Engagement with Values:
A Lens for Whole School Change

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Introduction

This paper is presented as a case study of Modbury School Preschool - Year 7's learning journey using an integrated values approach to whole school change to transform the school's culture within the context of major national initiatives and developments in values education. Hall (1994) states that when schools and teachers become aware and clear about their personal values, they are then able to understand and convert those values into a clear belief system about the nature of education. Modbury School, have articulated their vision for transformational whole school change, by identifying and utilizing values as the lens for change. This values approach provided the backbone to launching the school's new strategic direction "*To provide high quality teaching and learning within a safe, supportive and success oriented environment.*"

The paper outlines the school's learning journey, and describes the processes used to firmly position values at the heart of the school's change process. The paper will outline the connections between empowerment and fostering well-being for students, engaging community and applying effective pedagogies to support student learning outcomes. This change process is constructed to demonstrate the importance of authentic leadership, to understand the school's context and to apply genuine processes in order to achieve the shared vision for the school. The paper presents the development of a number of models that have supported the school's thinking during the change process. The success of this initiative has seen the school included in the National Values Education Study (2003) and subsequently selected to be part of the Values Education Good Practice Schools Project Stage 1 launched in 2005. Modbury School is a lead school in one of 26-clusters of schools working within the vision to support values education as expressed in the National Framework for Values Education in Australian Schools (2005). In 2003, Modbury School received a Highly Commended National Award for Quality Schooling in Values Education. The involvement in these national initiatives provided the school with an opportunity to be supported in this work on values education and learn from its experiences as a pioneer in this field.

Values in the Australian Context

There is much dialogue about the role of education today and the complexity that educators face on a daily basis. It is widely recognized that education has become more demanding, requiring educators to re-think their roles as facilitators of learning and indeed the whole purpose of schooling in the 21st Century. The culture of a school, as with any organization, is made up of its values, beliefs and attitudes. A positive culture based on trust has been clearly correlated with student engagement and achievement, staff commitment and satisfaction, and community involvement (Bryk and Schneider, 2002). Schools need to develop strong cultures, based on shared values across their communities. By developing a sense of responsibility and concern for the individual and for the 'common good' (Lovat 1999; Hill 2004; Duigan 2005; Begley, 2004) schools can connect learning to a global context, and by doing so, reinforce the importance of interrelationships, interdependence and the connectedness of all things.

The national agenda in Australia currently reflects a commitment by all Governments (State, Territory and Federal) to implement policies and curricula that address the

importance of values education, in supporting young people become responsible citizens. The need to address this new notion of values education in Australia, led to the development of the National Goals of Schooling in Australia in the Twenty-First Century (1999). This document agreed to by all State and Federal Education Ministers makes reference to the contribution of schooling to a "*socially cohesive and culturally rich society*" and the need for curricula to address values in education in a holistic manner. It explicitly states "*Australia's future depends upon each citizen having the necessary knowledge, understanding, skills and values for a productive and rewarding life in an educated, just and open society… High quality schooling is central to achieving this vision. Schooling provides a foundation for young Australians' intellectual, physical, social, moral, spiritual and aesthetic development. By providing a supportive and nurturing environment, schooling contributes to the development of students' sense of self-worth, enthusiasm for learning and optimism for the future*". (Preamble: 1, www.mceetya.edu.au/nationalgoals/natgoals.htm)

The Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) in 2002 unanimously supported the National Values Education Study (2003) commissioned by the Australian Government. This study involved 69 funded case schools that provided data and recommendations that culminated in the development of the National Framework for Values Education in Australian Schools. (Department of Education Science and Training 2005).

The Australian Government is providing - funding of $29.7 million over four years (2004-2008) to ensure that values education becomes part of the core business of Australian schooling. The national values website (http://www.valueseducation.edu.au/values) provides further information on all aspects of the Values Education programme in Australia. In 2005, 26 clusters of schools were selected as part of the Values Education Good Practice Schools Project Stage 1 to implement values education. The Australian Government is providing funding to these clusters to explore ways of improving their approaches to values education and to identity effective ways of putting the National Framework for Values Education in Australian Schools into practice. The National Framework identifies nine Values for Australian Schooling comprise: care and compassion; doing your best; fair go; freedom; honesty and trustworthiness; integrity; respect; responsibility; understanding tolerance and inclusion. The Framework notes that these values emerged from the Australian school communities and from the National Goals for Schooling in Australia in the Twenty-First Century. The Framework also includes clear guiding principles for values education including the need to develop a whole school approach and through this engage the school community in clarifying and applying core values. In particular, the principles articulate a strong need for schools to provide a supportive learning environment; the need for students to develop skills of resilience and self-esteem and linking the teaching of values across all curriculum areas.

The Department of Education and Children's Services (DECS) in South Australia through its South Australian Curriculum Standards and Accountability Framework (SACSA, 2001) emphasises the importance of developing knowledge, skills, dispositions and capabilities. The importance of values is expressed through the Essential Learnings and cross curricula equity perspectives through each learning area. The Essential Learnings are: Identity, Interdependence, Futures, Communication and Thinking and form an integral part of the curriculum reflective of and responsive to educational change.

