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Values Education Study

Executive Summary
Final Report

August 2003

Curriculum
CORPORATION



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School communities

We especially thank the schools and their communities who participated in the Values Education Case Studies and the Online Surveys.

1 Executive summary

The Values Education Study

The Commonwealth Minister for Education, Science and Training, the Hon Brendan Nelson MP commissioned a values education study on 19 July 2002, with the unanimous support of the State and Territory Ministers at the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA). Curriculum Corporation managed the study, known as the 'Values Education Study', with the support of a dedicated Project Advisory Committee. The study was designed to:

- enable schools to develop and demonstrate current practice in values education;
- provide an informed basis for promoting improved values education in Australian schools; and
- make recommendations on a set of Principles and a Framework for improved values education in Australian schools.

The study took the form of a qualitative investigation comprising the following.

1. Action research with a range of schools across Australia funded with grants to develop and demonstrate good practice in values education. The action research grants of up to \$7,000 per school, and \$14,000 to \$21,000 for school clusters, enabled schools to develop, demonstrate and then document what they are doing to support community values and provide effective values education to students.
2. A comprehensive literature search, which played a key role in informing the analysis and discussion embodied in this report.
3. Research via focus groups and a password-protected online survey to determine parent, teacher and student views on the values the community expects Australian schools to foster.

While the research undertaken as part of this overall Values Education Study can only claim to provide a snapshot of practices and approaches, the results are instructive. The results from 50 case studies in 69 schools, the literature review and the online survey inform the preliminary Principles and Framework for improved values education outlined in this report.

The case study schools generally used one or a combination of the following three approaches as the basis for their values education projects:

- reviews of values education processes – auditing, articulation, congruence and/or evaluation;
- building students’ resilience – sometimes with a service dimension as well;
- a specific values teaching and learning focus – at times using defined values education programmes of some sort.

Each of these approaches provides a legitimate basis to improving values education in schools, especially as they start to interact and overlap. In Australia, the vision is that, ultimately, every school would address values education in an ongoing, planned and systematic basis by:

- examining the school’s mission/ethos in consultation with their community;
- developing student civic and social skills and building resilience; and
- ensuring values are incorporated into teaching programmes across the key learning areas.

In the short term, there is a need for further consultation with jurisdictions, sectors, schools and the wider community, principally through a national forum. This would help ensure that approaches to values education are fully developed and receive broad community acceptance.

Broad definitions

Defining ‘Values’ is itself a matter for discussion and debate.¹ For the purposes of the Report ‘values’ are defined broadly as ‘ the principles and fundamental convictions which act as general guides to behaviour, the standards by which particular actions are judged as good or desirable’ (Halstead and Taylor, 2000).

‘Values education’ itself also requires some definition. Some see it simply as the explicit, conscious attempt to teach about values. This excludes other more implicit, unconscious forms of inculcating values; and to ‘teach **about** values’ underplays the action and behaviour outcomes that many educators (and parents) would want to see flow from effective values education. Accordingly, the definition underpinning this Report is that ‘Values education’ is broader and refers to any explicit and/or implicit school-based activity to promote student understanding and knowledge of values, and to inculcate the skills and dispositions of students so they can enact particular values as individuals and as members of the wider community.

¹ See Appendix II ‘Values Education Study Literature Review’ pp 169-70.

The case study schools often differed markedly in their understanding of what is meant by 'values education'. There is a need to establish a common language with which to undertake the values education conversation in schools. The Study describes the excellent work done by a number of the project schools to tackle this issue.

The experience of the schools – Introduction

The Schools Action Research Case Studies Grant component of the Values Education Study aimed to determine how values can best be fostered in Australian schools. An appropriate balance of schools was selected on the basis of criteria comprising:

- a whole school approach to values-based education;
- a focus on immediate and longer-term values education outcomes;
- a sound project implementation process;
- consistency with the National Goals for Schooling;
- links with relevant curriculum Frameworks on values education where appropriate;
- the use of inclusive, consultative and participatory processes; and
- support from school management.

