project officers in all jurisdictions, and expressed the hope that Forum participants would take away 'new understandings about values education, wellbeing, positive education, service learning and other ideas so that within your sphere of influence you can create opportunities for others to hear these messages'.

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Participants then viewed a short DVD made by students at Dickson College about values education and the difference it has made to students in neighbouring schools before Tony Mackay briefly interviewed Mark, Sam and Luke on the experience.

Mark Bishop explained how the production of the DVD was a part of the senior studies and assessment program for the eight media studies students involved. The project, led by Sam, was conducted with the support of ACSA and the National Museum which provided studio facilities and access to staff expertise. Luke also attended and made a separate documentary of the day which was shown following the interviews.

With his focus on 'the technical aspects more than the content', Sam Davies was 'something of an observer on the day'. He noted in this context that the primary students were 'very open and eager to discuss things' while the secondary students were 'slightly self-conscious ... (but) more solid in their understanding of the values they hold'.

Luke Gibson experienced a 'big learning curve' as a result of interviewing the primary students and working to 'get the content right'. He found he really had to 'work on getting the questions right' and was 'very impressed with the analysis and depth of the students' answers'. This in turn led him to reflect on his own values, rather than just taking them for granted, and convinced him of the 'need for more exposure to values particularly in primary school'.

All in all it was, according to Bishop, a 'very positive experience' for all involved which resulted in 'a resource of significance' that can be shared with other schools.

Positive psychology, positive education and public policy

Professor Martin Seligman (Director, Positive Psychology Centre and Fox Leadership Professor, University of Pennsylvania, US) provided an outline of positive education with a focus on education for both achievement and wellbeing, supported by Stephen Meek (Principal, Geelong Grammar) and Randy Ernst from his team.

He began by suggesting that the notion of positive psychology and education 'marries well with what you are doing in values education and the revolution in education that is to occur'.

Seligman recalled a time when he was interviewed by a CNN journalist who was questioning him about the state of the psychology of education. Given a word to answer in, Seligman replied 'good'. Realising this was too narrow, the reporter allocated him two words which he graced with 'not good'. This too was insufficient so she said he could have three words and his response was 'not good enough'. A view that things are 'not good enough' was really the focus of his address.

Most of what is taught in teacher education about the psychology of education, he argued, is not good enough because it:

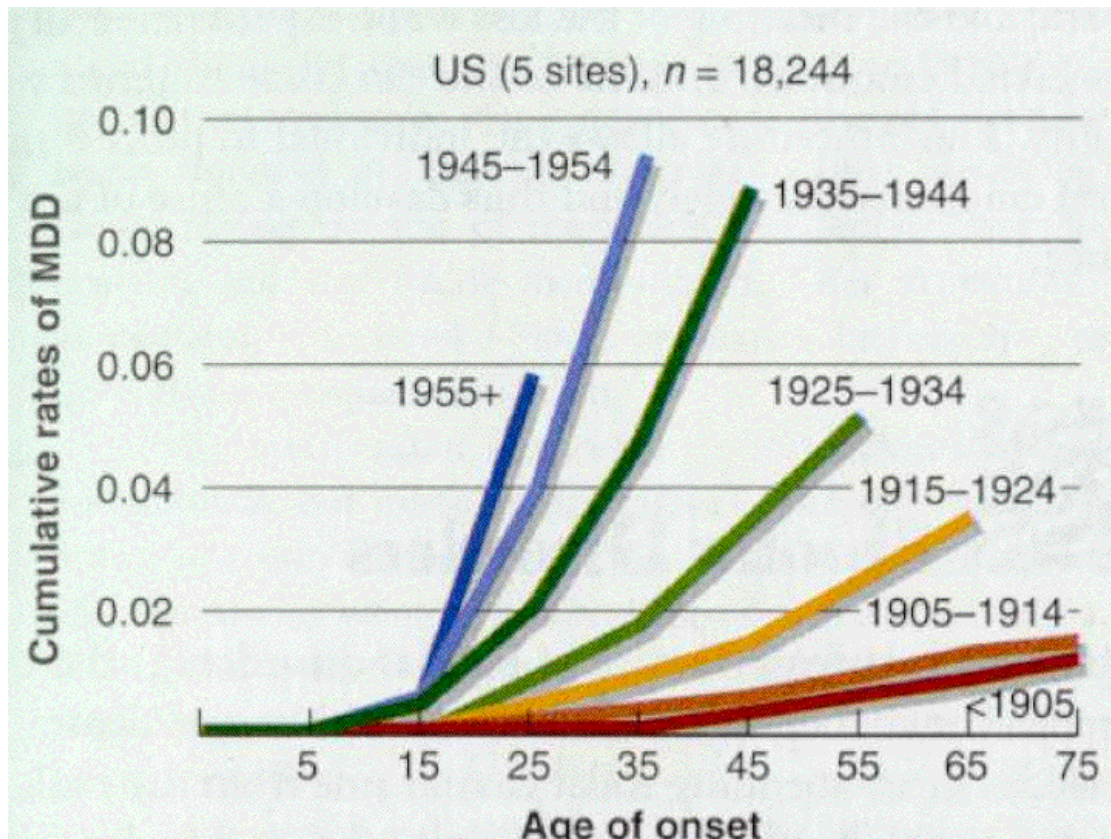
- focuses almost exclusively on remediation and hence is negative rather than positive in approach; and
- is not sufficiently evidence based.

Using an exercise with participants where he asked them to state in two words or less what they want for their own kids (eliciting such responses as love, happiness and health) and then do the same for what schooling provides (primarily knowledge and skills), he demonstrated what he argues is a lack of overlap between what parents want for their children and what schools actually teach. His hypothesis, however, is that 'we can do both — provide kids with the knowledge and skills they need and contribute to happiness, love and fulfilment'.

Should wellbeing be taught?

Part of the answer to the question of whether or not wellbeing should be taught relates, according to Seligman, to the 'remarkable statistic that although everything in Australia and the United States is measurably better than years ago, happiness measures are flat'. There are in this context three main reasons why he believes wellbeing should be taught.

The first relates to the figure below on depression rates in the United States.



Depression is ten times as common now as it was 50 years ago, which is an ‘apparent paradox given the improvement in people’s living conditions in the west’. There is a ‘depression epidemic and if we can do something about it by teaching wellbeing, we should’.

Second, society has experienced a change in the age of onset of depression from an average of 30 years in 1960 to 14.5 years in 1995. Depression has changed from being ‘a housewives’ disorder to a teenage disorder’ and it’s a recurring disorder for half of those who experience it. What is more, indices of satisfaction collected over 35 years in different countries show that greater wealth is not producing more wellbeing. Young people, Seligman suggests, are not ‘taking advantage of the fact they live in a better world than the past’.

His third reason derives from a measure taken of adolescents 35 years ago and then with this same group again in 2007 which demonstrates that ‘if you’re a low confidence child, then your income does not improve over time, while it does for children of high confidence ... So if we can teach confidence and wellbeing, we should do it’.

Put simply, then, his argument is that ‘we should teach wellbeing because it helps fight depression, it will enable kids to benefit more from our better world, and it helps them benefit from their own gifts’.

A general framework

The notion of happiness/wellbeing, according to Seligman, 'is not useful scientifically, even though he does use it as 'a label'. In fact, happiness breaks into three domains, each of which needs to be addressed:

- Positive emotion — the pleasant life, feeling good.
- Positive character — the engaged life; being absorbed in school work, for example, or by someone you love.
- Positive institutions — the meaningful life; being part of something larger so one has meaning and purpose in life.

Each of these, he argued, is measurable and can freely be tested through an instrument on his website (www.authentic happiness.org), and each is also 'teachable'.

There is an equation flowing from this, based on his analysis of the outcomes of a study of who are the happiest people in the world, which suggests that the pursuit of pleasure has only a limited outcome and what makes people happy is meaning and engagement. 'When you have these, then pleasure adds to happiness'.

Naturally, he conceded, there is much 'scepticism' expressed about all of this. It commonly takes the form of what he characterised as:

- Feeling vs doing (instrumental) — ie, this is not what we are on about given the need to develop knowledge and skills. His response, however, is that 'happy people do better in the world' which he illustrated with a range of data from various studies he cited.
- Suffering trumps — ie, we have major world problems to solve before worrying about happiness. This is right to some extent, in part because the 'default position of thought is to find things wrong and worry about them'. But this is 'the wrong way round for education, especially in a country like Australia where life is actually comparatively good'.
- Nothing new here — While that may appear to be so, he cited a number of things he didn't know 20 years ago that he does now including the finding from research that optimistic people live eight to nine years longer than pessimistic ones.
- Fuzzy notions — 'They are, but they also are well-measured' and the outcomes are 'reliable and statistically valid'.
- Remedial schooling (therapy) — The therapeutic model tells us 'we should intervene on people's weaknesses. But therapy is different to education'. When one works on people's weaknesses, Seligman argued, 'you measure effectiveness by how long the therapy lasts. But it only has short term effects. When you work on positive development, through education, it takes hold' as he sought to demonstrate through evidence he presented later in his address and the experiences at Geelong Grammar.

Building capital

Positive psychology and education, according to Seligman, builds each of intellectual, social and physical capital, and the data shows that productivity rises as a result.

Humans, he suggested, have a 'positive side of life because positive emotions are neon signs that psychological capital is being built'. That capital also is being built in each of the three nominated domains is evident in such research findings he cited as:

- (Intellectual resources) Studies which show that happiness increases creativity, broadens attention and leads to more accurate and speedy diagnosis in, for example, the medical profession. According to Seligman, it 'changes the brain so it is better at creative, top-down, what's right here thinking compared with the mirror image bottom-up, analytical, what's wrong here thinking associated with negative emotions'.
- (Social resources) Studies which demonstrate that more positive people have wages after 15 years that are 15% higher than their more negative peers and that 'happy people are more altruistic' in part because depression turns you inwards rather than looking out to others.
- (Health) A study of 150 nuns over 60 years which found that 52% of those who used 'happiness words' in the original interview were still alive at age 94 compared with only 11% of those who did not. Similarly, people in the upper quartile of positive emotions have one quarter the risk of cardiovascular death than does the rest of the population.

Can wellbeing be taught?

If wellbeing should be taught given the case that Seligman had made, can it be done and is there evidence to support this? Or is it just a temporary and costly illusion like so many dieting scams? The evidence, he argues, does suggest that for wellbeing this is not the case and, when it is taught well, it has lasting positive effects.

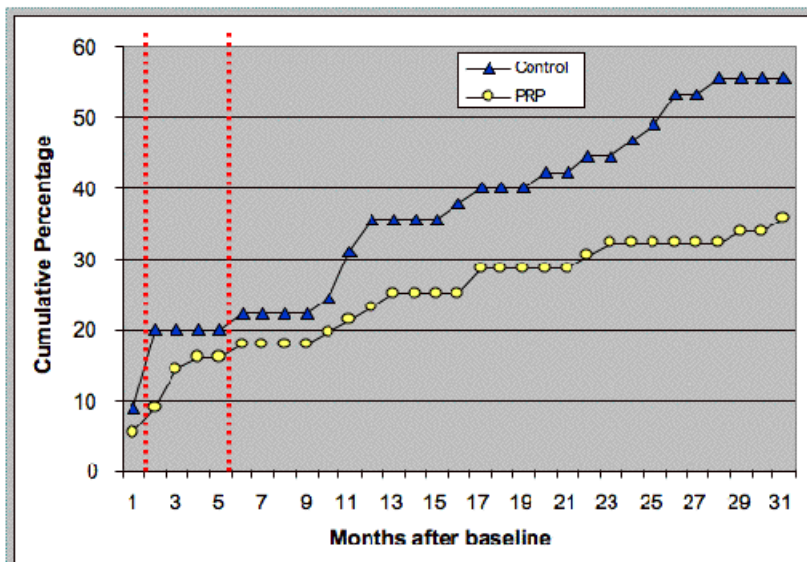
Seligman himself conducts 'random, placebo controlled testing' on interventions which he first trials on himself, and then his family and the graduate students he teaches. Of 200 interventions tested, he has found 12 to 15 which he believes really work; some of which he then illustrated since he believes they can be done easily. These included:

- Positive Emotion: 3 Blessings — This involves getting young students to write down every night for one week three things that went well today. People who do this are 'significantly happier six months later than those in the placebo group', which applies to each of the interventions he described.
- Optimism: ABCDE — Teach children to recognise that adversities they experience do not inevitably have to lead to sadness. Rather they can be mediated by belief. If children are taught to recognise their beliefs, they can be helped to see the other reasons why adversity may occur.
- Engagement: Signature Strengths — Children and adults can be taught to have more engagement. For example, people can identify their highest strength through Seligman's Signature Strength Test and then be assigned a task to use this on something they ordinarily do not like doing.
- Positive Relationships: ACR — Citing the fact that how one celebrates is a better predictor of positive marriages than how one fights, Seligman suggested it is possible to teach people to respond in active, constructive ways that help them to relive positive experiences rather than negative ones.

