Teaching

and

Living

Values Education

A Resource to Complement

Treasures New and Old

in the Catholic Schools

of the

Archdiocese of Canberra and Goulburn

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The Catholic School, far more than any other,

must be a community whose aim

is the transmission of values for living.

Congregation for Catholic Education p. 53, 1977

BACKGROUND

The development of Treasures New and Old as the syllabus for Religious Education in the Archdiocese of Canberra Goulburn has occurred within a context of change – changing demographics in our schools, changes in our understanding of the nature and purpose of Religious Education, changes in children's experience of Church and more broadly within a changing context in terms of curriculum. As these changes have occurred, staff in Catholic schools have ensured that Religious Education takes its full place in the curriculum; and planning, teaching, learning, assessment reporting and evaluation in Religious Education are done professionally and reflectively.

Catholic schools have values at the very heart of their existence and as such have been well positioned to respond creatively and significantly to the government agenda to strengthen the place of values education in Australian schools. Individual Catholic schools have pursued a range of initiatives to explore and express values in explicit and implicit ways. These have included such things as:

Relationships

- Learning and using each others' names
- Affirming those in the school community
- Thanking those who assist us
- Sharing rights and responsibilities
- Acknowledging positive choices

Structures

- Integrating values into the curriculum
- Connecting with vision and mission statements
- Planning a whole school theme for year
- Designing a whole school focus for each term
- Focussing on values in daily prayer – staff and students
- Celebrating though liturgy
- Linking with other initiatives
- Aligning pastoral care systems
- Cooperating across classes
- Holding prayer assemblies
- Developing values based student leadership

Environment

- Displaying values in the foyer, staffroom and newsletter
- Displaying symbols of fortnightly values in classes
- Developing quiet, sacred spaces around school
- Starting environmental or gardening clubs

Programs

- Habits of Mind
- Bounce Back
- Kids Matter
- Peer Support
- Restorative Justice
- Circle Time
- School-wide Positive Behaviours

This document captures some of the learning from those experiences and outlines a range of opportunities to more closely link the teaching of values with Religious Education.

VALUES AND RELIGIOUS EDUCATION

The word value means '*worth, desirability, utility*' [Concise Oxford Dictionary]. The Catholic school seeks to immerse students in a range of values based experiences and to explicitly teach students about those principles which have worth. These principles are drawn from the wisdom of human experience, from the Catholic tradition and from 21st century Australian society.

The supplement to Treasures New and Old (2009) nominates fourteen values as key to the development of students and communities in Catholic schools in the Archdiocese. These are:

- compassion
- cooperation
- fairness
- forgiveness
- freedom
- integrity
- justice

- peace
- respect
- responsibility
- service
- tolerance
- truth
- wellbeing

These values are clustered in four groups to support the development of the four strands in the Religious Education Scope and Sequence:

GOD and GOD'S CREATION is concerned with how understandings of God and the created world shape Christian beliefs, Church teachings and Church practice. **In this strand students have opportunities to explore and clarify personal and social values of respect, cooperation, responsibility and fairness.**

JESUS and DISCIPLESHIP is concerned with making meaning of Scriptural texts in order to understand what it means to be a disciple of Jesus. **In this strand students have opportunities to explore and clarify personal and social values of compassion, service, and forgiveness.**

CHURCH IN THE WORLD is concerned with how the mystery of God in the world has been understood and expressed by the Church and the implications it has for contemporary living. **In this strand students have opportunities to explore and clarify personal and social values of truth, integrity and justice.**

PRAYER and CELEBRATION is concerned with Sacraments of the Church, prayer, ritual and spirituality and how these are expressed in church and other contexts. **In this strand students have opportunities to explore and clarify personal and social values of peace, freedom, wellbeing and tolerance.**

VALUES

The principles and fundamental convictions which act as

general guides to behaviour,

the standards by which actions

are judged good or desirable.

Halstead & Taylor 2000:16

VALUES and CATHOLIC SCHOOLS

Central to the Catholic School's approach to education is a belief and a desire that we can be transformed as individuals and communities. A thoughtful integration of Values Education and Religious Education can assist this process of transformation in a range of ways.