Virtually all of the 50 final projects (which involved 69 participating schools) were underpinned by a clear focus on building more positive relationships within the school as a central consideration for implementing values education on a broader scale. The development of more positive relationships is arguably not a value per se, but it does constitute an important background focus and, in some cases, an important outcome or objective for the use of the values education grants.

Initial experiences of the case study schools

All 69 schools in the study were required to produce an interim report on their project and, whilst aspects of these reports focused on the logistics of implementation, and the provision of feedback to guide the ongoing support provided to schools and clusters by Curriculum Corporation, several key features did emerge.

- Time was limited and there was a need to be realistic about how much could be achieved. That said, schools and clusters generally did adapt, met the pressures of timeline and made some notable achievements.

- The interim reports confirmed the broad taxonomy of project focuses outlined above, though clearly there is a degree of overlap and not all schools fit neatly into a single category.
- One of the more important advances reported by schools and clusters has been an increased willingness and capacity to address values and values education in a much more explicit way or, at the very least, raised awareness of the need to do so. Many of the schools also found just how much goodwill does exist in their communities for addressing issues of values education and promoting positive values in day-to-day practice.
- Several of the schools pointed to the difficulty involved in developing an agreed set of values; especially when they are contested at the local level.
- The final common message to emerge from the interim stage of the Values Education Study was the relative lack of values education resources available on which schools can draw.

Outcomes from the case studies

A substantial amount of activity was undertaken in all schools and clusters in a relatively short space of time, often as part of work already underway in the school. Furthermore, most project schools reported that additional activity will flow on from their participation in the Values Education Study.

Schools generally focused on one or more of three approaches to values education:

- reviews of values education processes;
- building students' resilience – sometimes with a service dimension as well;
or
- a specific values teaching and learning focus.

Many grant schools **reviewed their values education processes** so they could develop a whole school set of values. In some cases this extended to an effort to ensure greater levels of congruence between the values the school espoused, and the values exhibited in day-to-day practice. Just as commonly it involved actual curriculum implementation.

Sherbourne Primary School reviewed its current school values to ensure that they 'continued to be reflective of its school community and understood by students, staff and the wider community'. This work provided a basis for an updated code of conduct to be completed later this year. The external

consultant/mentor who visited classes and talked informally with students, observed that it was 'most obvious that there was a real commitment to values education at the school'.

Modbury School focused on 'developing values as a community in order to re-culture the school in line with agreed values and work towards building congruence between our values, policies and practices in the long term'.

The Don College developed a College Community Values Education Statement, list of shared values, Values Education Map and Values Education Way Forward Statement.

Many grant schools focused on the development of a range of what might be called student 'coping strategies', or self-management qualities such as:

- personal responsibility and self-discipline;
- connection to the school and sometimes the community as well;
- a sense of school, community and civic engagement, participation and service; and
- overall confidence and self-esteem.

This collection of qualities, attributes and, ultimately, behaviours was generally characterised as '**resilience**'. Many projects concentrated on student welfare and discipline as well and seeking to establish a firmer moral base – a values-based approach – for student behaviours and how they were managed. As well as personal responsibility and self-discipline, this tended to involve a substantial emphasis on mutual understanding and respect, and in some cases extended to defined service programmes in the local community.

Whitefriars Catholic School prepared a programme and strategies for students to develop the ability to achieve personal goals in social interactions and simultaneously maintain positive relationships with peers and others over time and across settings, and create an educated community that has the capacity to make decisions that are informed by values.

Alice Springs High set out to 'totally restructure the Year 10 programme to improve attendance, retention, options for students, and make school a place where students enjoy and feel comfortable and supportive'.

Matthew Hogan School implemented service learning experiences that ranged from an East Timor Project to the more locally-focused 'Berrima River Clean

Up', 'Rescuing Wild Brumbies' and 'Running for Those Who Can't' (camp for disabled children).

A number of schools and clusters sought to develop one or more quite **specific values** both in the curriculum and the behaviours of members of the school community. In some cases, these directly linked to the particular religious focus of the school itself.