- Meaning and Purpose: Altruism vs Pleasure — ‘When you do something altruistic, you find yourself happier’. People are ‘built for altruism and social purposes’ and young people need powerful demonstrations of that’.

Seligman then provided some detailed data on a set of studies that support these sorts of effects. This included the outcomes of a large study of depression in teenagers, illustrated in the figure below, which found a substantial difference in outcomes between students who received positive psychology training and interventions and a control group who did not.

Primary Care Study
Cumulative diagnoses
in high symptom participants
 (Gillham, Hamilton, Freres, Patton, & Gallop, 2006)
 Funded by the Kaiser Foundation Research Institute



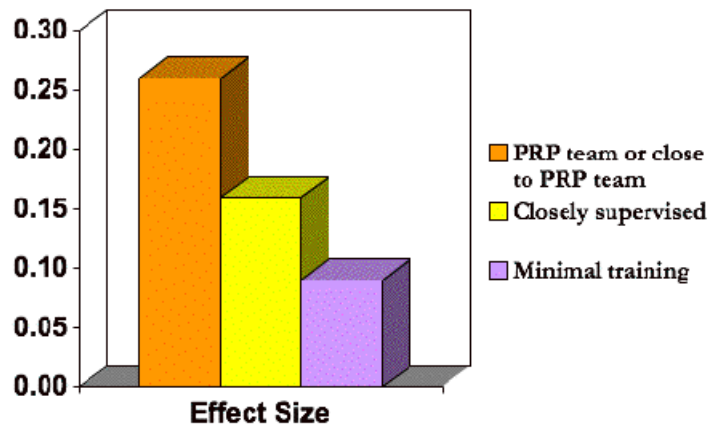
This cannot, however, be done cheaply and teachers need to be properly trained to bring these sorts of outcomes about as evidenced by the different effect sizes according to the support they received charted in the following graph.

PRP's Effects by Group Leader

Gillham, Brunwasser, & Freres (in press)

Effects on depressive symptoms:

Average of post & 6-month effect sizes



The case of Geelong Grammar

Turning from the 'micro to the macro' Seligman invited Stephen Meek and Randy Ernst to discuss whether or not this can be done whole school, based on the experience at Geelong Grammar where both Seligman and Ernst have been living and working for all of this year.

Meek described how Geelong Grammar decided to build a wellbeing centre because of a perceived need for better facilities for students, but recognised that 'a building in itself does not change a thing'. Given it also wanted to leverage off its Timbertop approach to develop student resilience in a time when society is experiencing a number of social ills, it sought to do more than just build something, by sending a message to students about the importance of a positive approach. In other words, to focus on wellbeing as a way of giving students the 'resources to deal with life's ups and downs'.

That was the vision and when Meek came across Seligman's work, he saw important 'synergies between the two' and 'engaged Marty to train the staff. 2008 he explained is a 'training year' which has seen:

- Training of 100 teaching and non-teaching staff in January in positive psychology;
- The allocation of 20 further places for this nine day training program in the holidays including one for the Department of Education, Employment and Workplace Relations (DEEWR) which saw Helen McDevitt attend the course; and
- The presence of both Seligman and Ernst for six months in the school.

Aside from this, students in Year 10 have completed a character strengths test, along with their teachers and Meek as principal, with the result they all have identified their top five strengths. When consolidated across the year level, the outcomes surprised Meek to some extent, with the top two strengths being appreciation of beauty and gratitude, and he feels 'we all are different as a result'.

In 2009 the school will start in earnest compared with the sampling that has occurred to date. As principal, Meek has found that the staff 'really like it' and they now are beginning to develop courses so teachers are clear about what they will be doing in class. 'It has given us a common language and a scientific base to reinforce the positive things we already do'. It is a 'very exciting venture' which already is delivering more than he had expected at the start.

Ernst, who is also an award-winning high school teacher from Nebraska, is working on curricular pieces to 'make it happen in the school'. This boils down to a three part process involving:

- Teaching positive education, such as the adoption of the three blessings approach in the early primary years, moving to a greater focus on strengths by Year 4 and then focusing on resilience in Year 7 with the intention of progressively extending this to Year 9 and Year 10.
- Embedding positive education in the curriculum by looking at what the school already does and relating this more to a positive education approach.
- Living positive education which he illustrated with reference to a number of students who had baked bread the previous day to deliver to residents in a nearby aged care home.

The school will work on the 'nuts and bolts' of all of this in a forthcoming two day summit to help guide Geelong Grammar but, in time, to also be available to teachers in other schools.

Conclusion

So, Seligman asked, why now?

At a time when nations are prosperous and not in civil turmoil in the West at least, the opportunity exists to grow in positive ways. This, he observed in closing, was the situation that gave rise to the Italian Renaissance, and Australia, Europe and the US are at a 'renaissance-like moment' themselves.

'Every human being can say yes to more positive emotions, engagement, and meaning and purpose. So where does it start? With values, because that's where saying yes begins'.

Workshops: Session 1

Participants then had the opportunity to attend one of four workshops aimed at pursuing the values education journey in some more depth. Each of these workshops is briefly summarised below.

Promoting interfaith and intercultural understanding in school settings

Linda O'Brien (Deputy Principal, Punchbowl Boys' High School) and Michelle Jacobs (Principal, McCallum's Hill Public School), together with students from Thomas Reddall, Lurnea High School and St. Mark's Coptic College provided participants with an outline of the Lakemba Cluster's 'Learning together — building intercultural and interfaith understanding' project, and then the experiences of schools in the Macquarie Fields Cluster.

The Lakemba Cluster of nine schools has extended its approaches to professional development, student leadership and community development by focusing on interschool cooperation as well. Workshop participants were provided with an outline of the rewards and difficulties of working together in the context of pursuing the various issues that have arisen such as evaluating the teaching and learning programs in the schools and the capacity of individual schools to manage the various aspects of the project along the way.

Students from the eight school Macquarie Fields Cluster then provided a sample of activities they have undertaken to date to promote interfaith and intercultural understanding amongst students. These included collaborative work between students from Thomas Reddall and Lurnea High Schools to investigate and share understanding around the core values of participation, excellence, care and respect, democracy and responsibility, and work undertaken by students at St Mark's Coptic College to celebrate Humanity, Excellence and equity, Acceptance, Respect and Tolerance (HEART) with each other as 'Australians living together in God's great garden'.

Are we making a difference? Measuring the non-academic outcomes of schooling

Whether or not we are making a difference is, according to Julian Fraillon (Senior Research Fellow, Australian Council for Educational Research), a key question we must address. To provide an answer we must first determine a way of collecting evidence on outcomes of the program and deciding whether they indicate meaningful change is underway.

He then used the workshop to share examples, experiences and critical evaluation of a range of different projects in which ACER has participated to help schools and education systems gather evidence about the non-academic outcomes of schooling.

The workshop specifically aimed to help participants gain insights to the many different ways in which evidence can be collected, and the strengths and weaknesses of different approaches so they are better equipped to answer the critical question of whether or not their own values education programs are making the difference they seek.

Values, technology and relational literacy

Dr Janet Smith (Associate Dean of Education, University of Canberra, ACT) explored the interrelationship between values and technologies along with the subtleties of what technology can and cannot deliver in people's lives.

In doing so, she examined ways in which technology can enable and enrich relationships and connections as well as the ways in which it may be unhelpful, illusory and sometimes even harmful.

The workshop specifically encouraged participants to provide students with an affective language about the use of technology in their lives and relationships as opposed to just a cognitive language about its more technical and hence 'disembodied' aspects. This reflects Smith's expectation that affective relational literacy about technology will enhance students' capacity and agency to understand, map and deconstruct the impact of technology on their own lives and relationships.

Building and sustaining an R-12 Service Learning Program

Lynne Moten (Edmund Rice Ministries Cluster, Rostrevor College, SA) explained how, as the first Service Learning Coordinator at her college she has been able to shape the growth of their service learning program over the last six years.

The program, which spans R through to Year 12, has a 'real people' focus and acknowledges the need to 'care for our earth'. It specifically aims to challenge students to see the difference between charity and justice, while developing them emotionally and spiritually. Parents and 'old scholars' participate in aspects of the program which generates a culture of service across the community.

By going out to the community as well as inviting others to share the college facilities, students reach out to those whose lives are more marginalised. Recently the program has been taken to a new level with the integration of justice and service into the college middle school curriculum.

Moten explained how the adoption of a 'head, heart and hands' approach has ensured the program fits neatly with the college retreat program and the teaching of religion; though she noted it could succeed in schools without a defined faith base. In discussing her work at the school she emphasised to workshop participants the importance of preparation and reflection, and outlined the benefits and outcomes of it being part of the compulsory program of the school. It is, she explained, well supported by parents and the wider community, and it culminates in an opportunity for students to volunteer to participate in the college's Indian Pilgrimage.

Good practice schools and Values Education resources

Barbara Bereznicki (Curriculum Corporation) briefed participants on the progress of Stage 2 of the Values Education Good Practice Schools Project before David Brown (also from Curriculum Corporation) outlined a range of resources the Corporation provides.

The VEGPSP

The Values Education Good Practice Schools Project (VEGPSP) Stage 2, Bereznicki explained, involves 25 clusters comprising 143 government, Catholic and independent schools across Australia whose work ended in April this year and whose reports are informing the development of the final project report. Together these clusters constitute a community of approximately 2,500 teachers and 23, 500 students who work together with 19 University Associates Network colleagues from 14 universities across Australia and five mentors who engaged with 12 of the clusters in a more active way.

Together, the two stages of the project have involved 370 schools, more than 4,000 teachers, over 50,000 students and 39 UAN colleagues. It is a project that is built on partnership and collaboration to build 'evidence of what works in the Australian context'. This partnership is evident in:

- the work of the UAN which has seen university colleagues working closely with clusters and the Network presenting an *Account of Good Practice in Values Education* based on their observations of cluster activity;
- Values Education Networks of Engagement (VENE) at state and territory level which provide cross-sectoral jurisdictional support for schools involved in the project in the form of professional learning and subsequent dissemination of successful values education work.; and
- the work of the mentors who provide support for projects in a more grass roots way, 'teacher to teacher', which has benefited mentors and mentees alike.

Fundamentally, Bereznicki explained, this has all been about developing case studies about how schools achieve good practice, which she illustrated with reference to seven of the clusters involved. More specifically:

- The Unity in Diversity Cluster in NSW which has worked to build student resilience, tolerance and understanding in a diverse community in the wake of the Cronulla riots;
- The Townsville Cluster in Queensland, which sought to connect young people to special elders in their lives, including through an activity that saw the principal's house turned into a gallery of artefacts created by the students and their Elders for public display;
- The Cross Borders Cluster spanning Western Australia, the Northern Territory and South Australia where schools are working together through online discussion on a UNESCO sustainability project connecting schools that are thousands of kilometres apart;
- The Eastern Goldfields Cluster in Western Australia which is building student resilience through peer mentoring involving students in Years 7 and 11;
- The Yorke Peninsula Cluster in South Australia where kids are teaching kids about respect with such effect that they now are suggesting respect should be their only school rule;
- The Melbourne Interfaith/Intercultural Cluster where art is being used to explore the values of inclusion, cohesion and diversity; and
- The Merrylands Cluster in New South Wales which is sharing diversity and building inclusion through, amongst other activities, the conduct of an international day.

The project schools, Bereznicki observed, have adopted a variety of modes for implementing their projects because, in the Australian context, there is simply 'no one way'. Schools need to adapt the approach to their own circumstances and the project has enabled them to 'start where they are most comfortable'. Some of the key springboards they have used to move into deeper investigation over time include:

- Student Action Teams/Values Action Teams;
- Philosophy in the classroom;

- Socratic Circles.
- Peer support;
- Sustainability projects;
- Community events;
- Integrating values education into units of work;
- Service learning; and
- Story, drama, film, art, sculpture, theatre and more.

Some of the key insights she cited as emerging from the Stage 2 final cluster reports are that:

- Values education is ‘transformative’ — students and teachers are changing and clusters report better relationships are emerging with calmer classrooms leading to more focused and happier students and better student performance as a result.
- Values education is about the teacher and student — engaging them in a collaborative learning arrangement that embraces both content and process and includes evaluation of the outcomes.
- There is power in a common values language.
- Values education is a curriculum concept and not a ‘one off’ lesson to conduct, as it’s about the whole child and developing teachers’ and students’ strengths.

Put simply, ‘values education is a way of thinking and behaving that schools explicitly pursue and teach’.

The Stage 2 final report, she concluded, will be built on evidence from the cluster case studies, case writing and UAN accounts, and VENE and mentor reports. The draft will go to DEEWR and the National Advisory Committee for comment, with the final report being placed on the VE website at www.valueseducation.edu.au/values.

A range of resources

In a ‘flashback’ to Stage 1, David Brown explained how a package of resources designed to integrate values education into the curriculum was completed and released in October 2007 to schools comprising:

- 16 teaching and learning units each for primary and secondary schools; and
- a professional learning program of three modules to support teachers to integrate values education into classroom practice.

