



AUSTRALIAN FEDERATION OF SOCIETIES FOR STUDIES OF SOCIETY AND ENVIRONMENT

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Evaluation of the Draft National Framework for Values Education in Australian Schools

Western Australia Survey

As part of a contract with the Department of Education, Science and Training (DEST), AFSSSE is collecting teacher comments on the Draft National Framework for Values Education in Australian Schools.

Your response to the following questions is appreciated. The information will be used only for this evaluation project. Thank you for participating.

Responses should be faxed to AFSSSE - Fax 07 3358 5881, or emailed to the Executive Officer AFSSSE at kenman@edserve.com.au **DEADLINE 4 JUNE 2004.**

Your details: (Names optional)

Organisation type **School**
 Other

Sector **State** **Catholic** **Independent**

Subject area

Years teaching

Respondents:
9 schools: 6 state; 3 independent
Subject area: 3 History; 2 SOSE; 3Geography; 1 Economics
Years teaching: 9, 13, 15, 16, 20, 28, 30, 32

1. Had you read the Draft Framework prior to receiving a copy with this evaluation questionnaire?

5 Yes/ 3 No

2. The following draft principles have been identified in the report. Beside each principle provide a rating for the level of importance of this principle in a **whole school environment**. Rating 1 to 5 with 5 the highest.

Principle	Rating
Effective values education is an explicit goal of schooling that promotes care, respect and cooperation and values the diversity of Australian schools.	8 teachers said rating 5 1 said rating 4
Effective values education articulates and makes explicit the values of the school and the community in which it is based and applies these consistently in the practices of the school.	4 teachers gave rating 5 5 teachers gave rating 4
Effective values education occurs in partnership with students, staff, families and the school community as part of a whole-school approach to educating students and strengthening their resilience.	7 teachers said rating 5 2 teachers gave rating 4
Effective values education is presented in a safe and supportive learning environment in which students are encouraged to explore their own, their school's and their community's values.	5 teachers gave rating 5 3 teachers gave rating 4 1 teacher gave rating 3
Effective values education is presented in a developmentally appropriate curriculum that meets the individual needs of students.	3 teachers gave rating 5 4 teachers gave rating 4 1 gave 3 and 1 gave rating 2
Effective values education addresses clearly defined and achievable outcomes, is evidence-based and uses evaluation to monitor outcomes and inform decisions.	1 teacher gave rating 5 2 teacher gave rating 4 3 teachers gave rating 3 2 teachers gave rating 2 1 teacher gave rating 1
Effective values education is delivered by trained and resourced teachers able to use a variety of different models, modes and strategies.	3 teachers gave rating 5 4 teachers gave rating 4 2 teachers gave rating 3

Comments

- Values are often caught, not taught: Examples are often the best way to teach values. Having said that, teaching the process of values clarification as well as inculcating ethical behaviour is paramount.
- Is implicit in all areas. Explicit in some learning areas.
- It must also be recognised that students must come to their own conclusions but most importantly be given the opportunity to initiate discussion, debate and civic action. If not, then teachers are dictating what values are important.
- Values education cannot clearly, truthfully, reliably be assessed as students write and answer what they think the teacher wants to read or hear or will get them a high mark, grade or outcome. Students like adults, can say one thing and do, or believe, another.

This is an exercise in futility to try and assess values. Best one can do is clarify students own values or those of others in history or the present.

– All are really vital principles if values education.

2. The report lists the following shared values, which have emerged from trials in Australian school communities.

1. **Tolerance and understanding** (Accepting other people's differences and being aware of others).
2. **Respect** (Treating others with consideration and regard)
3. **Responsibility** - personal, social, civic and environmental (Being accountable for an in charge of a course of action – responsibility for one's own actions, including the exercise of self-discipline; responsibility for the way in which one interacts and cooperates with others especially for resolving differences in constructive, non-violent and peaceful ways; responsibility for one's role in and contribution to society; and responsibility for one's own role in the maintenance and preservation of the environment).
4. **Social Justice** (being committed to the pursuit and protection of the common good where all persons are entitled to legal, social and economic fair treatment).
5. **Excellence** (Seeking to accomplish something noteworthy and admirable individually and collectively, and performing at one's best).
6. **Care** (Caring for self and showing interest in, concern for an caring for others).
7. **Inclusion and Trust** (Being included and including others, listening to one another's thoughts and feelings actively and creating a climate of mutual confidence).
8. **Honesty** (Being truthful and sincere, committed to finding and expressing the truth, requiring truth from others, and ensuring consistency between words and deeds).
9. **Freedom** (Enjoying all the rights and privileges of citizenship free from unnecessary interference or control, and standing up for the rights of others; ensuring a balance between rights and responsibilities).
10. **Being ethical** (Acting in accordance with generally agreed rules and/or standards for right [moral] conduct or practice).