Values addressed in this way included (not in any order of importance): caring, empathy and tolerance, peace and non-violence, respect, love, excellence and achievement, honesty and truth, fairness and integrity.

Salisbury High focused on an effort to 'embed Values Education across our Year 8 curriculum and pastoral care programme'. The school has, through extensive consultation with parents, students and staff developed the following shared set of core values to guide its work: Relationships; Respect; Honesty; Success; and Organisation.

Djarragun College introduced the following 'virtues' for two weeks each throughout the year:

- Term 1 – respect and justice, gentleness/caring for others, courage, perseverance, forgiveness
- Term 2 – honesty, helpfulness, trust/trustworthiness, cleanliness
- Term 3 – equality, unity/cooperation, commitment, self-discipline/detachment
- Term 4 – humility, enthusiasm, love, thankfulness/joyfulness.

Al Faisal College developed an effective Student Welfare Policy, which incorporates a range of Islamic values (including, honesty, respect, tolerance, modesty, courtesy, trust, politeness in manner and speech, cleanliness, industriousness and hospitality) 'so that students, staff, parents and the school community can work productively and harmoniously together for the educational and social benefit of the children in our care'.

The three domains of values education activity each provide a legitimate basis to improving values education in schools, especially as they start to interact and overlap. The key is, however, to ensure that the lessons learned by the schools and clusters involved in the Values Education Study are effectively captured

and used to guide the work of schools across the nation in taking values education forward.

Some other key issues to emerge included:

- Values as a separate subject of study – Some schools believe that values education can only be addressed implicitly through modelling and through the day-to-day policies, processes and practices that occur within and beyond the classroom. Others approach values education through values clarification processes and through cognitive development methods where students learn how to critically assess and evaluate value positions and then come to their own value positions. Still other schools saw a need for the explicit teaching and learning of specific, prescribed values in the curriculum. Other schools adopted hybrid approaches that merged aspects of all approaches. The debate had different dimensions in the primary and secondary sectors and again in faith-based schools, multicultural and Indigenous school settings. As one school cogently observed, however, whether values are taught explicitly or implicitly and what the key values are, should be the focus for debate.
- Direct impact on students – Virtually all project schools and clusters provided information and data to demonstrate positive outcomes from their work and a positive impact on their students. This information and data is, however, primarily qualitative and anecdotal, largely due to restrictions of time, with only a minority of projects providing quantitative data on their achievements.
- Identifying key values – An analysis of the values to emerge from the work of a number of project schools and clusters reveals a measure of diversity, however and perhaps more importantly, a high degree of commonality about the core values to pursue in schools. This especially holds in relation to values aimed at preparing young people to be active, successful and engaged citizens within their communities, such as responsibility at various levels, tolerance, respect, care, honesty and the like. This commonality has infused the selection of ten values included in the proposed set of values for consideration as discussion starters with school communities. At the same time, it must be acknowledged that often schools did nominate as values qualities or behaviours that arguably emanate from putting particular values into practice, rather than being values themselves. The proposed set of values for consideration outlined in the chapter 8 'Principles and a Framework for improved values education' specifically seeks to avoid this confusion.

- Local school community forums – Whilst attendance at local forums varied, and often was hard to attract, schools and clusters found them useful, especially for gaining parent and community support for their work. In a number of cases, they also resulted in parents and others becoming more actively involved in the school's values education work beyond the forum itself. Many schools reported on the critical importance of engaging the whole school community – teachers, school management, other staff, students and parents – in order to develop real ownership and total-school integration of any new approach to the school's values education domain.
- Resources – Many of the project schools and clusters pointed to a perceived absence of resources (teaching resources, professional development, evaluation materials and teacher time) needed for values education and called for this gap to be filled. In this context, the project schools themselves often identified and/or developed materials which could form an important base on which to build, and recommendations have been advanced to fill the resource gap whilst taking this work into account.