Release of these materials, he noted, was affected by the Federal election and has only been approved in a ‘closed repository’ form on line to meet third party licence agreements, with a decision pending on print distribution in hard copy form. A letter has been sent to all principals advising them of the materials and the access code.

Stage 2 materials are coming soon in the form of a resource package designed to:

- support the integration of values education that fosters student wellbeing and social skills;

- support all teachers across the curriculum, in the curriculum and beyond the curriculum; and
- be practical and based on real-life experiences of students and schools.

This package will comprise two interrelated resources:

- *Understanding Values* — curriculum-based dilemmas which provide an open-ended way of exploring values in the safe and comforting classroom environment; and
- *Values in Action* — modules supporting co-curricular/extra-curricular activities which can involve students out of the classroom environment.

Each of these resources will focus on ‘exploration and clarification of personal, family and broader community values’, and explore what underpins our values as students confront and explore values dilemmas. All of the resources model the integration of values in both classroom and outside activities, with the modules offering opportunities for students to ‘live’ the values in real life activities out of class. They will provide ‘short, sharp activities that can be used in existing curricula’, and many of them are based on programs already in project schools.

The six primary units are:

- *Being true* — about truth telling and white lies
- *How full is your bin?* — about disposing and recycling
- *A fair go for all* — choosing teams in sport
- *Pieces of me* — who gets what and how do I manage it
- *At what price?* — no such thing as a free meal, looked at in terms of world views
- *Who should lead?* — the difficult choices of leadership.

The primary values in action modules are:

- *Places in the heart* — caring for places we love
- *Performing with values* — forming the ensemble
- *It’s part of what we do* — working in the community
- *Good sports* — values in inter/intra school sports
- *What r u saying?* — honesty on the internet
- *Growing relationships* — a garden project for resilience.

The secondary units are:

- *Work to live, live to work?* — finding work/life balance
- *My friend the pirate* — break the law to help a friend?
- *Your land or mine?* — living with different land values
- *The business of winning* — how far do you go to win
- *For the greater good* — ethics and research
- *Being a good neighbour* — the perils of the good Samaritan.

The secondary modules are:

- *Meeting the technology challenge* — collaboration in competition

- *Using the head, the hands and the heart* — social justice in action
- *Let's talk difference* — Socrates and intercultural exchange
- *A service to the community* — service learning
- *Rock through values* — teamwork in the music production
- *Virtual safety* — developing an online code of conduct.

Stage 3 of resource production on which work is now underway will focus on values in global and cultural contexts shaped by a focus on cultural literacy, intercultural understanding and global education and will be ready for public release to all schools in late October this year. It will include an early years *Big Values Book*, *A World of Values* online, a *Teaching for Intercultural Understanding* professional learning program, and a *Values Across the School* handbook.

The values website which continues to grow, will provide a further six editions of the online newsletter through the course of Stage 3 along with eight KLA lesson plans and four co-curricular resources. In addition, there will be regular updates on activity in other areas of the broader values education initiative.

Given that the VEGPSP project is coming to an end, Brown finished his presentation by thanking all those involved in the VE Project Advisory Committee and Expert Reference Group, the State and Territory VE Contact Officers, Curriculum Corporation's collaborative partners and academic advisers, its small army of writers, the many teachers and students who have acted as critical friends and his own Corporation team.

Values and Learning: Twin sides of the same coin or different currencies

Dr Ruth Deakin Crick (Senior Research Fellow, the University of Bristol) discussed several years of empirical research in the UK which particularly focused on the relationship between values education and learning how to learn. The question we need to ask, she suggested, is whether values education is just 'the icing on the cake, or an indication we need to bake a different sort of cake?'. As a supporter of the latter view, she argues that values education is 'integral to schooling for the 21st century' and the creation of lifelong learners and active citizens.

In this context, she then discussed values and learning and how the two meld, underpinned by her own research experience and some evidence about the relationship between the two.

A value, according to Deakin Crick, is simultaneously a principle that guides how we behave; a focus for public and private conversations; and a vehicle for spiritual, moral, social and cultural development. It is both a human quality (in which sense it is a verb); and an end in itself (a noun).

Values, she argued, aren't just plucked out of the air. They are expressed in relationships between people. They are, in this context, carried in people's hearts, embedded in their narratives and experienced. They are encountered in both the process and content of the curriculum, and negotiated in public and private dialogue, as 'dynamic ideas, rather than being set in stone'.

Learning, by contrast, is an outcome to be measured as well as a process and lifelong journey. It is, she suggested, 'almost the same as living and growing'. The question is, therefore, 'what sort of values, attitudes and dispositions are necessary for people to become effective lifelong learners?'

Answering this question, she suggested, depends on an 'integral relational theory of learning'. If we see learning as a journey rather than an event, there are at least four stages along the way to which we should attend, as illustrated below.

Four stations on the learning journey

Self	←	→	Competent Agent
Identity Desire Motivation My story as it is shaped by bigger stories	Personal qualities Dispositions Attitudes Values	Skills Knowledge Understanding	Competent learner citizen mathematician Artisan etc
Personal	←	→	Public

We tend to focus almost exclusively on one (skills, knowledge and understanding) to the detriment of the other three. This points to where values education fits in. A competent person has a strong sense of self, knows their qualities, and has the knowledge, skills and understanding to be a 'competent agent'.

This in turn requires the school to identify, understand and then use its core values, since these are the vehicles for both personal and social development as well as learning how to learn.

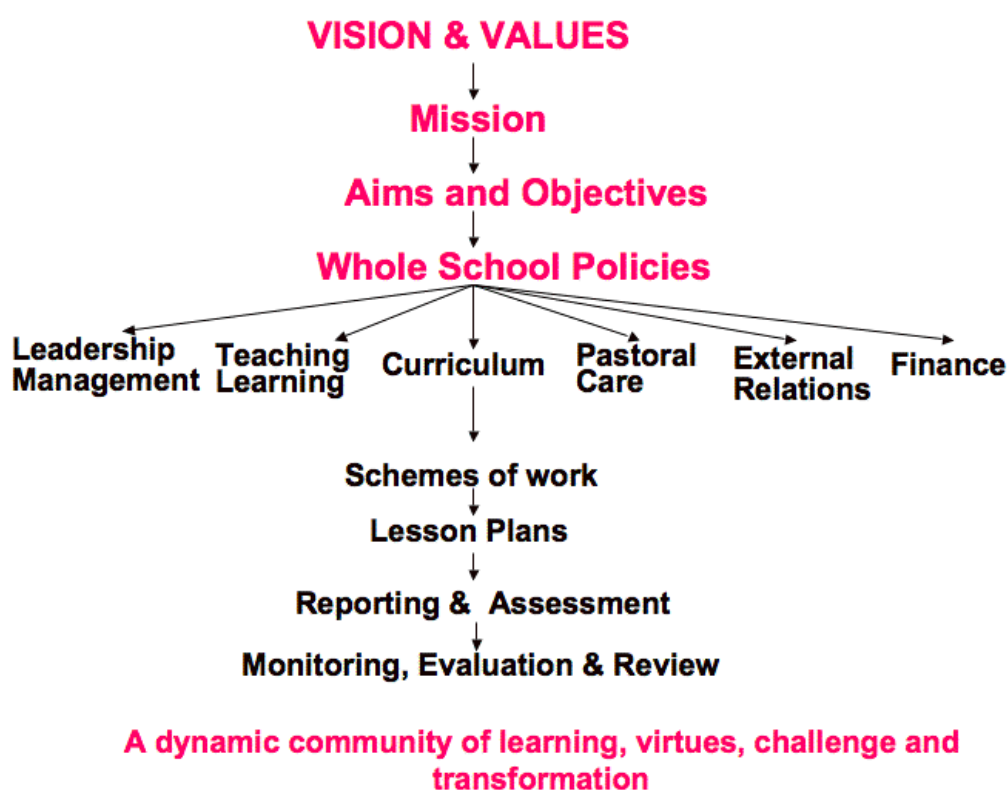
A six step process

She then advanced a six step process derived from her research for embedding and reflecting the school's core values in the policies, curriculum and assessment of the school. In summary terms it involves:

- *Step 1: Vision* — Identify OUR school community's vision with its associated core spiritual and moral values. This requires consultation with students, teachers, parents and carers, the community, religious leaders and business.

- *Step 2: Core values* — Identify between five and eight core values that are intrinsic to the vision and mission of the school. The school needs to ensure these are understood and ‘owned’ by the whole school community, especially the staff and students.
- *Step 3: Policy appraisal* — Identify how each school policy can promote the core values and the vision. More specifically, the school should write these into each policy and take the necessary action, with the participation of all partners in the process that is used.
- *Step 4: Encounters with values present in the curriculum* — Identify how and where each curriculum department/area can reflect the chosen core values and teaching and learning objectives. All curriculum leaders and coordinators should be involved in reaching agreement on a minimum target of coverage of core values for each subject.
- *Step 5: Focused curricular areas* — Assess the distinctive contributions Religious Education, Physical, Social and Health Education and Citizenship as discrete, timetabled subjects, including ‘service learning’. The aim in this context is to cover, from a religious, personal or social perspective, knowledge and experience not covered elsewhere in the curriculum.
- *Step 6: Assessment and reporting* — Develop student assessment and reporting strategies that enable the school to review, evaluate and improve its teaching and learning processes and to celebrate success.

Once enacted such a process can, Deakin Crick suggested, contribute to developing a ‘dynamic community of learning, virtues, challenge and transformation’ in the school, as illustrated in the figure below.



The implications for teaching, learning and the curriculum

The school's core values need to be reflected in each of:

- the content and process/skills being promoted through the implementation of the relevant jurisdiction's and/or national curriculum;
- the schemes of work which provide what Deakin Crick referred to as 'key encounters with core values intrinsic to knowledge content';
- the lesson plans that ensure 'key moments' are facilitated through teaching and learning strategies; and
- subsequent student assessment and reporting and ongoing school evaluation and review.

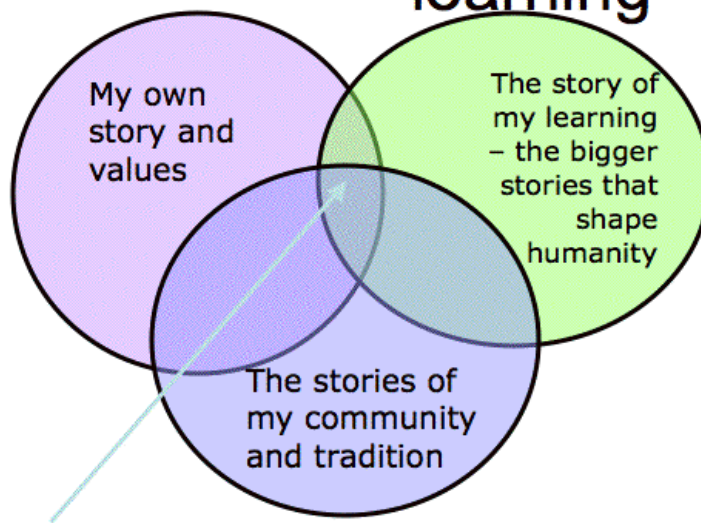
With this in mind, an effort can be made to identify where core values already are present in schemes of work, introduce core values as learning objectives, and develop appropriate teaching and learning strategies and assessment criteria; which she illustrated in a number of ways, including through an outline of one student's response to a unit on the development of blood transfusions by Charles Drew and his death in a traffic accident because he was turned away from a hospital and effectively denied access to his own discovery because he was black.

Being explicit about values teaching, she argued, encourages spiritual and moral vocabulary, adds an ethical dimension to lessons, encourages students' creative and critical thinking, and sets spiritual and moral development in a 'real life' context. Beyond this it can encourage service learning, engage students at a number of levels, require teachers to engage 'with bigger stories' and is ultimately in Deakin Crick's view, 'easy for teachers', because it builds on what they already do.

Key concepts and pedagogy

The context of values learning in Deakin Crick's view essentially is the interrelationship between 'my own story and values', 'the story of my learning — the bigger stories that shape humanity', and 'the stories of my community and tradition' as represented in the following diagram.

The context of values and learning



Critical thinking, responsive learning and personal growth through quality of teacher-pupil relationship and dialogue

Values education in these terms is an ‘encounter of three stories where something really important happens at the intersection between the three’. The key concepts for values education that can be used to unpick these are, she suggested:

- how humans know — science and society;
- story — the role of narrative in society;
- trust and cooperation; and
- power and motivation.

