



SOCIAL EDUCATORS ASSOCIATION OF AUSTRALIA

Association Report

to the

**Australian Federation of Societies for
Studies of Society and Environment**

**Values education,
civics and citizenship**

Brisbane, 5 March 2004

Association:

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Aims:

As stated in the initial proposal: "Queensland schools involved in the Values Education Study trial will be invited to attend and take part in discussions, which will use the Discovering Democracy materials and the SOSE Key Values as reference points. Discussions will evaluate implicit, explicit and hybrid approaches to teaching values. The emphasis will be on producing a list of practical strategies that teachers can use to teach about, through and for values for citizenship".

The Forum:

The forum was held at Education House, Mary St, Brisbane on 5 March 2004, from 9am to 3.30 pm. The agenda for the day was as follows:

Session 1: Reports from the five schools in attendance

Session 2: Speakers –

- Judy Gardiner (Queensland Catholic Education Commission): *How VES values link to Discovering Democracy materials and Catholic values.*
- Dr Brian Hoeppe (QUT Visiting Fellow): *Values and SOSE.*
- Joy Schultz (SEAA president): *Values within SOSE inquiry.*

Session 3: Discussion – Strategies for teaching about, through and for values.

Invitees:

Jenny Mansfield (Brisbane Independent School); Glenys Cowan (Darra State School); Nicole Waller (Guardian Angels Catholic Primary School); Fiona Watson (Cavendish Road State High School); Catherine Byrne (St Rita's College). (The first four schools were in the VES trial; St Rita's was invited to give a secondary balance, and because of recent work in that school on making more explicit the values within their curriculum). The other five Queensland schools in the trial were from outside Brisbane. A survey was sent to each, but only one reply received.

Other invitees included: Margaret McIvor (AGTA), Terry Gallagher (Queensland Studies Authority and QSOSE), Karen Livingstone (Brisbane Catholic Education and QSOSE), Rosalie Shawcross (Discovering Democracy Project Officer) and Sandra Kenman (AFSSSE Executive Officer).

World Education Fellowship:

At the beginning of April, a presentation on the results of this forum was made to a WEF forum at University of Queensland. One of the trial school teachers also attended and responded to questions.

KEY ISSUES (from Session 1):

General issues:

- The schools were at different points in determining their school values and embedding them in their practice.
- All schools emphasised the procedural values of personal and social relationships. The focus for most schools was “building character” and/or “resilience” in students. This seemed to be the main avenue to good citizenship.
- Some schools were more explicit in naming values and inculcating them, whereas others emphasized a dialogue for reflecting on the meaning of values and finding a balance between conflicting values.
- Most schools had not specifically addressed how to promote values through the curriculum. One mentioned using SOSE values as organizers when planning, and the catholic secondary college had made explicit the values embedded in their already-written curriculum. Unit planning at Cavendish Road SHS was influenced by the ethical approach to thinking espoused by Philosophy for Children.
- No school had attempted to connect the Discovering Democracy materials and values within their curriculum. This is an activity that awaits some development, although Judy Gardiner’s comparative Table in Appendix A and analysis in her PowerPoint presentation shows one attempt.
- It seems from the experience of some of these schools that it does not take long for students to start using the language of values, although one school was concerned at the level of conceptual understanding of students younger than Year 4.

Specific school issues:

- Darra State School spent most of 2003 discovering the school community’s values. This was necessarily a slow process because of the multicultural nature of the school population, and the need to organise culturally-specific focus groups. There seemed to be some surprise that the parents from different backgrounds chose the same values. The main issue was that, having prioritized a set of eight values, some cultural groups seemed to have different interpretations of those values. Nevertheless, an improvement was noticed in school climate and student behaviour after teachers began to make the values explicit to the students.
- Brisbane Independent School conducted meetings to discuss the school’s fundamental values and a way to promote these to the students. This led to the development of a model based around finding a balance between freedom and responsibility, and how this is enacted within oneself, the school and the community. The model is so important to the school community that weekend parent workshops were held and attendance at these workshops is a condition of future enrolment of students at the school.
- Guardian Angels Catholic Primary School had the most systematic approach, in that they had adopted a commercial program (The Virtues Project), where a different virtue/value is introduced each fortnight and modeled and discussed in all parts of the formal and informal curriculum, staff meetings and school practices. Their issue was how much effort it took to get parents involved.
- The background of the VES at Cavendish Rd SHS was a push to encompass the Dimensions of Learning approach and develop a Code of Conduct, which was linked to the development of resilience in students. The main issue was that of getting some students beyond knee-jerk reactions and impulsivity in their actions. The approach taken seems to be paying off.
- St Rita’s was not a VES trial school. Overall, this school had the closest focus on the curriculum. A consultant came in to help the staff extract the values embedded in the current curriculum and to show them how to make these values more explicit to students as they worked through a unit. A case study of one unit is attached as Appendix C.

SPEAKERS' ADDRESSES (from Session 2):

Please see these as follows:

- Judy Gardiner's address: *Values education: What is it and how do we do it?* A general discussion that links Values Education Study values with those of the Queensland SOSE syllabus, Discovering Democracy and specific Catholic values. Powerpoint document attached. Also comparative Table in Appendix A.
- Brian Hoepfer's address: *Values and SOSE*. Socially critical discourse analysis of values underlying advertisements. Powerpoint document attached
- Joy Schultz's address: *Values in SOSE Inquiry*. A short discussion of types of values and some of the necessary preconditions for values education, as well as some suggestions for including values education within a particular model of inquiry (as shown in Appendix B).

SUMMARY OF SUGGESTED STRATEGIES RELATING TO IMPLICATIONS FOR CLASSROOM TEACHING (from Session 3):

STRATEGIES FOR TEACHING ABOUT, THROUGH AND FOR VALUES FOR CITIZENSHIP

TEACHING **ABOUT** VALUES: i.e. making values an object of study (clarifying own values, analyzing the value of others and the beliefs that influence them).

- Use of T-Chart (this is what Respect looks like, sounds like)
- Use the language and model the behaviour; connect concept to action
- Explicitly highlighting incidences and non-incidences of behaviour related to a particular value
- Develop a concept map related to the value, and re-visit
- Use fable genre. Students write a modern version around the same value
- Have high expectations for the students to constantly debate the balance between the focus values of freedom and responsibility.

TEACHING **THROUGH** VALUES: i.e. identify the values that influence the choice we make in choosing topics; choice of learning environment and teaching strategies.

- Acknowledge a range of viewpoints within an issue or topic
- Re-negotiate school/class rules based on new list of school values
- Set up a physical space in a room which shows in a demonstrable fashion that everyone's voice must be heard (round table - Philosophy for Children)
- Make SOSE values key organisers for planning and a reference for student behaviour
- Develop understanding through experiential learning (e.g. role play, mock trial, role-reversals, simulations, real-life problem-solving)
- Link to key celebrations in our community – to make the celebrations more meaningful
- Use programs such as Mind Matters, Peacekeepers Program, Health Promoting Schools, peer mediation, conflict resolution techniques.

TEACHING **FOR** VALUES: i.e. identify values as the result of study and school approach (e.g. academic values evident when students use evidence for justification; evidence of an authentic service orientation).

- World Vision leadership program (Students give up something special to them)

- At one school, an expectation that each year level does service in the community (e.g. Year 9 purchase Xmas presents for St Vincents to give to a particular family in need: Year 10 collect food for the Brown Sisters to put into Easter hampers).
- Year 7s in a multicultural school, work with a local association to grow vegetables for community access.

APPENDIX A:

Judy Gardiner's comparative Table.

(to be inserted)

APPENDIX B:

THE PLACE OF VALUES IN SOSE INQUIRY

Joy Schultz

President of SEAA

No topic is values-free and all resources are values-laden. Classrooms and schools are societies in miniature and involve day-to-day decisions which are all influenced by values. Teachers and students cannot avoid values. However, values education is complex and involves implicit and explicit teaching **of** values, **through** values and **for** values.