Literature review

The review looked at comparative research and programme implementation from the United Kingdom and the United States, and other countries of relevance to the Australian context. In the past decade, discussions of values education have become more prominent in the educational discourse both in the United Kingdom and the United States. Values education is, for instance, no longer an optional extra in the United Kingdom as it is now a legislative requirement that the spiritual, moral, social and cultural development of students be the subject of inspection by the Office for Standards of Education in Schools.

Whilst some attention has been given to teaching methods, much of the literature on values has tended to focus on issues of definition and classification with less attention paid to the outcomes of dedicated values education programmes. Taylor (2000), notes that we still have only limited information about 'how schools approach values education, how their provision supports their stated values, why and how they choose certain curricular approaches and teaching strategies, and what professional support is needed'.

Debates in recent research literature about values education have typically focused on two contrasting perspectives commonly stylised as character education and cognitive development.

- Advocates of the character education or more prescriptive approach primarily argue that schools should play a more extensive role in the teaching of societal values and favour instilling values via direct instruction, often using specifically-designed programmes.
- Cognitive-developmental theorists have argued that values or moral education should be promoted through the development of reasoning, and hence advocate such teaching methods as moral reasoning using moral dilemmas to develop students' moral judgments and values clarification.

Many of the schools and clusters involved in the study have sought a synthesis of these two contrasting views.

Reviewing character education research, Titus (1994) has suggested that the common features of schools that 'seem to have a positive impact on the development of student values' include participation, encouragement to behave responsibly, provision of an orderly school environment, and clear rules that are fairly enforced. Other researchers have found that a school's explicitness about its values, and the extent to which teachers actually practised shared values had an important influence on students' values development.

Research also suggests that the influence of parents in values formation is of far greater importance than that of the school. This reinforces the importance of a partnership approach between schools and their local communities.

A Framework and Principles for improved values education

Progress so far

One key objective of the Commonwealth's Values Education Study was to make recommendations about a national Framework and a set of Principles for improved values education in Australian schools. The work (undertaken in the relatively short time available) has moved towards realising the Framework and the likely Principles, but there is still some way to go. To be fully effective in schools across Australia, regardless of whether or not they have engaged in substantial values education work, a national Framework for improved values education will need to comprise the following six elements.

- A recognition and acknowledgment of the various policies and programmes already in place in educational jurisdictions related to values education and how it ought to be implemented in schools.

- A clear statement of the context and basis for pursuing values education in schools along with an outline of what the Framework itself is designed to achieve.
- A statement of the vision that all Australian schools and jurisdictions should endeavour to achieve through values education.
- A set of Guiding Principles for the provision of effective values education to inform action at the school level which arises from a detailed process of consultation as recommended later in this report.
- A set of suggested approaches to the provision of values education linked to the Guiding Principles, to support schools in implementing appropriate policies and programmes.
- An outline of work from educational jurisdictions to identify appropriate teaching and learning resources, appropriate professional development and values education expertise and resources to assess and evaluate the impact of values education programmes, for adoption and use by schools.

On the basis of the work completed in the Values Education Study, the following draft Framework and Principles are proposed as a basis for further consultation and development.

Draft Framework and Principles for improved values education in Australian schools

Draft Framework

Context

In 2002 the Commonwealth commissioned a national Values Education Study to inform the development of a Framework and set of Principles for values education in Australian schools. The study was unanimously supported by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) at its meeting on 19 July 2002. MCEETYA also:

- acknowledged that education is as much about building character as it is about equipping students with specific skills;
- noted that values-based education can strengthen students' self-esteem, optimism and commitment to personal fulfilment; and help students exercise ethical judgement and social responsibility; and
- recognised that parents expect schools to help students understand and develop personal and social responsibilities.

Internationally and nationally there is increasing engagement and discourse about schools and their role in the formation of the values young people live by.

The international context includes the experience of the United Kingdom in the 1990s where a set of agreed core values has been included to form part of the national curriculum. It also includes the United States where the 'character education' movement and character-building schooling programmes have been adopted in many local education districts.