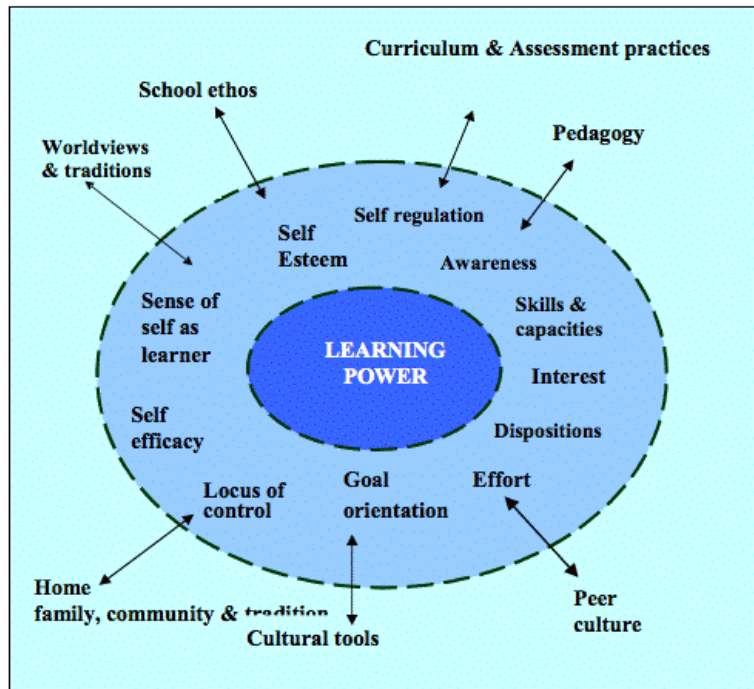
And research with teachers reveals that a pedagogy for values education to meet the context outlined encompasses emotional literacy, critical thinking, systems thinking, spiritual intelligence, learning as meaning making, creative thinking, speculative thinking, and active learning.

The Effective Lifelong Learning Inventory Project

Deakin Crick then proceeded to outline the Effective Lifelong Learning Inventory (ELLI) project in which she is involved, which is based on the sort of view Eric Hoffer expressed when he said that

In times of change, learners inherit the earth, while the learned find themselves beautifully equipped to deal with a world that no longer exists.

Through this project, she and colleagues have sought to uncover the qualities and characteristics of effective learners, using a questionnaire based on the range of influences on how people learn that are included in the following diagram.



From the survey outcomes they developed an understanding of learning expressed in the metaphor of a double helix comprising the two strands of achievement (knowledge, skills and understanding) and personal development (attitudes, values, feelings, dispositions, motivation) held together by the glue of 'learning power'.

Learning power, she explained, comprises seven dimensions on an 'emerging pole', each of which is counterbalanced by an opposite pole as seen in the table below.

Seven Dimensions of Learning Power

- Changing and learning*
- meaning making*
- critical curiosity*
- creativity
- learning relationships
- strategic awareness
- resilience
- Being stuck & static
- Data accumulation
- Passivity
- Being rule bound
- Isolation & dependence
- Being robotic
- Fragility and dependence

Since developing this concept, the researchers have gathered data from more than ten thousand responses to provide more detail on the dichotomy for each dimension. Some of the flavour of what they found can be seen in the example of one student's response related to changing and learning versus being stuck and static:

I see learning as something I can get better at, and myself as an improving learner. This often reflects a more general interest in 'self-improvement', and faith that this is possible. I have a sense of history and of hope. I tend to take ownership of my own learning, and like to be responsible for what I'm learning and how I go about it. I'm usually quite ready to 'sign up' to learning tasks that are presented to me.

All of the data and the responses enabled them to then identify three types of learning profile to use in consultation with learners themselves:

- Low learning power plus fragility and dependence — ie, low achievers, at risk learners;
- Medium learning power, plus fragility & dependence and isolation — ie, often bright achievers; and
- High learning power plus resilience bright, not necessarily standard achievers, sometimes challenging

The data is fed back to individuals in the form of a spider diagram to help them determine, together with their teacher, the best ways to grow, change and learn. This information also has been accumulated for groups to provide an outline of the 'personality' of a class and hence inform the teacher's pedagogical approach.

Eleven-year old students who have experienced specific interventions designed to increase their learning power were quoted by Deakin Crick as saying such things as:

- *I used to be quite bored; now I can always find things to do. I'm in charge. We control our own minds, so we can do it if we want to (CCY5)*
- *I want to get better at being a learner; grow up and enjoy life. I want to learn! (SB Y5)*
- *Now I can ask questions, instead of wondering what the answer is (CC Y5)*
- *(What matters most is...) knowing all I can do; I've got all these things in my head that can help me. (CK Y1)*

For all of this, the research to date shows that learning power 'seems to get weaker and more fragile as children go through school'; and something must account for this drop. The other important finding from the research is that it also shows that learning power is associated with:

- students' perceptions of teachers' ability to create positive personal relationships;
- students' perceptions of teachers' ability to honour students' voice;
- students' perceptions of teachers' ability to stimulate higher order thinking; and
- a view 'it's OK for me to be here'.

Teachers whose students have high levels of learning power are characterised by 'high levels of teacher self-efficacy, reflective self-awareness, high autonomy support as opposed to high control, non-learner centred beliefs about students'

Then, due to pressure of time, Deakin Crick had to truncate her presentation and concluded by citing work with young offenders which has demonstrated a strong relationship between dispositions and attitudes towards learning and values education. Further information on her research, materials and advice, she concluded, can be found at www.vitalhub.net.

Workshops: Session 2

Participants were then able to attend another of four further workshops which each are briefly summarised below.

Connecting story, values and place

Dr Ron Tooth (Pullenvale Environmental Education Centre, Queensland) presented insights gained about values education from the *Storythread Values Project* which also was outlined in the Values Forum in 2007 and is included in that year's Forum report.

Storythread is a generic pedagogical form of the 'environmental narrative' genre that emerged in the early 1980s at Pullenvale Environmental Education Centre and then generated interest within Australia and overseas.

Tooth specifically focused in this workshop on how using a narrative, values and a place-based approach to quality teaching and learning might be used by teachers and leaders in their own settings, particularly if they adopt the 'story journey' as their primary focus.

Engage or enrage: Embedding Values Education using a whole school approach

Marion Mackenzie (Seaford 6-12 Schools in the Sea and Vines Cluster, South Australia) outlined some of the key areas that led to her school winning the Federal Government's Medal of Distinction for School Improvement in 2007.

More specifically, she examined the whole school approach to values education that was adopted in this secondary setting and focused on practical strategies that schools can incorporate in their curriculum, school environment, community partnerships and overall policies and procedures.

At Seaford itself, the current focus is on embedding values across all learning areas which Mackenzie illustrated with samples of student work. She also provided participants with examples of the kinds of data that have been collected to demonstrate the positive growth resulting from a focus on values education in the school. This in turn provided the context for a summary of reflections on good practice in values education which the workshop discussed.

Shaping futures: exploring the importance of values education with pre-service teachers

Given that the teaching profession is undergoing demographic shifts as the baby boomers retire, Dr Deborah Henderson (Lecturer, Faculty of Education, Queensland University of Technology) explained, it is imperative that the next generation of teachers are equipped to deal with the exploration of values in a complex and interconnected world.

She then used her workshop to explore the importance of values education in pre-service teacher education. This especially matters since, although many pre-service teachers express an awareness of the significance of values in the classroom, some are reluctant to approach values education in practice in their classes. With this understanding in mind, the session then specifically focused on activities used with pre-service teachers in the broad field of social education. Examples drawn from human rights were workshopped to illustrate how complex, contested and controversial issues can be examined to identify a range of approaches to values education.

What is Values Education telling us about education in general? Reflections on the Australian program in the context of international trends

Professor Terry Lovat (Professor of Education and Pro Vice Chancellor, University of Newcastle) and Professor Ron Toomey (Conjoint Professor, Faculty of Education and the Arts, University of Newcastle and Adjunct Professor, Faculty of Education, Australian Catholic University) conducted their workshop as a reflection on what has been learned from the various values education projects in which they each have been involved.

Their reflections, which covered such projects as the Values Education Good Practice Schools Project Stages 1 and 2, the UNESCO Values Education Project and more, focused in particular on matters of student wellbeing, including academic, social, emotional, moral and spiritual wellbeing and what the findings tell us about the ways in which education normally functions in schools and what might need to change.

Lovat and Toomey also examined the role of teacher education and its current priorities, again asking what can be improved. This, like all the reflections they shared in the workshop, drew on evidence from Australian studies and studies conducted overseas.

Day 2, Friday 30 May 2008

Exploring the purposes, complexities and future of values education

Dr Andrew Furco (University of Minnesota) sought to expose some of the complexities of teaching values because of the implications they have for how we approach values education in primary, secondary, and tertiary education.

This, he suggested, 'is a critical time for values education in Australia'. As an outsider looking in, he sees 'tremendous energy and growth in the development of the values education movement in Australia'. But he also has witnessed 'some vulnerability, mostly due to transitions in government, funding, and focus' which, if not handled properly, 'can put even the most well-rooted and well-established initiatives at risk of being eliminated and ending up as just another bygone or just another educational fad'.

Values education, he argued, 'is too important to face this all too typical fate for educational reforms'. A successful, high quality education for a global society cannot be had without the inclusion of strong values education in all aspects of schooling.

In the United States, he explained, one out of every three secondary school students who enters level nine drops out of school before reaching level 12. Students report dropping out not because they have gotten in with the wrong crowd and not because they have emotional problems but the primary reason they report for dropping out is that they find school to be boring and the content irrelevant to their real lives. The values education initiative in the U.S. — referred to as character education — is not designed solely to teach values, but rather it has been implemented to improve teaching, schooling, and student success. It is intended to help re-engage students with school, with their peers, with their communities, and with themselves.

In many countries across the globe, national initiatives for values education have emerged with similar purposes and intentions. They all seek to make schools a better place for young people to learn, to succeed, and to become more prepared for their future lives as lifelong learners, employees, and citizens. To this end, a growing number of values education programs are being integrated with the core curriculum and are being tied to other teaching strategies, such as active learning or service-learning. 'Australia', he suggested, 'should be proud of the work that it has done in working towards building a strong values education curriculum that is embedded in the overall academic fabric of schooling'.

In that context, he then sought to impart 'a message of caution as you work to address the inevitable developments and transitions you will face in your values

education work', and share some of what we know that is needed to secure a long-term future for values education.

The Purposes of Values Education

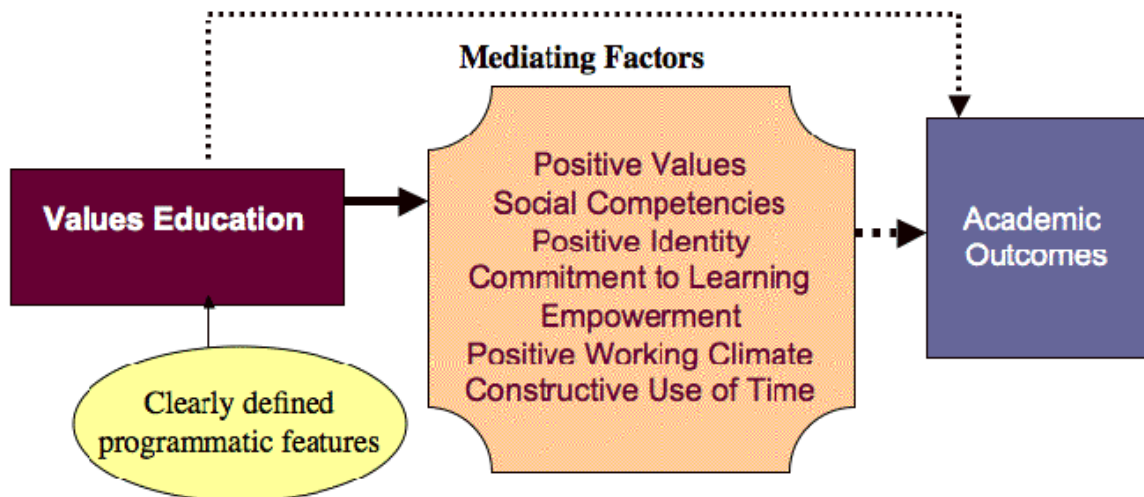
In almost all cases across the globe, Furco argued, national values education efforts seek to instil in young people a set of core values that are considered important for the cultural strength and the overall well-being of their respective citizens. 'When we compare the particular values of one country's initiatives to another, we see many overlaps, but we also see some differences. What is striking about the differences is that they reveal the fact that values are nuanced, that is, they are not a monolith that are interpreted or operationalised in the same exact way in every context. Even the so-called *universal values*, such as respect and love, are operationalised differently in different cultures ... As we seek to instil in young people the core values considered important for the culture, we must consider whose values we espouse and how those values are defined and taught'.

One of the strengths of the Australian values education initiative in his view is that it is 'built on a set of guiding principles that acknowledge these nuances'. Beyond this, the importance of values education in student and youth development is evident in other educational enhancement initiatives such as civics and citizenship education initiatives, where we are seeking to build values of democracy, participation, and social connectedness. Values education in this context is more than just about teaching values, 'it is about ensuring quality teaching, ensuring quality schooling, and ensuring quality learning'.

But not all believe that values education is important in education. Even in countries where there are national initiatives for values education, it can be advanced as long as it does not interfere or negatively impact students' academic learning. So, he asked, what case can we make about values education's contribution to academic achievement?