Not all values are the same. There are two distinct types of values – procedural and substantive. The table below shows one way of looking at these two types of values:

PROCEDURAL VALUES			SUBSTANTIVE VALUES
PERSONAL	SOCIAL	ACADEMIC	
e.g. care and compassion, honesty, tolerance	e.g. rights and responsibilities, duties and obligations, democratic process	e.g. truth, respect for reasoning and evidence	e.g. Aesthetic values Political values Moral values

There seem to be some prerequisites for successful values education. Some of these may be:

1. *The learning environment.* This needs to be a supportive environment where students will feel able to open up to discuss their attitudes and values. The learning context should model the desired values, both procedural and substantive. Time is required for some students to accept or become used to the required behaviour. Well-developed procedural values are required for open discussion of substantive values. Students need to listen to each other, but should be encouraged to challenge viewpoints and arguments, not attack the person.
2. *Teachers need to be aware of the school values and especially the prevailing attitudes in the community* (including non-dominant cultural values and religious values).
3. *Students need some understanding of terms such as:*
 - Stereotype; bias
 - Means, ends and consequences
 - Subjective and objective evidence
 - Values, morality and ethics
 - Value conflict
 - The language of ethics: right/wrong; good/bad; can/ought; is/should.
4. *Students need to have some understanding of an inquiry approach.* They may be allowed to arrive at independent conclusions about values-issues, but they need to justify and give reasons for their position, and make choices based on reasoned principles and criteria. They may then understand that it is not defensible to say “That is just my opinion and it is as good as anyone else’s opinion”.
5. *Teachers need to understand that changing attitudes and values is difficult because a person’s value-system has become part of their identity.* It is important to understand the three dimensions of attitudes (belief, feeling and action or predisposition). The way to change is through attacking feelings, and so experiential learning experiences are more likely to have the desired effect – i.e. such activities as role-play, drama, simulations, and experiences in the field.
6. The following Table represents how values might be dealt with at particular stages of a SOSE inquiry. The Values Processes framework comes from Lemin, M, Potts, H and Welsford, P, 1994. *Values Strategies for Classroom Teachers.* ACER

THE PLACE OF VALUES IN SOSE INQUIRY

TELSTAR Inquiry Model	Values Processes (from Lemin et al, ACER 1994)	Some Suggested Strategies (For example:)
<u>T</u>n ne In		<ul style="list-style-type: none"> • A values dilemma • A narrative that highlights a values issue related to the proposed inquiry
<u>E</u>x pl	Identifying and Clarifying Values	<ul style="list-style-type: none"> • Identify student values/attitudes through attitude scales, values continua, ratings of values (e.g. diamond ranking). Play Devil's Advocate. Survey student attitudes. Concept map of a value as concept. Explore the values explicit and implicit in learning outcomes. Explore the procedural values within the methods to be used (e.g. cooperative learning; using democratic processes). Explore the ethical nature of possible actions resulting from the inquiry. Explore whether there is any controversy inherent within the topic of the inquiry.
<u>L</u>o ok	Comparing and Contrasting Values Exploring and Understanding Feelings	<ul style="list-style-type: none"> • Critically analyse the values within multiple perspectives on the issue/topic. Use PMI or Six Hat Thinking to promote analysis of value positions. Promote academic values of looking for evidence and honest dealing with resources. Use values clarification techniques. Use experiential learning experiences (role-play, simulations to explore feelings of diverse groups – values at a distance).
<u>S</u>o rt	Exploring Conflicting Values	<ul style="list-style-type: none"> • Analyse to consider points of conflict. Use criteria to determine areas of difference. • Possibly need to use conflict resolution techniques to overcome controversy.
<u>T</u>e st	Considering Alternatives and their implications	<ul style="list-style-type: none"> • Use consequences wheels to consider alternatives; use a decision-making model to look at possible options and the values underlying them and then justifying the final choice on values grounds. Consider values of alternative futures scenarios.
<u>A</u>c t	Making a Plan of Action	<ul style="list-style-type: none"> • Identify appropriate actions that are sensitive to differing values positions. Consider barriers to action and any ethical considerations to taking action.
<u>R</u>e fect		<ul style="list-style-type: none"> • Reflect on possible attitude change, on the connection between values and actions, and personal feelings about the issue now.