All key stakeholders in the Australian education context have a strong commitment to values education. This is most notably reflected in the *National Goals for Schooling in the Twenty-First Century*, the Adelaide Declaration by all education ministers in 1999. Within the community at large there is also a growing debate and discussion about what values our children should learn, where our children should learn their values and how they will acquire them.

Emerging from this background, the *Values Education Study, Final Report, 2003* has revealed a broad range of varied and excellent practices and approaches to values education in Australian government and non-government schools. In particular, the Study provides a range of examples of good practice in three different domains of values education:

- articulating values in the school's mission/ethos;
- developing student civic and social skills and building resilience; and
- incorporating values into teaching programmes across the key learning areas.

The Study clearly demonstrates the will and desire of all 69 participating school communities to utilise values-based education to enrich students' holistic development and to respond constructively and positively to a range of contemporary schooling challenges. Some of the challenges addressed by schools in the Study include: how to increase student engagement and belonging, and minimise student disconnection to schooling; how to tackle violence, anti-social and behaviour management issues; how to improve student and staff health and wellbeing; how to foster improved relationships; how to build student resilience as an antidote to youth suicide and youth substance abuse; how to encourage youth civic participation; how to foster student empowerment; how to improve whole-school cultures; how to develop a school mission statement incorporating a set of values; and how to incorporate values into key learning area lesson programmes.

The following **Draft national Framework for values education in Australian schools** has been developed from the outcomes of the Values Education Study.

Draft Framework for values education in Australian schools

1. The Framework recognises and acknowledges the various policies and programmes already in place in schools in State and Territories. It also recognises that schools in all sectors have developed effective approaches to values education.
2. The underpinning vision for improved values education in Australian schools is that all Australian schools will promote values education in an ongoing, planned and systematic way by (a) examining, in consultation with their community, the school's mission/ethos; (b) developing student civic and social skills and building resilience; and (c) ensuring values are incorporated into teaching programmes across the key learning areas.
3. The Framework includes a set of Guiding Principles to support schools and a set of Key Elements and approaches providing practical guidance to schools in implementing values education.

Draft Principles

Preamble

The following draft Principles have been developed from the Values Education Study. They reflect the findings of the literature review of national and international developments in values education, the experiences of the 69 project school communities and the online survey of another 20 non-grant school communities. They recognise that in **all** contexts schools promote, foster and transmit values to **all** students and that education is as much about building character as it is about equipping students with specific skills. They also recognise that schools are not value-free or value-neutral zones of social and educational engagement.

Guiding Principles for the improved provision of values education in Australian schools

Effective values education:

1. is an explicit goal of schooling that promotes care, respect and cooperation and values the diversity of Australian schools;
2. articulates and makes explicit the values of the school and the community in which it is based and applies these consistently in the practice of the school;
3. 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;
4. is presented in a safe and supportive learning environment in which students are encouraged to explore their own, their school's and their communities' values;
5. is presented in a developmentally appropriate curriculum that meets the individual needs of students;

6. addresses clearly defined and achievable outcomes, is evidence-based and uses evaluation to monitor outcomes and inform decisions; and
7. is delivered by trained and resourced teachers able to use a variety of different models, modes and strategies.

Key Elements and approaches that inform good practice

Key Elements stemming from the Guiding Principles that would help schools to implement effective values education are identified below. They are accompanied by a range of suggested approaches designed to support schools, to help them to reflect on their existing practices in consultation with their communities and to plan for improvement. These approaches are not intended to be exhaustive, but provide examples of good practice to guide schools in creating and maintaining values education programmes. More detailed examples are provided in the accompanying case studies from 69 schools across Australia. These Key Elements/Guiding Principles should be considered in conjunction with the results of the accompanying 50 case studies (involving 69 schools).

Guiding Principles	Key Elements	Suggested approaches
1, 2, 3, 4, 5, 6, 7	A. School planning	<p>Values education is an explicit goal of school planning.</p> <p>School values are made explicit with the assistance of the school community.</p> <p>Values objectives are made clear in planning strategies and introduced to students at an appropriate learning stage with clearly defined outcomes identified.</p>
2, 3	B. Local development	<p>Values education involves the local school community in the development and teaching of values.</p> <p>Schools discuss values to be fostered with the local community.</p>
2, 3	C. Whole school approach	Schools involve students, staff, school management, parents and sector advisers in structured discussion to negotiate and manage the process of clarifying school values and the roles of parents and teachers.