In his field of service learning, there is some evidence that shows that students who engage in service-learning do better academically, though it is 'mixed and not very robust' (e.g., the effects are significant but small). That said, there is much evidence that supports positive impacts of high quality service-learning on other aspects of student development, such as career development, values development, personal development, and social development. 'In fact, the strongest, most robust, and most consistent finding across service-learning experiences are positive impacts on students' engagement, motivation, self-esteem, empowerment, and pro-social behaviors. What researchers in the service-learning field have done is to take these findings and show the link between these positive impacts and their relationship to academic achievement. Thus, the academic case for service-learning has been made by showing that service-learning impacts the mediating factors that help students do well academically'; and the same case can be made for values education well, as indicated in the following diagram.

Values Education and Academic Achievement



From G. Lee and T. Zighera (2007), Implementing a Quasi-Experimental Study of Character Education: Lessons Learned from Project Heart, Head, Hands (HP).

So overall, according to Furco, 'the purpose of and reason for values education is not just about instilling positive values in young people. Rather, it serves important, grander purposes, which include helping to foster the mediating factors that help students achieve academically and succeed in school. Without those mediating conditions in place, students are less likely to do well in school, regardless of how good the school is, how experienced the teacher is, or how well designed the curriculum might be'.

The Complexity of Values Development and Values Education

While we are in a time that views values and the teaching of values as important, we do not often extend the conversation on values deep enough to really understand the complex nature of values development and values education. There is, Furco suggested, 'still a pervasive belief that values are learned through "lessons", that is, that individuals can be exposed to experiences where they "learn their lesson", not just through formal classroom experiences, but through life experiences' Short, to-the-point lessons are designed to present the value, explore it, discuss it, reflect on it, test it, and then, close the book on it. Too many values education curricula in his view 'do not explore the cultural nuances or individuals' interpretation of values (*values clarification*). They often do not address what one is to do when values conflict (*values incongruity*). They do not include information about which values one chooses when choices are equally acceptable (or unacceptable) (*values preference* or *values dominance*)'. New research in the field is suggesting that these issues are important to

understanding how values development manifests in youth. The Australian values education approach, he observed, 'is farther ahead in the thinking on this than the approaches used in most countries. At the very least, there is acknowledgment of the importance of these complexities in the national guiding principles for values education'.

Too many values education curricula also focus on a static approach to values development and do not take a long-term view of values development and growth. 'In some values education curricula, for example, we test or assess students' development of caring or citizenship, after having been involved in a set of lessons occurring over just a few weeks. While there are some aspects of caring or citizenship (or any other value) that might develop within a relatively short time frame, it is more likely that such values develop over time through cumulative experiences and only after one has had the opportunity to work through issues of *values clarification* and *values incongruity* issues, as well as understand the presence and meaning of *values dominance* and *values interpretation*. This is moving values education from the superficial one-off lesson and the typical static approach, to a more robust and dynamic approach to values education — an approach that is essential to truly achieve the intended goals of values education'.

Citing the 'dynamic aspects' embodied in the outline of practice and resources both Bereznicki and Brown had outlined, Furco expressed the hope that, 'as you move forward in the next phase of work ... you won't lose site of the importance of these factors ... (because) what is at the heart of the work that Barbara, David, and others have described, is the importance of both the *explicit* and *implicit* elements of values education'. This is important because young people need to be taught values overtly and be taught to understand what the values mean and how they are applied. But, values education must not neglect the important role that 'implicit' teaching of values also plays.

Much of today's values education movement is built on the *explicit* teaching of values. Again, he thinks that the Australian values education approach is so successful and of high quality because it does recognise the importance of the *implicit* teaching of values (e.g., through developing school-wide approaches to values education). 'In many values education programs, we neglect the *implicit* teaching of values — ie, how we role model the values outside of the *explicit* values we teach in our lessons'.

This *implicit* or hidden curriculum regarding values education extends beyond what happens in school. Young people are greatly influenced by what happens at home and in their community. What they see in the behaviours and interactions of their family members and friends teach individuals to interpret certain values in a certain way, along with any nationally driven values education initiatives that may exist. This can occasion problems when 'the *implicit* values and purposes clash with how the *explicit* values are interpreted and operationalised in different contexts'; especially in multicultural settings, in which 'nuanced differences in values interpretation affect how individual students interpret and operationalise the values taught *explicitly*, and how they ultimately internalise and interpret the values taught *implicitly*'.

Similar conflicts between the *explicit* and *implicit* goals of values education curricula, he argued, ‘also often manifest in conflict resolution curricula and other values-based curricula designed to build a sense of community for the purpose of reducing social tensions and strife. In these curricula, we sometimes see a superficial agreement of individuals to “get along”; they agree to be civil to each other, perhaps show outward respect for each other’s opinions, and discuss their differences (rather than having a physical confrontation). But often, these values never penetrate the core being of the participants and thus are never fully internationalised’.

If we are to attempt to teach values and make it part of the work that we do as teachers, it would therefore benefit us to ensure that our values education curriculum provides opportunities to explore the complexities that undergird values development. Specifically, the curriculum should explore some key components that are essential to moving values education from the static and superficial, to the dynamic and robust.

A proposed typology

With all this in mind, Furco then advanced a typology that addresses some of the issues that need to be considered as encompassed in the following table.

<i>Values Clarification</i>	The same value may be interpreted and operationalised differently in different cultures	An individual understands the different ways each value may be interpreted in different cultures, customs, and settings.
<i>Values Discernment</i>	All values are not equal; one value may be more important or a better choice over another in particular situations.	An individual is able to apply good judgment in selecting the most appropriate value in a particular situation.
<i>Values Optimisation</i>	All values operate on a continuum; optimal points vary for individuals and situations	In specific situations, an individual is able to adjust and appropriately apply the value at an optimal point
<i>Values Incongruity</i>	Values may be incompatible and in conflict	An individual is able to reconcile a conflict in values through rationalisation and justification
<i>Values Preference (or Dominance)</i>	Individuals have certain pre-dispositions for particular values	An individual understands and considers his/her values (pre-?) disposition

Values Clarification

The issue of values clarification, Furco explained, is an essential and key component of values education that ‘can make the difference between acceptance and rejection. As we try to develop students’ global awareness, the clarification of values across cultures is important, at all ages of student development’; which he illustrated with

reference to Maine in the U.S. which has a substantial number of refugees from the Sudan. In the Sudan, it is customary for men who are friends and who care for each other to hold hands in public. In several instances, these men have been ridiculed for holding hands because the dominant values culture does not approve of the value, misinterprets the action of the value, or does not understand the value.

For schools that have students from different backgrounds, a good values education program that incorporates values clarification can help build a more harmonious environment in which students can understand each other and work together. Again, this shows that values education ‘is not just about teaching the values, but can lead to other important goals (like a productive, harmonious school environment) that help our students and our schools succeed’.

A high quality values education program will ‘expose students to strategies that will allow them to explore the nuances in how different individuals, based on their beliefs, cultures, backgrounds, religions, and traditions interpret and operationalise certain universal values. Such programs should help students develop a keen eye for identifying when they are in a situation when the cultural norms, expectations, or practices may be different from their own, and thus to self-reflect on how they wish to proceed with their particular actions. Engaging students in values clarification exercises where they discuss how they interpret values ... or doing joint projects in the community in which students must work together to make key decisions that affect real people can help move values education from the static and superficial to the dynamic and robust’.

Values Discernment

This relates to the fact that although all values being taught are important, all values are not equal in specific situations; as illustrated by an experience he himself had — ‘Andy’s friend comes over with her new baby, Joey, her long-awaited firstborn. Andy holds little Joey and looks at him and thinks, “Wow, this is the ugliest baby I’ve ever seen”. Andy’s friend says, “Isn’t he adorable?” How does Andy respond? Andy knows that honesty is the best policy. But, because he has learned the skill of values discernment, he knows that respect and care should trump honesty in this situation. But Andy cannot lie. So he says, “Yes, he’s absolutely adorable”. The situation does not warrant being honest and potentially ruining a long-time friendship.’

Discernment of this sort is something that young children find difficult to do. Knowing how to discern among values to select the ones that are most appropriate, he observed, ‘is something that most of us will learn implicitly, but for many individuals, especially in multicultural settings, this discernment can be mis-learned. There is some evidence that young kids are sometimes confused by certain values because they see that the values are expected in some situations but are considered inappropriate in other situations’; and David Brown’s presentation the previous day gave ‘some good examples of activities (open ended scenarios, white lie, etc.) in which students can develop values discernment capabilities’.

Values Optimisation

All values, Furco explained, operate in a continuum depending on the circumstances and situation, and we all have different ‘optimal points’. Deakin Crick mentioned this in her presentation when she noted that ‘values are imprecise’. Having a good

values base as an individual requires that one is able to 'apply the appropriate doses of the value in the right ways at the right time'.

By way of example, an employer may continually ask two of his employees to complete tasks that are not part of their job duties. Employee A willingly does the tasks because he wants to be responsible; he does not feel he is being taken advantage of. Employee B refuses to do the tasks because he believes he is responsible with the job he has agreed to do, and therefore is responsible enough. For Employee B, the requests have crossed the individual's optimal point and thus are no longer acceptable. Often, what we see in these situations is that other values (justice, etc.) come into play'.

A good values education program, Furco argued, will help students find their personal and individual optimal points for the various values; keeping in mind that 'these optimal points are likely to change and shift over time as students mature, experience certain things, and realise that their optimal point may be too high or too low'.

Values Incongruity

Values incongruity, he explained, occurs when values clash. 'For example, many students who helped deliver trailers to hurricane Katrina victims feel conflicted because the trailers have been found to have toxic phamaldehyde. Where they sought to be helpful, responsible, and caring in their efforts, they have put some of the residents at-risk for various ailments. Would it have been better not to have delivered the trailers?' A good values education program will help teach students how to think about and cope with conflicting values.

Values Preference or Values Dominance

The Australian Guiding Principles for Values Education, Furco observed, make note of the importance of having individuals identify their own values base and system, which recent research he has conducted only confirms. 'The notion of values preference or values dominance is tied to the previous aspects of the typology and focuses on the fact that in the same situation, different individuals will "tend toward" or lean towards the application of different values'.

In the research, he and his colleagues asked students engaged in a character education program in the U.S. to respond to a set of scenarios in which they are given a situation with choices; one of which he invited Forum participants to try. Each choice is dominant in a particular value (some of the choices represent more value). After asking 100 students to respond to the scenarios, they held a discussion with them about why they selected the choice they did. They then analysed their responses through an inductive approach, grouping their purposes and intentions. From there, they aligned the categories of responses to specific theories of moral development and found there were five values lenses through which young children apply their actions as indicated in the table below.

Moral Development Perspectives for Character Education

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

Organized by Rafael Langer, UC Berkeley

The point is that in the same situation, different individuals will behave differently and lean towards different values. This, according to Furco, suggests that 'understanding the complexities of values education is key to being able to do good values education. It is not enough to just teach the value, but we have to engage students in experiences beyond the explicit values education lessons'.

Head, Heart, Hands research

Furco then briefly shared some research findings which built on preliminary findings he provided to the values Forum in 2007 on the effects of a U.S. based Head, Heart, Hands character education program that integrates values education into one of the core curriculum subjects (language arts), and includes social emotion and service-learning. These findings, which are helpful as we think about the future of values education and how to sustain our efforts, show that:

- there is a maturational effect as students progress through school which sees their retention of character assets drop;
- students engaged in the Head, Heart, Hands program drop noticeably less in this regard than those who are not; and
- the more service learning in which students engaged, the less their character assets dropped.

In addition, they found that:

- H3 teachers have more positive perceptions of school professional climate than teachers in control sites;
- H3 schools show decreased disciplinary action and increased attendance;
- reading comprehension of H3 students improved; and
- H3 students demonstrate positive social-emotional growth and improved behaviour.

Sustaining Values Education

Educational reforms, Furco noted, come and go. 'When there is a change in government, a change in priorities, a shift in funding, new programs are put in place to replace old ones'. While the work done in Australia on values education is 'terrific', a need for caution exists 'as you take the next steps so you do not make the same mistakes others have made'. Specific cautions he sounded related to:

- 1) Maintain high quality practices — 'In transitions, we sometimes want to put our own stamp on things. So, we tend to redesign and reorganise to give the work a new look. In this process, we often unknowingly get rid of important, key aspects of the program or structure. We must be careful not to throw the baby out with the bath water'.
- 2) Support PD — 'Teacher buy in and support for initiatives like values education are key to making it work. Australia has done a great job of building that support', but there is a need to continually think about 'how to invest the resources you have to building a community of practitioners who build their expertise and knowledge of values education through high quality professional development.
- 3) Focus on the purpose, not the program — 'Much headway can be made if we work to build values education not for the sake of having values education programs, but rather for the sake of building the mediating factors that can help ensure students' success in school (academic and otherwise)'.
- 4) Find the educational priorities to which VE can relate — 'Find the hooks or pillars to which values education can be linked. Values education is not and should not be a separate program. Rather, it is a strategy for accomplishing other important educational goals, which include quality teaching, contextualised and active learning, multicultural development, community awareness, social emotional learning, emotional intelligence, etc. Use values education to help accomplish overarching learning goals'.
- 5) Connect to the global agenda — 'Connect the Australian values education effort to the global values education movement ... No country in the 21st Century can adequately or fully educate its citizens without addressing cross culture issues and focusing on the development of values'.
- 6) Give it time — 'No comprehensive reform can sustained and fully institutionalised in just a few short years. We are talking about shifting a culture, teaching practice, and adjusting our own values. This takes time and ongoing commitment'

He then closed by stating that one of the ways to continue to build the support and quality for values education is to listen to students' stories. 'I think we often underestimate what students know and what they can do'; which he illustrated with

an inspiring video made by students from Beenleigh State High School Vocal Group.