Individuals	Communities
Developing a sense of 'self'	Balancing individual and communal needs
Feeling valued	Ensuring all have a voice
Experiencing the compassion of Jesus	Engaging in self-review and renewal
Reflecting	Connecting with those outside the community
Respecting self and others	Welcoming and inviting
Thriving in a safe environment	Building shared language and agreed practice
Considering a range of perspectives	Developing and monitoring shared goals
Taking personal responsibility	Seeking cooperation
Learning to express appreciation & gratitude	Unfolding opportunities
Being acknowledged for personal growth	Building respect
Acknowledging and growing through failure	Providing a range of experiences
Accepting others whilst remaining true to self	Valuing life experience
Leading and being led	Celebrating group achievement
Collaborating	Valuing diversity
Standing up for what is right	Facilitating quality communication
Forgiving self and others	Supporting all members
Being open to all	Building capacity
Apologising and restoring justice	Solving problems as a Christian community
Optimistic thinking	Remaining open to change
Striving for truth	Remaining positive
Developing interpersonal skills	Partnering for success
Recognising and celebrating gifts and talents	Building equity and fairness
Building healthy relationships	Aligning word and action
Reaching out to others	Navigating rights and responsibilities

The table above provides a framework for reflection and planning. Key questions for schools to consider about their community include:

- Where and when in our school do students, staff and families encounter these experiences?

- Would various groups in the community experience things differently?

- Which of these do we do particularly well?

- How does the encounter with our school community transform individuals?

- How does the interaction with a range of individuals and families transform our school community?

- Which of these remain ongoing challenges for our community?

- What action can we take to strengthen the values base of our school community?

The teaching of values in a Catholic school occurs within a set of particular view of the human person, the nature of schooling and a vision for society and the wider world.

"The person of each individual human being … is at the heart of Christ's teaching: This is why the promotion of the human person is the goal of the Catholic school."

Pope John Paul II Coming of 3rd Millennium

"The various school subjects do not present only knowledge to be attained, but also values to be acquired and truths to be discovered."

The Catholic School n 39

"... the Catholic School can be of such service in developing the mission of the People of God and in promoting dialogue between the Church and the community at large to the advantage of both ..."

p 25 of 'The Catholic School on the Threshold of the Third Millennium'

"Catholic schools seek to contribute to the creation of an Australian Community that is highly educated, skilled and cultured with an ability to promote and embrace a critical analysis of social issues, the expansion of knowledge and the pursuit of truth. … Education … is also very much a public good whose benefits enhance the whole community. Catholic schools emphasise the contribution of education to the common good of the Australian community."

National Catholic Education Commission. Australian Catholic Schools. Nov.1999

The desire of the Catholic school around Values Education is multi-layered as it:

- seeks to influence students to share a set of explicit values which emerge from the Christian story
- provides opportunities for students to explore individual and community behaviour in the light of shared values
- prompts students to consider the values position of their own behaviour
- assists students to critically explore the values position of others
- provides a framework for students to consider issues and make decisions
- encourages students to continue to critique their understanding and use of their own values position.

prompted by www.geography.org.uk

When we open up any value for overt discussion,

it is vital that we understand the multiple ways in which we signal

students and teachers and family members - how we are interpreting that value.

Dr Leonie Rowan 2007

THE CHALLENGES OF VALUES EDUCATION

One of the challenges about values education in the context of a contemporary Catholic school is the extent to which the values are shared and critiqued.

Some questions arise when critically reflecting on the alignment of values, intention and action:

- How does the school's values position assist it to respond to the diversity in the Australian population?
- How do different groups of students, staff and families connect with the values explored and expressed within the school?
- Which groups are overlooked in positive portrayals of the value?
- Which groups are overrepresented in analysis of values based behaviour?
- How have the meanings attached to values changed over time?
- Does our discussion of the value reflect contemporary understanding of these changes?
- How can the life experience of our students within a pluralist society be valued and celebrated?
- What mechanisms assist the school to critically reflect on the place of values?