As a list for your **school community** would you remove or add any value?

2 Yes / 7 No

Comment

- Care for the environment is an important value
- Fits within the core shared values of the WA Curriculum Framework
- These are all motherhood statements. What about students standing up when action is requested – when some of these values aren't applied by others, adults, schools, governments
- Self acceptance and self-respect are important values to foster. Acknowledging ones own uniqueness and developing a sense of dignity.

3. Some people believe energy should be put into investigating how to implement the shared values, rather than debate values to be included. How important is it for school communities to **negotiate** a shared list of values?

3 Essential

6 Important

The list could be provided

Comment

- Essential – creates a sense of ownership for those who initiate. Problem for those who follow who feel limited by restrictions and traditions ie values can change in perceived importance.
- Essential – a clear understanding by all stakeholders is essential.

- Important – otherwise community members may not have any ownership of the ‘shared’ values or commitment to them.

The remaining questions relate to the work you do as a classroom teacher or your knowledge of classroom teaching.

4. How well are teachers prepared if values education is to be more explicit in the curriculum?

Very well prepared 0

Some confidence 2

Need professional development 3

Some confidence and need PD 2

Poorly understood at present 1

No response 1

Comment

- Some confidence - As a department developing an outcomes based approach to the teaching of the curriculum we tried to identify the values within our programme as we adopted the WA curriculum framework.
- No response - Depends on their subject experience – teachers of humanities subjects could be better prepared than other areas.
- Some confidence/need PD – Fits naturally into some curriculum areas – though not sure how maths teachers would feel about inclusion in the teaching and learning programs. W all need PD.
- Need PD – implicit in curriculum
- Some confidence – have previously used values in the curriculum in the 1980s.
- Need PD – very difficult to generalise – some teachers especially those I the humanities/social studies area, may have already been using appropriate skills. Many teachers, including many in these areas, may feel the need for explicit skills development.

5. To what extent do you currently include values education in your classes? You may tick more than one response.

Explicit attempts are made to include stated values. 2

Values education is inherent in all/most/some of my lessons. 2

Valued education is inherent in all of my lessons. 0

Valued education is inherent in most of my lessons. 2

Valued education is inherent in some of my lessons. 2

Values education occurs in an ad hoc manner. 3

I try to avoid values education. 0

I need assistance to determine the meaning of ‘values education’. 2

Comment

- Explicit values – this is necessary when teaching history.
- Some lessons – depends on context
- Most of my lessons - Could not imagine a lesson where something is reinforced ie how we treat each other – validity of opinion – attaining excellence – perspectives of contemporary issues.

6. Which values appear to have greater relevance in your classes? Write 1 to 10 beside each value listed in question 2, with 1 being the most important. Add or delete values if necessary.

Nearly all teachers listed the **top three** as:

Tolerance and understanding
Respect
Responsibility

The **lowest ratings** were mostly given to:

Inclusion and Trust
Freedom
Being ethical

7. Which strategies do you think work best when implementing values education in the classroom. Rate the following from 1 to 5 with 5 being the highest

- using student experiences and then apply to topic or subject.....
- using real life situations (film, documentary) to start discussion and then apply to topic or subject
- using school situations and then apply to topic or subject
- having specific class time for values education away from subjects
- ensuring small groups only when implementing values education.....
- developing a whole school approach.....
- other.....

Results:

Most consistently valued – developing a whole school approach; using student experiences and the apply to topic or subject

Least consistently valued – having specific class time for values education away from subjects

8. Please note or attach any other comment you wish to make.

- Irrespective of what the Prime Minister feels, government schools do teach values, but as a democracy our values may differ in some way. I would like to see the values initiative continue / further develop some of the excellent work undertaken in Discovering Democracy