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In response to a comment from the floor about the power of teachers as researchers that has been modelled through the Good Practice Schools Program, and the use of schools as research sites, Furco noted that his own work would be 'value-less' if he didn't connect to teachers in the field to validate it. 'The connection between research and practice is vital'.

Asked to comment on any innovative programs for young people who are disengaged from education, he indicated they all have in common a notion of youth voice and empowerment. 'We underestimate what young people can do'. All programs where young people come together, build a community and focus on what they can rather than what they can't do seem to generate positive results.

Finally, on being invited to define service learning from his point of view, Furco noted there are 200 published definitions, but his own is that 'service learning is the integration of public and community service with the academic curriculum to advance students' academic, social, personal, civic, ethical and career development'.

Overview of the VE program

Christine Lucas and Amanda Day from the Department of Education, Employment and Workplace Relations (DEEWR) provided an overview of the Values Education Program supported by a rotating backdrop presentation of student photos they have gathered over time.

Providing a context for Day's more detailed exploration of the values education journey, Lucas noted that the Council of Australian Governments' targets cover social inclusion, national curriculum, the digital education revolution, and literacy and numeracy to contribute to increased productivity and participation in Australian society.

Experiences in values education, she suggested, can readily be linked to each one of these targets, and there is emerging evidence of how values education can contribute to these areas being enhanced.

Side by side with these COAG targets, the Secretary of DEEWR has identified four high level aspirations for the Department aimed at:

- Australia having 'the best school system in the world by 2020';
- every individual students' potential being maximised;
- assisting schools to raise academic standards; and
- overcoming disadvantage by improving teacher quality and creating a 'world leading learning environment'.

Once again, values education can contribute to achieving these aspirations and evidence exists to support this.

The Values Education Forum in this context is both a celebration of what has and continues to be achieved in values education, and an opportunity to learn how school communities are sustaining this ongoing work. Citing Furco's advice that change takes time, she concluded that 'we have had time and investment to make values education a success, and I hope this will continue to be the case'.

Day then provided an account of the journey of this 'unique program' which embraces all sectors of the educational community in action research in schools to develop good practice approaches to values education and, at the higher education level, research to support the work of teachers in schools.

In 2005, she explained, the Ministerial Council on Employment, Education, Training and Youth Affairs endorsed the *National Framework for Values Education in Australian Schools*, which became the cornerstone of the Values Education Program. This Framework set the scene for the Australian Government's \$29.7 million program to make values education a core part of Australian schooling. Then, following the Values Education Study of 2003 involving projects in 69 schools, MCEETYA endorsed the *National Framework* which allowed for 'a broad values education program to be developed across a range of interest groups and educational authorities' with the result it also has become a document that has been 'interrogated, debated and used widely in the achievement of the Government's goal'.

The program began with the distribution to Australian schools of the *Nine Values for Australian Schooling* poster, which was linked to the Schools Assistance Act 2004. All Australian schools were required to display the poster in a prominent position in their school and, although it was met with some 'criticism ... it also became a source of great debate and discussion ... as well as forming foundations for critical literacy lessons in schools'.

Following this, cross-sectoral funding was provided to states and territories and educational authorities primarily to roll out Values Education Forums for all schools across Australia where individual schools or clusters assessed their values, mission statements and ethos. Since 2005, more than 3000 values education Forums have been held with over 400,000 people involved.

Numerous teachers have been involved in professional learning provided by project officers in all jurisdictions who Day thanked for their commitment, passion and support in influencing positive change.

Some key initiatives

The Values Education Good Practice Schools Project Stage 1 was launched with 26 clusters from across the country contracted to embed the *National Framework* and develop good practice approaches to values education. Within the evidence it surfaced that there was a link between quality teaching and values education, which was extended into a second stage as outlined in more detail by Barbara Bereznicki earlier in the Forum program.

At the same time in late 2005, the former Australian Government invited a number of organisations to develop proposals for raising awareness amongst teachers, principals, parents and teacher educators about values education which, amongst other things saw the development and implementation of communication strategies, on-line discussions, newsletters, focus groups, targeted research, conferences and professional learning.

The National Forum she was addressing became, in Day's view, 'the pinnacle event in values education circles. Growing from a small 80-90 people, this year's Forum is catering for 340 people, reflective of the growing interest and enthusiasm for values education. International speakers and our own Australian speakers have inspired and motivated teachers, organisations and others to be a part of the values journey'.

As well, the Australian Government invested \$3.5million in the development of the Curriculum Resources and Professional Learning Resources that David Brown had earlier described.

A range of more localised initiatives she cited also have been supported to promote values education in schools such as the Lakemba and Macquarie Fields Project as part of the National Action Plan in Sydney which was the subject of a workshop in the Forum program. These projects, she argued, 'all contribute to the growing wealth of understanding about the impact of values education on our schools ... (and) have contributed significantly to our understanding of how values builds relationships of care and trust within various sectors'.

Review findings

In 2007, Day explained, the Department undertook a review of the program which found that the initial questioning of the values poster had been overcome and there were numerous examples of teacher, student and whole school community change across Australia as reported by the stakeholders. As the review team spoke to various stakeholders it became clear that 'there is now a significant language and understanding about values education and values in Australian schools'.

The review highlighted that progression towards the goal of making values education a core part of schooling was a work in progress, and significant inroads had been made with a need for ongoing funding to maintain the momentum. It was important to note in this context that teacher professional learning, exposure to school leadership and the link to quality teaching were all significant factors in the continuation of the program into a sustainable and valuable part of Australian schooling; and a communication strategy has been suggested as a way of promoting the good and valuable work of the last four or more years.

One particularly important finding of the review to which she pointed is that, although 'the original intent of the program may have been to introduce a planned and systemic teaching of values in our schools, it has become more than that'. For those schools actively engaged in values education activity, it has changed the nature of schooling itself.

There were, of course, some things the review highlighted that could be done better as well as some things that could be done more effectively on a local, regional, state

or organisational level. This presents a challenge for all stakeholders who have been on this journey– ‘what can you do to continue the momentum of values education within your own sphere of influence?’

The review demonstrated a ‘growing sophistication of understanding about what values are and what they mean in school contexts and schools have looked wider than the *Nine Values for Australian Schooling*. This is evidenced on many fronts but especially through the VEGPSP and Forums that have taken place. ‘Values education’, Day suggested, increasingly is being seen as the ‘social glue that binds schools, teachers, parents, communities and the wider educational community ... (and) has a profound effect on the total educational environment of schooling’.

The review also surfaced some significant unexpected but positive results from the program, including that:

- There is now a growing sophistication of Australian school’s understanding about what values are, and their impact on school communities, student learning outcomes and teacher quality.
- Australia is perceived as a leader in values education from OECD countries and is attracting international interest.
- There is evidence of the links between values education and quality teaching included in a monograph by the Australian Council of Deans of Education based on the work of the Values Education Good Practice Schools Project Stage 2 and due for release later in 2008.
- There is a need to engage pre-service teachers in values education, which was also raised in various sessions in the Forum.
- The cross-sectoral approaches adopted by all jurisdictions and schools to embed values education through the Forums project and good practice schools project has been a real strength.
- The Australian experience of values education as a transformative aspect of establishing optimal conditions for learning and quality teaching is supported by international research.
- There has been a renewed understanding about caring — for teachers, students, parents and the community, for difference and for our environment.

New questions to address

The change of Government has seen some changes to education policy and platforms of which all Forum participants are aware. The Digital Education Revolution, social inclusion, the establishment of a National Curriculum Board and a wide ranging productivity and participation agenda have all been of interest to the values team. Day then advanced three key questions that need to be addressed ‘about our educational system so that we can contribute to the Government’s aim of creating a world-class education system’.

1. How can we motivate young people to continue learning through their adult lives?
2. How well can young people apply their knowledge, values, attitudes and understandings gained in schools in other contexts?

3. How well does our education system support the needs of any learner to integrate learning into the rest of their lives?

Within the wider agenda the Commonwealth Government is delivering, the Department in recent months has, she explained, 'harnessed the successes, research and deep understandings about values into a proposal for the Minister for Education, the Hon Julia Gillard MP about the future of the values education program'. While this is still under consideration, it is important to reflect on 'the difference you have made through your actions within your realm of influence. Whether it be with students, teachers, teacher educators, principals, parents, the academic world, or through the resources, Forums or management and leadership to embed values within your area, it has been significant and of value to the wider educational community and Australian society as a whole'.

There is, she concluded, a strength of spirit and hope around values education in the Australian educational community. Harnessing this strength and momentum is what will propel all of us forward to be the change agents in leading values education in the future within our spheres of influence ... Ultimately the work that is being done through values education will contribute to Australian students being active, engaged and informed citizens, well equipped to deal with the varying and as yet perhaps unknown demands and challenges they will meet in the future ... Our collective challenge now is to allow students to engage with values so that they can have purpose, meaning and engagement with their world. As educators we need to empower students to choose their attitudes and take responsibility for their inner world, as the values of our children will create the future.

The Australian context: Leading change, shaping futures, building community

Forum facilitator Tony Mackay led a panel discussion comprising Rita van Haren (Lanyon Cluster Schools, ACT), Jean Illingworth (Djarragun College, Queensland) and Dr Thomas Nielson (University of Canberra) exploring the Australian context and experience in more depth.

The Lanyon Cluster, van Haren explained, comprises five schools in South Canberra — one 7-10 high school, three primary schools and an outdoor school which caters for the whole of the ACT. Their project effectively started in 2003 with a focus on better teaching and learning to improve some less than acceptable student outcomes. The cluster saw values education as 'a way of advancing this work because it captured altruism and gave meaning to what we were trying to achieve'. They sought in this context to embed values in the curriculum in ways that extended across all of the KLAs. To achieve this, they used an 'action research approach where 21 "teacher scholars" planned and taught units of work and collected evidence of student transformation'. These teachers were 'empowered as leaders in the school who then became the advocates for the project in the cluster'.

As a mentor to the Lanyon Cluster, Nielson found that the relationship between academic outcomes and values education is complex; since raising test scores does not necessarily equate to deep learning and there are plenty of instances of just teaching to the test. That said, his own work suggests that a link does exist in the

same terms as Furco outlined — ie, as a mediating factor. 'If A is connected to B', he argued, 'and B is connected to C, then the connection between A and C cannot be discounted'. Values education done well, through quality teaching cannot but raise academic outcomes in Nielson's view and 'we are seeing that at Lanyon'. In particular, he commented, he is seeing transformation at the level of the teachers and their classroom practice, in the relationships between students and teachers, and in the ways that students think.

Djarragun College, Illingworth explained, has more than 550 students all but three of whom are Indigenous. When she arrived in 2000, there were 66 students on the first day of school and they 'barely got them to class in Semester 1'. There was 'no self-discipline and an out-of-control clientele ... And you can't run a values education program in circumstances like that'. Two years ago when Noel Pearson visited the school, by contrast, he 'was so moved that he nominated it as one of the friendliest places he had ever been and noted how positive the relationships were'. The school got to this point by employing as multicultural a staff as possible to defuse the extent to which it was perceived as 'black versus white'. This has helped to ensure that the staff have become learners themselves as they seek to understand the differences that exist between them. 'People are more aware of others as human beings'. Beyond this, they conducted substantial professional development with values education being pursued as a whole school, whole staff approach.

Noting that the importance of a whole school approach really resonates for Forum participants, Mackay then invited brief comments from each panel member on the sustainability of their values education program over time.

Involvement in the project has been a 'very powerful professional learning experience' for van Haren and her colleagues which has led them to focus more on their own practice. Documentation in this context has been 'time consuming' but also important for 'sharing, networking and sustainability'. The other important factor in her view is to keep building 'teacher leadership' so the school is not dependent on a few key individuals who might leave. 'The number of people on board with the work leads to sustainability as does our growing focus on getting out to the community and community work'.

Nielson endorsed these remarks but added a need to 'underpin' it all with the principle that 'you keep coming back to why you are involved — the purpose of it'. He also suggested the role of people such as van Haren herself should not be underplayed, since change agents leading it all are very important. 'It's simply hard, ongoing work'.

It is important, Illingworth noted in concluding the session, to have programs with which to start; which Djarragun did through such programs as Virtues, You Can Do It and Rock & Water that provided teachers with 'things they could take up and use'. This needs to be done in a whole school way so the program and its language are used throughout the school. The focus in this context, she suggested, should initially be on 'ourselves rather than the students, and the way we model values through our behaviours every day'. It's a matter of ensuring 'we are all on the same journey and pursuing the same ends'.

Workshops: Session 3

Participants were able to attend one of four final workshops in the Forum program which each are briefly outlined below.