The development of values in students and within the Catholic school culture will be most successful when there is a commitment to:

- The richness of the Tradition
- Inclusion and diversity
- Broad view of the human person
- The common good
- Quality information
- Effective communication
- Reflection
- Deep discussion
- Creative solutions
- Agreed practice

The development of values in students and within the Catholic school culture can be endangered by:

- A narrow interpretation of Gospel values
- Entrenched positions
- Assumptions & judgement
- Systems that recognise and reward a narrow range of achievement
- A 'one size fits all' approach to the community
- Competing demands
- Exclusion
- Unexamined bias
- Ad hoc practice.

These commitments lead to the development of a filter that may be applied to a range of school activities; a set of questions that can uncover intentions and assumptions in order to better match the school's values with the experiences it offers its members.

Thinking of a particular school activity (it can range from staff leadership to student leadership to school assemblies to communication with parents, etc.).

- What are we valuing?
- How is this being communicated?
- Who's in and who's out?
- Does this activity impede freedom?
- How does this activity build community and help us move towards our vision?
- Is this culturally biased?
- Who needs to be part of the decision-making?
- Are we being consistent?
- How do we meet all children's needs in this area?
- Does the essential value need to be publicly acknowledged?

Systematic review of the alignment between values and action will enrich the school's capacity to transform its students and its community.

VALUES EDUCATION AND SOCIAL SKILLS

In Catholic schools Values Education is richly linked with Religious Education. It comes to life for children when they can match Christian values to a range of positive behaviours. This development is strengthened with the explicit teaching of a broad and sequential repertoire of age-appropriate social skills. Effective school pathways for social skill development are built on shared beliefs, shared language, agreed responsibilities and explicit teaching. Schools make decisions at each stage of the process outlined in the boxes below (Mackenzie 2009).

choose VALUE ▶ identify BEHAVIOUR ▶ specify SKILL ▶ sequence SKILL SETS ▶ nominate YEAR LEVEL

VALUE	BEHAVIOUR	SKILLS
COMPASSION	Responds to others' needs Empathises Expresses care Describes feelings Takes action to assist others	Considers different perspectives Expressive language Takes turns
CO-OPERATION	Listens well Shares Includes others Accepts opinions of others Balances rights and responsibilities Manages emotions Communicates with influence	Active listening Making responsible decisions Questioning Working together Problem solving Critically reflecting on behaviour Verbal and non verbal communication
FAIRNESS	Includes others Listens attentively Shows good sportsmanship Treats others equitably Empathises	Mediation Listening Informed decision making Problem solving Standing up for what's right
FORGIVENESS	Takes responsibility for their actions Considers others' points of view Pauses, reflects Says sorry Rebuilds damaged relationships	Problem solving Reflection Listening Resilience
FREEDOM	Shows confidence Has a healthy self-esteem Has a sense of achievement Is a positive risk taker Is a creative thinker	Decision making Making and reviewing choices Delaying gratification Consider consequences