Guiding Principles	Key Elements	Suggested approaches
		<p>Schools apply their values education priorities to their overall curriculum provision, their structures and policies, their procedures and rules, their funding priorities, their decision-making arrangements, their disciplinary procedures, their community relations and their welfare/pastoral care approaches.</p> <p>Schools monitor their approach to values education in an ongoing basis, audit their policies and strategies and use evaluation data to inform future planning needs and practice.</p>
4, 5, 6, 7	D. Safe and supportive learning environment	<p>Schools provide a positive climate within and beyond the classroom to help develop students' social and civic skills and build student resilience and to ensure a safe and supportive environment for values education.</p> <p>Students, staff and parents are encouraged to explore their own values.</p> <p>Values education reflects best practice pedagogy and is introduced in the curriculum at appropriate times for learners.</p>
2, 3	E. Partnership with parents and community	<p>Schools consult their communities on values to be fostered and approaches to be adopted (eg through school values forums or summits).</p> <p>Schools involve parents and the school community in the implementation and monitoring of values education programmes.</p>
3, 4, 5	F. Support for students	<p>Schools develop programmes and strategies to empower students to participate in a positive school culture, eg peer support systems.</p> <p>Schools use values education to address a wide range of issues including behaviour management and discipline, violence and bullying, substance abuse and other risk behaviour, disconnectedness and alienation, student health and well being, improved relationships and students' personal achievement.</p>

Guiding Principles	Key Elements	Suggested approaches
5, 6, 7	G. Quality teaching	<p>Teachers are skilled in best practice values education.</p> <p>Teachers are provided with appropriate resources including professional development to support their efficacy as teachers of values within all areas of the curriculum and total school life and to monitor this efficacy on an ongoing basis.</p> <p>Schools and educational leaders recognise that values interact with and are integral to all key learning areas.</p>

Proposed further development

Developing such a final detailed Framework will need to be the subject of further targeted work. The proposed process for achieving this builds on the substantial experience gained from the Values Education Study and comprises the following.

- A national effort to share the lessons and expertise of project schools via a major forum on values education which includes representatives from all project schools and clusters, along with appropriate stakeholder organisations and education jurisdictions. Such a forum would be designed to develop practical activities and programmes related to values education and generate best practice advice for use by schools across Australia. The forum would serve as a venue for a Values Education Expo to showcase the best materials developed and trialed by project schools (Recommendations 2 and 3). It would also provide an opportunity for consultation on the draft set of values for a National Framework.
- The selection of a number of exemplar schools/clusters in the three domains of values education activity outlined in the report for further investigation and support. The selected schools and clusters would:
 - receive further resource support to enable them to make a move forward in the implementation of values education at the local level
 - document their experience in depth, using a prescribed pro forma
 - collect a range of specified student, teacher and community data for further analysis

- include copies of any resource material developed as part of their documentation
- provide case studies that further shape the final values education Framework and its associated Principles.

The schools/clusters involved in this level of activity then would be the subject of detailed case studies prepared with the documentation compiled and site visits as appropriate. Such case studies would be published and distributed widely to assist other schools to introduce and/or improve their own approach to values education in schools. (Recommendation 3)

A cooperative effort to identify further teaching and professional development resources to support the implementation of improved values education in Australian schools, and appropriate survey and other data gathering instruments that schools can use to evaluate the effectiveness of the values education programmes and approaches they adopt. (Recommendation 4)

Development of shared values to be fostered in Australian schools

Values are often highly contested, and hence any set of values advanced for Australian schools must be the subject of substantial discussion and debate with their school communities. The application of those values to real school circumstances inevitably requires they be appropriately contextualised to the school community concerned, and involve the community in the process of their implementation.