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- Calder, M and Smith, R, 1991. *A Better World for All: development education for the classroom*. Australian Government Publishing Service, Canberra.
- Department of Education Queensland, 1996. *Resources for Studying Ethics in Primary Schools*. Queensland Government.

Hicks, D, 1994. *Educating for the Future: a practical classroom guide*. WWF (UK) World Wide Fund for Nature.

Lemin, M, Potts, H and Welsford, P, 1994. *Values Strategies for Classroom Teachers*. ACER.

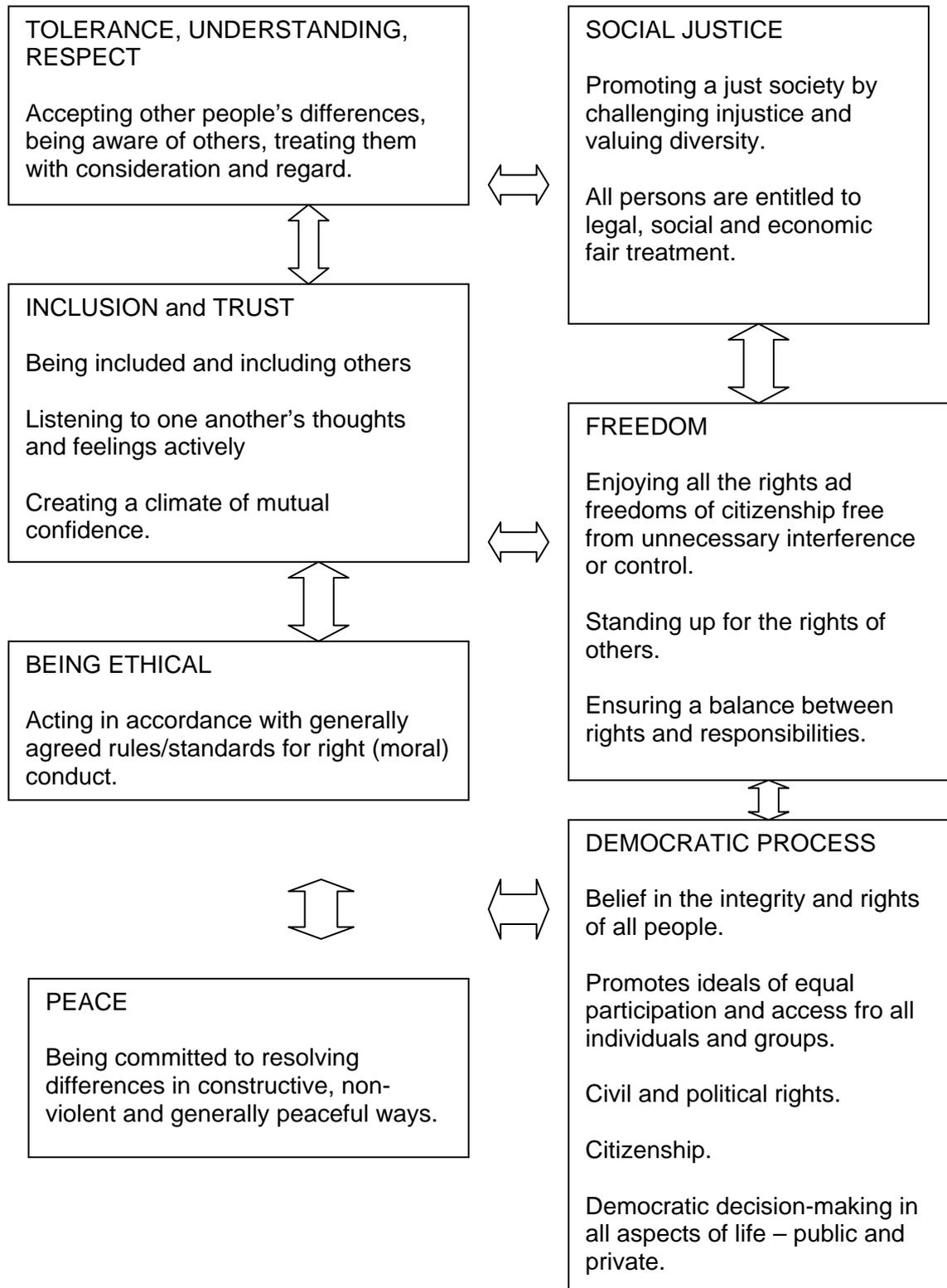
Psychologists for the Promotion of World Peace (PPOWP), 2000. Series of posters: *Rebuilding relationships; Handling anger wisely; Bullying – spotting it; stopping it; Wise ways to win; Creating peaceful families; Wise ways to create cultures of peace*.