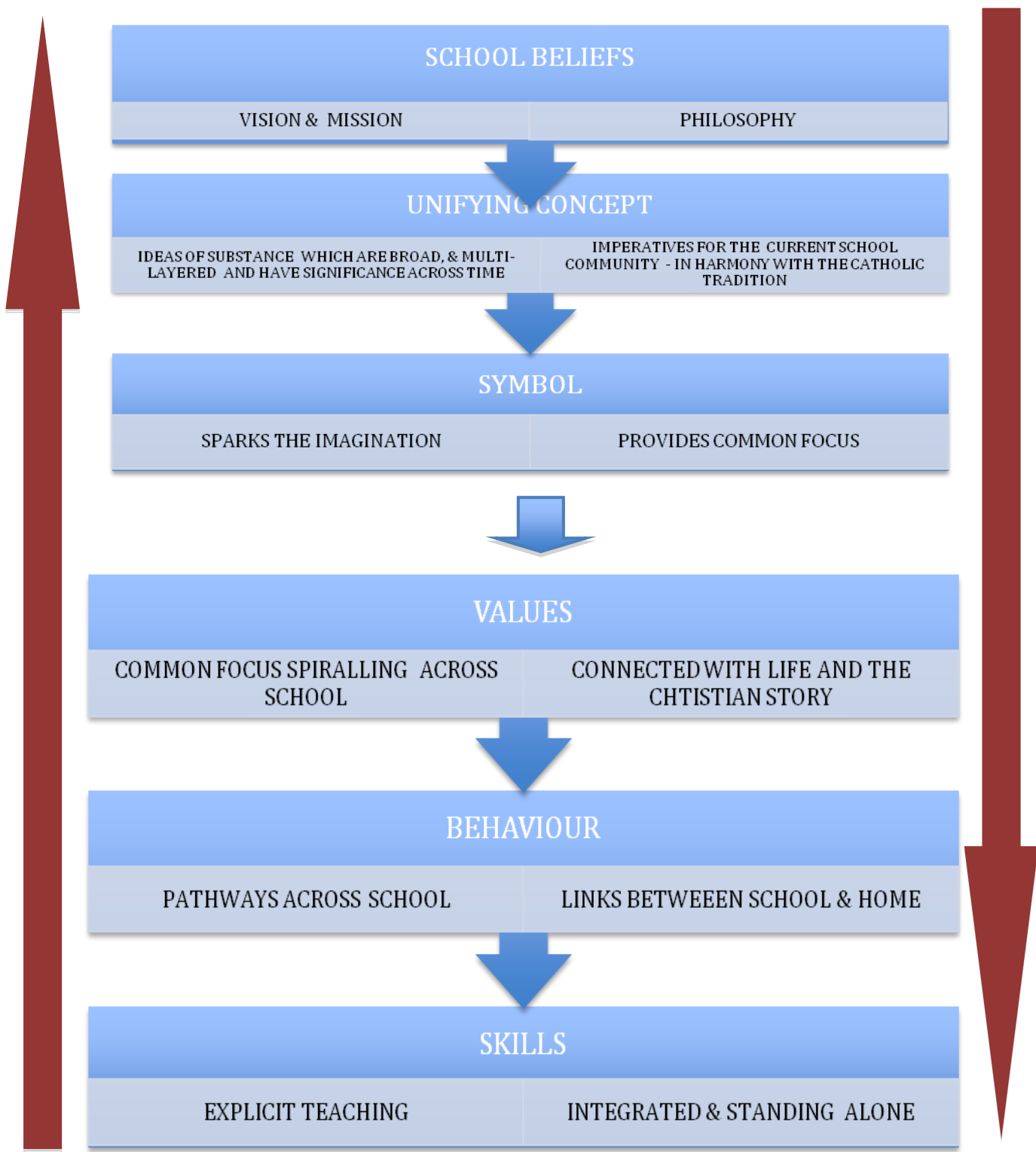|		
INTEGRITY	Stands up for what is right Tells the truth Recognises right and wrong Follows rules	Positive responses to negative situations Use 'I' statements Discernment Compromise and negotiate Manage emotions See different perspectives
JUSTICE	Embraces difference Treats others fairly Respect themselves and others Has the courage to speak out Strands up for themselves and others	View multiple perspectives Listen and discuss Team building Identify fairness and equality Opportunity to voice opinion
PEACE	Stills themselves Accepts others Calms others Seeks peaceful solutions	Reflecting on behaviour Christian meditation Identifying peaceful practices Positive relationships Effective communication Managing conflict
RESPECT - for self, others and for the environment	Makes positive choices Listens politely Has a positive attitude Treats others as they wish to be treated Is aware of the impact they have on their surroundings Cares for their belongings	Listening Critically reflects on actions Accepting ideas and opinions Gestures – smile, handshake, body language Look after physical self Giving to the poor Recycle
RESPONSIBILITY	Displays maturity Acts independently of others Shows courage Is persistent	Self management Resilience Organisation Decision making
SERVICE	Accepts responsibility Is reliable Gets involved in service initiatives Follows school rules Recognises the needs of others Offers assistance and support to others Displays humility Offers and accepts appreciation Works towards a purpose	Reflection Decision making Creative thinking Listening Organisation Sharing ideas Co-operation Communication
TOLERANCE	Includes others Allows others to be themselves Is patient Displays compassion Doesn't use put-downs	Working with others Deep listening Sharing workloads
TRUTH	Communicates with honesty Aligns words and actions Seeks meaning Speaks positively	Reflection Communication Humility Recognising strengths and weaknesses
WELLBEING	Has a positive self image Responds flexibly to situations Manages emotions Balances interaction and reflection	Positive thinking Emotional management Resilience