Caring, creative and critical thinking: Philosophy in the classroom

Lynne Hinton (Principal, Buranda State Primary School, Queensland) outlined the approach at Buranda State Primary School whereby all students have been taught philosophy over the last 11 years.

The branch of philosophy used at the school is ethics, which focuses on how we should live our lives, and this constitutes the basis of values education in the school. Each week, students at the school as young as four participate in 'philosophical communities of inquiry' where they discuss such questions as 'is it always good to be fair?', 'should we always try to do our best?' and 'what should we really value in our lives?'.

These discussions are supplemented by the teaching of a range of skills such as making distinctions, giving reasons and uncovering assumptions to enable students to engage deeply and productively with the concepts being explored. Students learn to listen to each other, to build on one another's ideas, and to explore disagreements in respectful ways.

Hinton's outline of the Buranda approach was illustrated with examples of classroom practice and students' work and the students' social and academic outcomes were described.

Student Action Teams: Students leading in investigating values in schools and communities

Roger Holdsworth (Senior Research Associate, Australian Youth Research Centre, Melbourne Graduate School of Education, The University of Melbourne) and Sue Cahill (Student Wellbeing Coordinator, St Charles Borromeo Primary School, Victoria) described how primary students led investigations and school-based action around values in two Victorian school clusters.

Participants were provided with some background to the approach of Student Action Teams, drawing in particular on the work of the Manningham Cluster through two stages, as a means of reflecting on this approach. This was supplemented by some broader contexts for active student participatory approaches with a particular focus on the practical details of how they were done and what has been learned.

Creating Interfaith and Intercultural communities through Socratic circles and the Arts

Catherine Devine (St. Monica's College, Victoria) described the formation of the Melbourne Interfaith and Intercultural Cluster in June 2006 which comprises a coeducational Catholic school, an independent Islamic coeducational school, an independent Jewish coeducational school, a government high school and a Catholic girls' school. Since forming, the cluster has held eight interschool gatherings and provided opportunities for student representatives from different faiths and cultural backgrounds to interact and discuss issues concerning community identity and the

values of understanding and inclusion. Students have also used drama, music and the visual arts to express their understanding of these values.

The cluster specifically has sought to encourage student leadership and has formed a Student Executive with four students from each of the five schools who have direct input to the direction of the cluster's work. A cluster website is under development which not only will help to sustain the project over time, but also will support students from the schools to continue relating to each other and participating in on-line Socratic Circle blogs.

With this broad context in mind, the workshop focused on ways of incorporating values education in both teaching in the classroom and leadership of co-curricular activities to encourage more respectful, productive and creative communities. This included a consideration of ways in which the cluster project has sought to develop intellectual depth, communicative capacity, empathic character, capacity to reflect, self-management and self-knowledge in students in the schools.

Values ... and other conversations

The nature and impact of values in the Australian context, Gary Shaw (Values Education Project Officer, Victoria) explained, has received national attention over recent years, particularly in relation to such themes as cultural identity, citizenship, environmental sustainability and community safety. Nationally, schools are being asked to articulate their values and translate them into practice around these themes.

The workshop then explored some of the challenges and strategies associated with using valued-based education to achieve safe and productive learning cultures, with a particular focus on the use of restorative practices.

The thread that binds: Values Education in South Africa

The world today, according to Nazreen Dasoo (Department of Education Studies, Faculty of Education, University of Johannesburg), is 'in many respects more fractious, more fragmented and more conflict-ridden than a decade ago'; as evident in the images of war, terrorism, refugees being refused asylum, etc. to which we are exposed. As a South African with roots stemming from the Indian culture and from the Muslim faith, she is 'fortunate' in this context to be able to draw her values from these strands of her identity in a way which has worked for her and helped her 'maintain my humanness'.

She then proceeded to share some of the complexities and controversies surrounding values education in a globalised world by answering three questions related to values education before sharing the journey of values education in South Africa.

Question 1: Why values and values education?

Young people today, Dasoo argued, are confronted by 'a world that presents them with contested issues of race, identity, globalisation, social, political and economic inequality, violence, global warming, HIV/AIDS and poverty'. Unfortunately, she contended, 'the tools that we offer our youth as elders, parents and teachers, in helping them navigate these ambiguous and uncertain waters, fail'. If education is said to reflect the values of a society, as well as the kind of society we seek to become,

it is important in her view 'to recognise a broad set of shared values and purposes that underpin the school curriculum and the kind of work schools do'.

Some scholars, she conceded, argue that values education has 'no place in the classroom and that teachers' practices must be oriented as much as possible towards disinterestedness, allowing learners to make their own voluntary choices regarding how to conduct their lives'. Such a notion of schooling however is, in her view, 'foolhardy', since human interaction is 'saturated with messages of what people value or not and we either overtly or covertly through our behaviour send such values messages'. Values for her are 'not just overtly taught, but are also embedded in patterns of social relations, interaction, codes of conduct and modes of discourse amongst learners themselves as they engage in school activities and in their interaction with the teachers'. It is just such encounters that makes values education a complex, yet 'culturally invaluable' practice.

Question 2: Whose values and which values?

Much of the debate around values education, according to Dasoo, 'centres on issues of whose values and which values are to be included; yet there is a general agreement that values are an important issue for schools to address if they are serious about quality teaching and learning, effective schooling and social justice'. An investigation of the literature around the question of 'whose values?' suggests to her, however, that it is a question on which 'the jury is still out'.

Question 3: The 'how to' of values education?

In an article by Clabaugh ('What is worth knowing, 1999) she cited, three types of knowing are advanced:

- 'knowing that' — knowledge of facts. 'Getting children to "know that" about values, she contended, 'is no more difficult than getting them to learn any other fact. If this is what values education is about, the task is comparatively easy.' But children will 'not be positively influenced by teaching that stresses the "knowing that" dimension of values ... (and) Knowing more facts about values will not deliver the humane society we are after'.
- 'knowing how' — the procedural knowledge of how to do something. Knowing how to be honest, she suggested by way of example, 'involves knowing that if you find someone's wallet, you should return it with the money and credit cards intact.' While children definitely do need support to develop values 'know how', we cannot however assume that when they know how to be nicer, kinder, more decent or, to return to the example, honest, that they will be.
- 'knowing to' — the type of knowledge that 'leads to acceptable moral and ethical behaviour'. A person who 'knows to', Dasoo explained, 'can be counted upon to do particular things in specific circumstances. If, for instance, an individual "knows to" be honest, they will not cheat, even if they can get away with it'.

A surprising number of values education programs, she argued, 'seem to assume that children who "know that" and "know how" will automatically "know to"'; though this is not necessarily the case, especially given the gaps that they witness in society between words and deeds. 'Generally, youngsters develop "know to" knowledge about values only when the important people in their lives live that way. And the best way for teachers to really help learners "know to" act more morally is for those teachers to conduct themselves in a particular way'. Thus for her, 'sermons

and how-to instructions are largely worthless when it comes to teaching values. Children learn what they live. So if we want children to act more morally, adults must act more ethically themselves'. And that, in Dasoo's view, 'is real values education'.

The Values Education journey in South Africa

Since South Africa witnessed its first national democratic elections in 1994, values and human rights issues have been placed firmly on the national agenda. Post apartheid South Africa, Dasoo explained, has two milestones arising from its relatively peaceful transition to democracy after centuries of struggle against colonial rule and decades of apartheid, of which it is immensely proud — its Constitution based on the concepts of equity, tolerance and human dignity, and which includes a Bill of Rights; and its own innovation of a Truth and Reconciliation Commission where thousands gave testimony of the pain and suffering they endured and inflicted and, more importantly, both victims' and perpetrators' depth of forgiveness and human generosity has served as a valuable lesson to be taught to all South African children.

Despite this, South African children increasingly are affected by violence, growing social problems and a lack of respect for each other, and the world around them. Recently, South Africa also has seen an alarming increase in gender and child abuse, racism and the spread of HIV/AIDS. These problems, she noted, are 'often reflected in our educational system', and many believe that part of the solution lies with an emphasis on teaching values.

While there has been a 'deepened understanding of the meaning and importance of common values' in recent years, it is not a given that 'children and youth learn the values that ground the constitution'. Although there is an extent to which a focus on values reflects the age-old generation gap in this context, there are also other contextual factors at play, unique to the current concern about values education and values formation in contemporary South Africa. There is, for instance, a concern about 'moral degeneration and a lack of cohesion and unity of purpose since 1994'; in part, according to some, because the removal of apartheid means there no longer is a common enemy to fight.

Teachers in this context, Dasoo suggested, 'are reawakening to what historically has been one of their most essential tasks — assisting in the character and social development of the children entrusted to them'.

Values Education initiatives

The result of all this is that education initiatives to instil values in South Africa abound. These range from anti-bias, anti-racist curricular, to tolerance and religious education programs, and to citizenship education. The key questions posed at the national level in developing these initiatives for introducing values and human rights into the curriculum, Dasoo explained, focus on:

- What kind of pre and in-service teacher education programs can be designed to prepare teachers in the field of values education, and how can such programs help teachers to be more effective in teaching values?

- What values and whose values do you teach in the South African context? Who decides? How are values taught? Whose responsibility is it to teach about values? And how would the effectiveness of the values teaching be evaluated?
- Who would be best suited to conduct the training of teachers and who would design the curriculum for the training program? What funding opportunities exist? How would teachers be recruited for the training program? How would the program be monitored and evaluated?

She then shared two values education projects in particular — a government initiated and funded project that called on all universities in South Africa to design and implement an Advanced Certificate of Education in Values and Human Rights Education to train close to 700 teachers and office-based officials over two years; and a UNESCO/UNITWIN project entailing an impact evaluation of an international values education program for street children.

The ACE in Values and Human Rights Education

The main purpose of this qualification, delivered through a mix of contact and distance learning, is for universities to train and support teachers and school and department leaders to integrate values into the curriculum using appropriate teaching methods over a period of two years.

As part of the initiative, research was undertaken to understand how teachers go about making meaning of values and values education, and how this meaning translates into practice in their teaching and learning environments. By raising issues around values education rather than providing responses to the critical questions teachers, Dasso explained, are supported to ‘discover their inherent value sense’. In this way, they ‘gain an understanding of themselves and their values and of values inscribed in the country’s constitution’.

Development of the certificate, she noted, was underpinned by a theoretical model which seeks to synthesise ‘traditional approaches to values education (eg, inculcating and modelling values) and new approaches such as values clarification, into a Comprehensive Values Education Approach’. It is comprehensive, she argued, in:

- its content and the inclusion of all value-related issues, from choice of personal values to ethical and moral questions and issues;
- its methodology which includes inculcating and modelling values as well as preparing young people for independence by stressing responsible decision making and other life skills;
- that it takes place throughout the school; and
- that it takes place throughout the community as well.

Both quantitative and qualitative data was collected from teachers about the meaning they attach to values and values education, and how they subsequently infused values into their curriculum. It revealed that most considered the key place they learned their values was either the family, school, religious organisations and the community in that order. The most frequently cited values in their responses were Respect, Responsibility, Tolerance, Ubuntu (loosely translated as respect for human dignity), Honesty and Love.

Other interesting findings from the qualitative data to which she pointed are that:

- teachers' understanding of values and values education concurs with a definition of values as 'principles, fundamental convictions, ideals, standards or life stances which act as general guides to behaviour or as reference points in decision making or the evaluation of beliefs on actions';
- curriculum intervention in the area of values education can produce significant change in a positive direction in values positions;
- values, which are at the substance of the 'heart, mind, and spirit of the self' are not changed by prescription, but through dialogue, experience, new knowledge and critical thinking;
- teachers surveyed believed that the culture of human rights was undermining their authority in the classroom and contributing to a lack of respect and hence discipline;
- teachers observed and interviewed used values education in practical and effective ways for engaging learners with issues and as a means to promote a 'values-considered consonant' with the school's ethos and policy;
- a complex picture is emerging regarding religious practices in schools, with teachers using values education to provide a 'daily act of collective worship on the one hand, and on the other to fit particular social contexts in which the school is embedded'; and
- evidence from teachers by and large indicates a positive experience during the course of the values education intervention.

A range of recommendations flowed from the investigation, spanning values education program design to implementation and then evaluation. The three 'pivotal' recommendations in her view suggest that:

- prescribing a set of values results in 'more inclusive debates about values in schools being undermined';
- 'a learner centred approach which advocates the development of democratic values through providing learners with experiences that cultivate critical thinking, personal expression, local sense of meaning and expanded ways of thinking and communicating' is to be preferred; and
- participants in values education programs 'should always be encouraged to apply the theoretical framework that they have been exposed to, to understand their day-to-day experiences within the schooling system and society at large'.

Ubuntu in action

The challenges facing street children in South Africa, Dasoo noted, 'are enormous'. They are made more difficult still by increased urbanisation and poverty, the alarming increase in the AIDS pandemic, and growing violence amongst youth. Any successful implementation of a values education program in this context depends in her view, on 'creating adequate political and social cohesion amongst the role players in the situation'.