QSOSE, 1999. *Linking Discovering Democracy and Studies of Society and Environment in Queensland Schools: A planning and professional development guide (Years 4-7 and Years 8-10)*. Commonwealth Government.

APPENDIX C

St Rita's College:

CITIZENSHIP AND MULTICULTURALISM UNIT - VALUES



Queensland SOSE Syllabus	Discovering Democracy	National Values Education Study	Christian Values	Church Values and Tradition
<p>Democratic process</p> <p>Social Justice</p> <p>Ecological and economic sustainability</p> <p>Peace</p>	<p>Democratic decision-making and sovereignty</p> <p>government accountability</p> <p>civility, truth-telling and respect for law</p> <p>the value of individual and collective initiative and effort</p> <p>concern for the welfare, rights and dignity of all people...</p> <p>The values of tolerance, acceptance of cultural diversity, respect for others, and freedom of speech, religion and association</p> <p>the skills of disciplined inquiry and reflection</p>	<p>Tolerance,</p> <p>Understanding and Respect</p> <p>Responsibility</p> <p>Social Justice</p> <p>Excellence</p> <p>Care</p> <p>Inclusion and Trust</p> <p>Honesty</p> <p>Freedom</p> <p>Peace</p> <p>Being Ethical</p>	<p>faith</p> <p>hope</p> <p>love</p> <p>reconciliation</p> <p>courage</p> <p>service</p> <p>justice</p> <p>endurance</p> <p>joy</p> <p>forgiveness</p> <p>compassion</p> <p>trust</p> <p>servant leadership</p> <p>peace</p> <p>gentleness</p> <p>hospitality</p> <p>community building</p> <p>with a sense of wonder</p> <p>with a reverence and respect for all life</p> <p>with a sense of the dignity of the human person</p> <p>and a trust in providence.</p>	<p>Sacredness of All Creation</p> <ul style="list-style-type: none"> • Grace, unity, peace, respect for all creation • Stewardship, Earth Community • Interconnectedness • Distributive Justice • Symbolism • Wonder, Joy • Conservation <p>Dignity of the Human Person</p> <ul style="list-style-type: none"> • Sacredness of Life • Human Rights • Justice • Liberation • Moral <p>Responsibility</p> <p>Communion/Connection/Wholeness - Past, Present and Future</p> <ul style="list-style-type: none"> • Living Tradition • Family • Conflict Resolution • Community • Ecumenism • Interfaith Dialogue • Service <p>Cultural Transformation</p> <ul style="list-style-type: none"> • Reconciliation • Multicultural Understanding • Empowerment • Ministry • Co-operation • Hope • Mystery <p>Reconciliation and Hope</p> <ul style="list-style-type: none"> • Conversion, • structural change • solidarity with the poor • inculturation • cultural critique • openness • common good