STRANDS

GOD STRAND	SKILLS		
BEHAVIOURS	**Preschool –Year 2**	**Year 3-4**	**Year 5-6**
Makes positive choices Listens politely Has a positive attitude Treats others as they wish to be treated Is aware of the impact they have on their surroundings Cares for their belongings	**RESPECT** Uses greetings; good morning, hello, calling people by their name Active Listening; eye contact, nodding, whole body listening Using an inside or outside voice	**RESPECT** Acknowledging differences Active Listening; paraphrasing Using an appropriate tone of voice	**RESPECT** Initiating inclusion when others are excluded Active Listening; clarifying questions Displaying positive body language
Listens well Shares Includes Others Accepting opinions Balances rights and responsibilities Managing Emotion Communicates with influence	**COOPERATION** Encouraging words Being aware of personal space Sharing materials Asking; for help, asking questions	**COOPERATION** Giving and receiving compliments Occupying the same space cooperatively Asking permission to borrow materials Criticising ideas not people	**COOPERATION** Inclusive body language Ensuring resources are divided equally amongst all participants Making decisions; negotiating, Assertive communication
Displays maturity Resilience Organisation Decision making	**RESPONSIBILITY** Staying on task Being a risk-taker Following rules Habits of Mind strategies Accepting consequences, fixing mistakes	**RESPONSIBILITY** Working independently; persisting Ignoring distractions Utilising learning time wisely Habits of Mind strategies Accepting responsibility for own choices and actions	**RESPONSIBILITY** Being accountable; managing time wisely Being responsible role-models for younger students; displaying leadership skills Habits of Mind strategies Making informed choices; positive problem solving
Includes others Listens attentively Shows good sportsmanship Treats others equitably	**FAIRNESS** Learning to join in Accepting requests to join in	**FAIRNESS** Be a good winner Be a polite loser	**FAIRNESS** Thinking flexibly Being open minded

JESUS STRAND	SKILLS		
BEHAVIOURS	**Preschool -Year 2**	**Year 3-4**	**Year 5-6**
Responds to others' needs Empathises Expresses care Describes feelings Takes action to assist others	**COMPASSION** Identify feelings Recognise and name feelings in others and themselves Asking questions to see if others are OK Overt random acts of kindness	**COMPASSION** Skills to manage emotions Express their feelings appropriately Understanding how others may feel Independent random acts of kindness	**COMPASSION** Identify the causes of emotions Reflecting on their own emotions and reactions Seeking alternative perspectives Independent, anonymous random acts of kindness
Gets involved in service initiatives Recognises the needs of others Offers assistance and support to others Displays humility Offers and accepts gratitude Works towards a purpose	**SERVICE** Identifies differences between needs and wants Name and recognise their own strengths Names actions that children are grateful for and with encouragement says thankyou GRATITUDE (BLESSING) JOURNAL Verbal, whole class	**SERVICE** Awareness of the needs of others beyond their immediate circle of influence Naming and recognising the strengths of others Offers words of gratitude independently and gives compliments GRATITUDE (BLESSING) JOURNAL Written, once a week	**SERVICE** Acting on the knowledge of other people's needs Using the strengths of others to work as a team Authentic giving and accepting compliments GRATITUDE (BLESSING) JOURNAL Written individual, three to four times a week
Takes responsibility for their actions Considers others points of view Pauses, reflects Rebuilds relationships NOTE TEACHING APPLICATION OF "SORRY" I acknowledge I have broken the relationship in some way. I am committed to repairing the relationship I will try not to engage in the behaviour that caused the relationship to breakdown again.	**FORGIVENESS** Name the behaviour that has caused the breakdown Expresses their own opinion Model verbal stop think do	**FORGIVENESS** Identify a fair solution to resolve the breakdown Listens to the opinions of others Able to reflect on their behaviour	**FORGIVENESS** Changing the behaviour that has caused the breakdown Learns to negotiation and compromise Able to reflect on their choices and the impact it has had on other people; empathy.