For all of that, Australia's schools cannot, in an increasingly value-laden world, operate as value-free zones, failing to make explicit the values which guide their work.

In this context, the Values Education Study (especially the experiences of 69 broadly representative schools) has identified some common values being fostered by Australian schools. Schools may wish to use them as 'discussion starters' for working with their communities on values education. They are consistent with Australia's democratic traditions including beliefs in equality, freedom and the rule of law, and our overall commitment to a multicultural society where all are entitled to justice and a fair go.

The following set of ten values emerged from 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 and 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 and 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).

It is recommended that these common values be used as ‘discussion starters’ in Australian schools.

Conclusion

While it was part of the original purpose of this study to make recommendations on Principles and a Framework for improved values education in Australian schools, it would seem sensible, given the relatively short time for this initial study, to allow further time for development and consultation before a more detailed Framework is proposed, based on the Principles outlined in this report.

2 Consolidated list of recommendations

Recommendation 1

That Values Education Study projects be viewed as a base on which to build values education in Australian schools, and to support a suite of appropriate follow-up initiatives outlined in the recommendations.

Recommendation 2

That the Commonwealth should fund a major forum on values education which includes representatives from all project schools and clusters, as well as appropriate stakeholder organisations and education jurisdictions, aimed at developing practical activities and programmes related to values education, generating best practice advice for use by schools across the country and consulting on and further developing a draft national Framework.

Recommendation 3

That consideration be given to inviting and selecting a number of exemplar schools/clusters in the domains of values education activity outlined in this report (ie Reviews of values education processes, Building students' resilience and a Specific values teaching and learning focus) for further investigation and support. More specifically, the schools/clusters selected should:

- receive further resource support to enable them to make greater progress in the implementation of values education at the local level;
- document their experience in depth, using a prescribed pro forma;
- collect a range of specified student, teacher and community data for further analysis;
- include copies of any resource material developed as part of their documentation; and
- provide case studies that further shape the final values education Framework and its associated Principles.

The schools/clusters involved in this level of activity would then be the subject of detailed case studies prepared with the documentation compiled and site visits as appropriate. Such case studies could be published and distributed widely to assist other schools to introduce and/or improve their own approach to values education in schools.

Recommendation 4

That the Commonwealth, in collaboration with education jurisdictions and schools cooperate in:

- gathering values education material and resources developed by schools so they can be shared with other schools as appropriate

- showcasing materials where appropriate eg via the Values Education Study website and at a Values Education Expo to form part of the forum proposed in Recommendation 2
- identifying further resources to support the implementation of improved values education in Australian schools
- identifying and publicising appropriate survey and other data gathering instruments schools can use to evaluate the effectiveness of the values education programmes and approaches they adopt.

Recommendation 5

That the implementation of Recommendations 1 to 4 in this report be used to inform the development of a final Framework for improved values education in Australian schools which comprises:

- An introduction recognising and acknowledging the various policies and programmes already in place in educational jurisdictions related to values education and its implementation in schools.
- A clear statement of the context and basis for pursuing values education in schools along with an outline of what the Framework itself is designed to achieve.
- A statement of the vision that all Australian schools and jurisdictions should endeavour to achieve through values education,
- A set of Guiding Principles for the provision of effective values education to inform action at the school level, which addresses different modes of delivery demonstrated through this Values Education Study.
- A set of suggested approaches to the provision of values education linked to the Guiding Principles, to support schools in implementing appropriate policies and programmes.
- An outline of the work from educational jurisdictions to identify appropriate resources, including resources to assess and evaluate the impact of values education programmes, for adoption and use by schools.

Recommendation 6

That the following set of ten shared values be considered as a ‘discussion starter’ in Australian schools, when working with their school communities on values education:

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 and 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 and, 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 or standards for right [moral] conduct or practice).

Recommendation 7

That the Commonwealth, in collaboration with education jurisdictions and schools cooperate in providing teachers with resources (including professional development, teaching resources and evaluation materials) to support their efficacy as teachers of values within all areas of the curriculum and total school life and to monitor this efficacy on an ongoing basis.