Given this, the Street Children project she described sought to develop 'a synergy of living values education practitioners, street children facilitators, the department of social services and researchers from the university' to find ways in which crucial community values could be strengthened while preserving the 'values of the streets

(eg, strong will, the ability to make do in every situation, the spirit of initiative, the sense of community with other street children’.

For South Africa this essentially meant, ‘preserving the value of Ubuntu ... a figure of speech that describes the importance of group solidarity on issues that are pivotal to the survival of all communities’. The cardinal belief of Ubuntu, Dasoo explained, is that ‘a person can only be a person through the help of others’; which is not, of course, confined to African shores. Preliminary findings in the project show how the Living Values Education program used helps in ‘allaying fears and reducing prejudices towards street children’. Not only are these children given the possibility of establishing relationships of trust with caring adults, but they also are helped to develop ‘social protection skills to enable them to feel safe on the streets’. The program also creates ‘a suitable learning environment so that these street children are able to identify their own potential and increase their chances of success and the possibility of reconciliation with their families’; even in the absence of an effective enabling state legislature.

When asked about values education and the role schools play then, Dasoo concluded, she invariably cites Nelson Mandela who remarked that ‘the moral fibre and value systems of our people are constituted and reconstituted in our schools, in our places of worship, on the sports fields and at the workplace. Many other institutions and factors will influence and shape the development of our value system, but we will all agree that our schools, colleges and learning centres and institutions of higher learning, have an extremely important role to play in supporting the development of our value system and in establishing the regeneration of the ethical fibre of our society’.

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Responding to a question from Forum facilitator Tony Mackay about the survey findings that the issue of community and the individual are in a process of shift, even though he would have assumed a level of reception for values education in South Africa that is high, Dasoo explained that the main issue is the way the importance of Ubuntu as a value has declined over the past two years. This, she explained, primarily seems to relate to growing wealth in the country and the consequent dissipation of communities. On the flip side, however, the Street Kids project surfaced a strong sense of community which ‘we are seeking to preserve’. That said, values education is firmly on the national agenda, with a second round of university training for the Advanced Certificate about to begin with government funding support. The whole project, she noted, has proved very important for helping to improve teacher morale and retain teachers in the profession as they ‘find their love for teaching again’.

Asked to comment on practical ways in which teacher training can help teachers to infuse values education in their work, Dasoo commented that it is similar to the sorts of reports she had heard in this Forum and hence the Australian approach. Teachers first were trained in the theory of values education as a basis for looking at methods and approaches they can use. The trainees experienced values education approaches themselves (eg, role plays, Socratic circles, etc.) and then participated in the UNESCO Living Values Education Program so they could use it in their classes when their certificate was complete. It proved to be ‘a very practical “how to” approach and it

all was grounded by the inclusion of values and human rights in the national curriculum in South Africa’.

Plenary

The Forum ended with a facilitated panel discussion comprising Andy Furco, Nazreen Dasoo and Ruth Deakin Crick, with participant input, moderated by Tony Mackay.

Mackay began by inviting each of these keynote speakers to reflect on the two days of the Forum, with a particular focus on the next steps that need to be taken, while not neglecting the significant things that already have been achieved.

Building on his comments earlier in the day, Furco suggested that the key thing that needs to be done first is to ‘clarify how you will know when you have fully institutionalised values education’ — what it will look like. In other words, ‘you need to clarify the vision and what you expect sustainability will mean as a basis of working towards it’. This, he argued, will support the building of a ‘critical mass’ to then support work on ensuring quality so the whole approach is legitimated in the culture and work of schools, and hence sustained.

Beyond this, he suggested, participants could focus on educational initiatives that ‘are institutionalised already’ and the characteristics that have got them to that point’ so they can be replicated in values education. In other words, ‘be more strategic’. Then, he concluded his initial observations, ‘make sure you do not limit yourselves to the classroom, but involve school leaders and other stakeholders as well’.

Given that Australia already has good practices in place and has achieved a degree of institutionalisation through the projects to date and the materials produce where, Mackay asked, does it really need to push to leverage more towards sustainability?

‘In thinking about the articulation of the curriculum from level to level’, in Furco’s view, ‘to build an overarching set of values over time’. More specifically, making connections vertically in the curriculum, being more systematic about evaluating the outcomes; and ensuring that professional development extends beyond the dedicated people at the Forum to develop more of a critical mass.

Speaking from the floor, Andrew Blair (Australian Secondary School Principals Association) raised ‘a challenge’ related to the fact that society is changing rapidly and putting more and more responsibility on schools to instil values in young people. ‘How do we get coherence between the home and the school to overcome the disjuncture in values that often exists between the two?’

Agreeing with the premise of the question, Dasoo responded by suggesting that ‘if you do not have parental buy-in, it won’t be as successful as you hope’. The problem is only compounded in her view by a degree of parental disinterest at times, and it’s a ‘crucial international problem we need to address’.

An ‘easy’ starting point for Ron Toomey who was asked to comment on this, is to leverage off ‘the rich array of materials and approaches we have developed and

found through the programs to date ... Build on what has been demonstrated to work’.

The whole notion of a national curriculum provides a ‘real opportunity’ in Deakin Crick’s view. ‘You can identify broad outcomes to be pursued, and create a context for profound diversity at the same time’. Involving parents and the community, and consulting on values over time is crucial to this, especially for building ownership at the local level. ‘There’s a huge opportunity here if it’s pursued in a balanced, top-down and bottom-up way’. Professional learning and leadership also are important in this regard in the ways that have been talked about at the Forum.

The fact there is a ‘real chance to get a new synergy around a range of initiatives in which many of us are involved and to take it further in our own organisations and locations is’, according to Mackay, ‘a given’. The question in this context is, however, ‘what really helps us to take it further forward through a concerted national effort? Where should our energy be placed?’

This induced a range of suggestions from the floor including:

- Pre-service teacher education because, at the moment, it is not done particularly well.
- Investing in partnerships, especially with parents, given lots of initiatives fail because they do not take parents with them on the way.
- Engagement of experienced teachers who are not involved in values education in the same way as Forum participants are. This, the contributor observed, is something that may need to be ‘systematically driven from the top, so the leadership in the system is on board’.
- Move beyond a view of young people as ‘objects’ to one of young people as active participants and partners in the process, because they have basically been excluded to date — which Furco endorsed, adding that it is ‘stories from those impacted by the program that really resonate in the community and provide a more powerful sell than a lot of the other things we do’.
- Marry service learning and values education as an effective way of involving young people and giving them a voice.
- Extend the discussion to encompass school governance and the engagement of school councils and boards.
- Ensure the support of principals so teachers aren’t trying to do it all on their own in some schools; perhaps along the lines the AEF currently is seeking to do through a program it is developing for embedding studies of Asia more effectively in schools.

Drawing the session and the Forum to a close, Mackay then invited each of the panel members to contribute their vision for what might be achieved.

For Deakin Crick, this involves looking at global education issues, seeing how values education integrates with the requirements of citizens in the 21st century and is integral to lifelong learning and learning how to learn. ‘We need a mainstream pedagogy which integrates values and leads to active citizenship’.

Dasoo urged participants to 'listen to what teachers, learners, parents and the community all have to say and then plan what we want to do, so there is ownership at all levels'.

Furco's vision is 'not to have values education, or service learning, but to have better schooling and education ... We need a different way of educating young people for a different kind of world; and values education, the research suggests, hits on what we know about good teaching and learning in schools.' He then ended the Forum by urging participants not to 'give up or lose your passion for it, because it is the right way to go'.



Australian Government
Department of Education, Employment
and Workplace Relations

2008 NATIONAL VALUES EDUCATION FORUM

THE AUSTRALIAN VALUES EDUCATION JOURNEY

Leading change, shaping futures,
building community

Hotel Realm, 18 National Circuit, Barton ACT
Thursday 29 and Friday 30 May 2008

Thursday 29 May 2008 Hotel Realm, Barton ACT

Forum facilitator – Anthony Mackay, Executive Director, Centre for Strategic Education

8.15 am THE GALLERY	Registration and arrival tea and coffee
8.45 – 9.30 am NATIONAL BALLROOM	Introduction and welcome <i>Welcome to Country</i> – Matilda House Official opening The Dickson College Values Education Journey (student media project) – Mark Bishop, Executive Teacher, Arts, Dickson College, ACT – Sam Davies and Luke Gibson, Year 12 students, Dickson College, ACT
SESSION 1 9.30 – 11.30 am	Keynote address <i>Positive psychology, positive education and public policy</i> – Professor Martin Seligman, Director, Positive Psychology Centre, University of Pennsylvania, USA
11.30 am – 12.00 pm	MORNING TEA
SESSION 2 12.00 – 1.00 pm NATIONAL BALLROOM 1	Workshops <i>Promoting interfaith and intercultural understanding in school settings</i> – Lakemba Cluster and Macquarie Fields Cluster, NSW
NATIONAL BALLROOM 2	<i>Are we making a difference? Measuring the non-academic outcomes of schooling</i> – Julian Frailon, Australian Council for Educational Research
NATIONAL BALLROOM 3	<i>Values, technology and relational literacy</i> – Dr Janet Smith, University of Canberra, ACT
NATIONAL BALLROOM 4	<i>Building and sustaining an R-12 Service Learning Program</i> – Lynne Moten, Edmund Rice Ministries Cluster, Rostrevor College, SA
1.00 – 1.45 pm	LUNCH
SESSION 3 1.45 – 2.15 pm	Good practice schools and resource projects update <i>Values Education Good Practice Schools – Stage 2 Project</i> – Barbara Bereznicki, Curriculum Corporation <i>Curriculum and professional learning resources – Stage 2 and 3</i> – David Brown, Curriculum Corporation
SESSION 4 2.15 – 3.15 pm	Keynote address <i>Values and learning: Twin sides of the same coin or different currencies?</i> – Dr Ruth Deakin Crick, University of Bristol, UK
3.15 – 3.45 pm	AFTERNOON TEA
SESSION 5 3.45 – 4.45 pm NATIONAL BALLROOM 1	Workshops <i>Connecting story, values and place</i> – Dr Ron Tooth, Pullenvale Cluster Coordinator, QLD
NATIONAL BALLROOM 2	<i>Engage or enrage: Embedding Values Education using a whole school approach at Seaford 6-12 School</i> – Marion MacKenzie, Seaford 6-12 School, SA (Sea and Vines Cluster)
NATIONAL BALLROOM 3	<i>Shaping futures: Exploring the importance of Values Education with pre-service teachers</i> – Dr Deborah Henderson, Queensland University of Technology
NATIONAL BALLROOM 4	<i>What is Values Education telling us about education in general? Reflections on the Australian Program in the context of International trends</i> – Professor Terry Lovat, Pro Vice-Chancellor, University of Newcastle and Professor Ron Toomey, Adjunct Professor, Australian Catholic University
7.30 – 10.00 pm CORNER FLEMINGTON ROAD AND NORTHBOURNE AVENUE	Forum dinner at the DeVine Function Centre, Kamberra Wine Company Dinner speaker – Georgina Naidu, actor

Friday 30 May 2008 Hotel Realm, Barton ACT

Forum facilitator – Anthony Mackay, Executive Director, Centre for Strategic Education

8.30 – 9.00 am THE GALLERY	Arrival tea and coffee
SESSION 6 9.00 – 10.00 am NATIONAL BALLROOM	Keynote address <i>Exploring the purposes, complexities and future of Values Education</i> – Dr Andy Furco, University of Minnesota, USA
SESSION 7 10.00 – 11.00 am NATIONAL BALLROOM	Overview and panel session <i>Values Education overview</i> – Christine Lucas and Amanda Day, Australian Government Department of Education, Employment and Workplace Relations <i>The Australian context: Leading change, shaping futures, building community</i> Panellists: Rita van Haren, Lanyon Cluster of Schools, ACT Jean Illingworth, Djarragun College, QLD Dr Thomas Nielson, University of Canberra, ACT
11.00 – 11.30 am	MORNING TEA
SESSION 8 11.30 am – 12.30 pm NATIONAL BALLROOM 1	Workshops <i>Caring, creative and critical thinking: Philosophy in the classroom</i> – Lynne Hinton, Principal, Buranda State Primary School, QLD
NATIONAL BALLROOM 2	<i>Student action teams: Students leading in investigating values in schools and communities</i> – Roger Holdsworth, Senior Research Associate, University of Melbourne and Sue Cahill, St Charles Borromeo Primary School, VIC
NATIONAL BALLROOM 3	<i>Creating interfaith and intercultural communities through Socratic Circles and the Arts</i> – Catherine Devine, St Monica's College, VIC
NATIONAL BALLROOM 4	<i>Values and other conversations</i> – Gary Shaw, Victorian Values Education Project Officer
12.30 – 1.30 pm	LUNCH
SESSION 9 1.30 – 2.30 pm	Keynote address <i>The thread that binds: Values Education in South Africa</i> – Nazreen Dasoo, University of Johannesburg, South Africa
SESSION 10 2.30 – 3.15 pm	Facilitated discussion / Plenary Key messages from the Forum
3.15 pm	Close
3.30 pm	Bus departs for airport

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