PRAYER STRAND	SKILLS		
BEHAVIOURS	Preschool –Year 2	Year 3-4	Year 5-6
Stills themselves Accepts others Calms others Seeks peaceful solutions	**PEACE** Self control-awareness of body Calming strategies (turtle technique) Teaching peaceful practices-quiet time, praying	**PEACE** Becoming still by focusing on breathing Calming Strategies (spelling name backwards) Teaching peaceful practices- listening to peaceful music, praying through movement	**PEACE** Developing the habit of calmness in conflict Calming Strategies(mindfulness) Teaching peaceful practices-sustained meditation, praying
Shows confidence Has a healthy self-esteem Has a sense of achievement Positive risk taker Creative thinker	**FREEDOM** Making and reviewing choices Opportunities for creative thinking Negotiated goal setting with small steps	**FREEDOM** Consider taking positive risks Developing their own creative thinking More independent goal setting	**FREEDOM** Justifying choices Justify their thinking Opportunities to set own goals and work through to achieve them
Includes others Is patient Displays compassion	**TOLERANCE** Allowing others to be themselves	**TOLERANCE** Discerning appropriate and inappropriate comments	**TOLERANCE** Living with and finding the positive side of all people
Has a positive self image Responds flexibly to situations Manages emotions Balances interaction and reflection	**WELLBEING** Coping strategies- Identify emotions Developing strategies for independence Positive self talk Social interactions; making a wide range of friends	**WELLBEING** Coping strategies-identifying their own coping strategies Developing a support network; school and wider community Evaluating self talk-learning from mistakes Social interaction; maintaining Friendship networks	**WELLBEING** Coping strategies- awareness of their emotional well being and choosing their response Recognising the need for interdependence Positive reframing; moving on from mistakes Social interaction; Making positive choices about relationships

CHURCH STRAND	SKILLS		
BEHAVIOURS	**Preschool -Year 2**	**Year 3-4**	**Year 5-6**
Stands up for what is right Recognises right and wrong Follows rules Aligns words and actions Communicates with honesty Seeks meaning Tells the truth	**INTEGRITY/TRUTH** Recognises good and bad choices and consequences Makes choices that respect the rules Notices someone else has been affected by their decision	**INTEGRITY/TRUTH** Define own choices that are right and wrong within personal context Acknowledging that with their rights comes responsibility	**INTEGRITY/TRUTH** Identifies the impact of peer pressure on choices (standing up for what is right) Articulating their choices and beliefs in social circumstances
Embraces difference Treats others fairly Has the courage to speak out Stands up for themselves and others Speaks positively	**JUSTICE** Recognising similarities and difference between themselves and others Develop ideas and opinions about social circumstances	**JUSTICE** Acknowledging differences Develop ideas and opinions about social circumstances, Suggesting their ideas and opinions	**JUSTICE** Celebrating differences Recognises and challenges stereotypes Identifies discrimination and suggests action Speaks out and takes action about social circumstances Suggesting their ideas and opinions and debating alternative ideas and opinions

BUILDING A VALUES BASED SCHOOL

SCHOOL BELIEFS	
VISION & MISSION	PHILOSOPHY

UNIFYING CONCEPT	
IDEAS OF SUBSTANCE WHICH ARE BROAD, & MULTI-LAYERED AND HAVE SIGNIFICANCE ACROSS TIME	IMPERATIVES FOR THE CURRENT SCHOOL COMMUNITY - IN HARMONY WITH THE CATHOLIC TRADITION

SYMBOL	
SPARKS THE IMAGINATION	PROVIDES COMMON FOCUS

VALUES	
COMMON FOCUS SPIRALLING ACROSS SCHOOL	CONNECTED WITH LIFE AND THE CHTISTIAN STORY

BEHAVIOUR	
PATHWAYS ACROSS SCHOOL	LINKS BETWEEEN SCHOOL & HOME

SKILLS	
EXPLICIT TEACHING	INTEGRATED & STANDING ALONE

All elements explored and expressed in regular gatherings of students staff and families to contemplate, celebrate and activate the unique nature of the Catholic school community and its priorities for coming weeks..

KEY MESSAGES FOR PARENTS

Values education in Catholic schools is critical in assisting our students grow and develop into balanced people who are committed to making the world a better place.

What are values?

Values guide our behaviour and help us distinguish between what is right and wrong. They guide how we interact with others and help us make good choices. If we have strong values and we are put into challenging situations we are more likely to make a decision that has a positive outcome.

In Catholic schools, the teaching of values and Religious Education are tightly linked as we provide opportunities for the students to learn the values of:

- compassion
- cooperation
- fairness
- forgiveness
- freedom
- integrity
- justice
- peace
- respect
- responsibility
- service
- tolerance
- truth
- wellbeing

Values education provides students with effective strategies to help them lead happy and successful lives. These strategies include everyday skills that students can apply when dealing with others.

How do values affect us?

We all make decisions based on what we value, especially when we deal with others. Each of us values different things for a range of reasons. Values education enables us to appreciate our own value system and understand the decisions of others. By building a set of common values a school community can establish a culture that nurtures positive connections among all members.

What will you see?
- Staff modelling positive values
- Vision and Mission statements that embody these values
- Clear teaching of values as a whole school, within classrooms and playground
- Use of child friendly resources to assist with understanding values
- Values education integrated with Religious Education, Personal Development and the broader curriculum.

What will the children do?
- School gatherings to explore and express particular values.
- Peer support
- Buddy programs
- Behaviour intervention based on restorative justice
- Caring for their school environment
- Social skills programs

I am not a Catholic, how do I fit in?
- Values are seen all through our society and are not just specific to being Catholic or to Catholic schooling. However, in Catholic schools many values are identified through the teachings of Jesus.

RESOURCES

	BRIEF DESCRIPTION	FOCUS	YEAR
Bellhouse, Bob and Johnston, Glenda *Circle time and learning about feelings*	Deals with relationships, personal feelings and the feelings of others.	Allows students to understand themselves and what they value.	K-6
Carle, Eric *The mixed up chameleon*	The chameleon gets so caught up wishing he was like the other animals he loses sight of who he really is.	Why it is important to be yourself.	3-6
DeBell, Susan *Miranda Peabody and the case of the lunchroom spy-*	Miranda starts to exclude Marysara and uses the internet to spread rumours.	Discusses consequences of school gossip and bullying. Comes with discussion questions and activity sheets.	K-6
Fox, Mem *Whoever you are*	We are all different but we all feel, hurt, love, smile and laugh the same.	Celebrate differences that unite us.	P-6
Harris, Robbie *The day Leo said I hate you*	Leo gets angry when being told 'no' by his mum and to his shock tells her he hates her.	Explains why we shouldn't use words 'I hate' when talking to or about people.	K-2
Johnston, Nicky *Go Away, Mr Worry Thoughts!*	Bayden explains how he used his 'super powers' (self-confidence/courage) to get rid of his constant worrying.	Self-confidence strategy for students who worry.	P-6
Koutsoukis, David *Values Education Toolkit*	Collection of fun, multiple-intelligence activities to enhance the teaching and learning of values education.	Useful as a resource to use inside the values program. Used to enhance, not in isolation.	4-6
Lewis, Kim *Friends*	. Follow the journey of two friends as they try and care for a hen's egg and how they deal with disappointment	The importance of working together.	K-2
Primary Education Publications *Values Education - developing self esteem and citizenship*	A resource to facilitate the development of core values.	Structured activities to assist students reflect and act on their values.	K-6
Rosen, Michael *I'm number one*	Number one thinks he is better than the rest of the toys.	Why we need to talk nicely to our friends and the importance of saying sorry.	K-2
Shaw, Hannah *Evil Weasel*	Weasel has a party but no one comes because he has been a bad friend in the past.	Why we need to be a good friend and the importance of saying sorry.	K-2
Taylor, Elly & Bates, Katherine *Respect Me, Respect You - fostering resilience*	A ten-step values education program that fosters resilience in each participant.	Examining respect, rights and responsibilities and the values of others.	P-6
Tiearney, Janna *Talking and Listening*	A program that teaches the skills of effective communication.	Used as supplement for the study of values - cooperation, respect, fairness and truth.	5-7