School Context

Modbury School Preschool to Year 7 is a public school with a current enrolment of 167 students and a teaching staff of 15. The student population is diverse with 12% from culturally and linguistically diverse backgrounds; 1% from Aboriginal backgrounds and 8% identified with a disability. The school's families are from low to middle income earners, with 30% accessing government assisted funding to pay for school fees. Enrolments had declined in recent years due to transience, changes in demographics; an over supply of schools in the area and a perceived lowering in the school's performance.

In 2002 the school's culture was described as fragmented with a high degree of negativism and lack of trust prevailing amongst the staff and the community. This could be observed in high absenteeism; lack of motivation in teaching and learning; minimal professional development opportunities and isolation within the staff. Apparent also was the alienation and dissatisfaction felt by parents, this lack of trust was reflected by poor involvement in the governance of the school. Parent concerns related to a high degree of student harassment and bullying; lack of high expectations, poor social skills and disengagement of many students.

Embarking on a comprehensive change process was going to be a challenging journey, one that required taking a holistic approach to change to concurrently address and overcome many of the complex issues that had emerged. Major initiatives for whole school change needed to concentrate on building genuine relationships to restore trust and confidence in the school; develop a collective community vision and strong identity that would secure the continuation of the school's future. A substantial re-culturing was a necessity.

Values, Leadership and Whole School Change

Much has been written about the importance and place of values in our society. Our personal values and beliefs influence our general disposition; the choices we make throughout our lives and the way we conduct ourselves in different situations. Hall (1994:21) defines values as "*the ideals that give significance to our lives, that are reflected through the priorities that we choose, and that we act on consistently and repeatedly*". Hill (2004:63) provides a slightly different emphasis. "*Values are the priorities individuals and societies attach to certain beliefs, experiences, and objects, in deciding how they shall live and what they shall treasure.*" It is suggested that what we value is usually revealed in the way we act, and may be expressed in the form of beliefs or value-judgements (Hill, 2004). When we continue to choose certain values over others we are engaging in a process either consciously or unconsciously to help us clarify which values are important and ultimately choose a set of values that fit our world view, acknowledging that a range of other factors may influence our decision. However, there are times when we are faced with a values conflict between what we believe and what we may ultimately choose in terms of our behaviour or actions. The challenge is to achieve congruence between our espoused and enacted values in a consistent manner.

Current literature on leadership and change emphasises the importance of relationships and trust, values, building community coherence and a sense of purpose in order to achieve sustainable change (Bryk and Schneider 2002; Capra 2002; Sterling 2001; Begley 2004; Fullan 2005). Leadership is considered a shared process, where continuous learning,

improvement and building community capacity are central to achieving sustainable change. The literature on leadership and values highlights more profoundly authentic leadership, and within that, the ethical and moral responsibilities of leaders to transform cultures in ways that take into consideration enacting values for the 'common good'. (Starratt 2004; Hill 2004 and Fullan 2003) Authentic leadership is described by Begley (2001:353) as "*leadership that is knowledge based, values informed, and skillfully executed*". Begley, (2001:354) goes on to define authentic leadership as "*genuine…. hopeful, open-ended, visionary and creative response to social circumstances as opposed to the more traditional dualistic portrayal of management and leadership practices*".

Being aware of the importance and influence of a values paradigm has the capacity to positively influence the way we think about issues and how we ultimately behave. Equally, there is a growing awareness of the importance of holistic education and the emphasis on teaching values within our schools to foster positive relationships and build self esteem, optimism and resilience in our young people to prepare them to meet the demands of an ever changing and complex world (Delors, 1998). Understanding these connections supports teachers to plan learning that is relevant and engaging and supports learners to deal with these complexities in their own environment. At Modbury School, teachers prepare their term overview and connect the learning for their program to a central key big picture idea. This big idea can be determined by looking at the curriculum framework that links key outcomes identified across all of the learning areas. By doing this, teachers clearly engage in highlighting the values, knowledge, skills and dispositions that support a learning process that is powerful, relevant and dynamic.

A values approach to whole school change requires a transformation of the school's culture through a values lens. Engaging staff, students and parents in supporting a new vision involves recognition that a change process is necessary. This requires a genuine commitment to authentic leadership from the principal and action to go beyond outmoded perceptions of teaching and learning, while promoting a desire to strive for excellence. Over the last four years, a number of visual models and documents have been designed to support community discussions and understanding of how a values approach to change could build a strong culture and reshape the identity of the school. Establishing the Modbury School's Values Reference Group assisted in applying the models as a way to engage the community in an ongoing values journey. The models include: the Interconnected Values Pathways (Fig. 1); School Values Charter (Fig. 2); Integrating Values to Action (Fig 3); Values Framework for Whole School Change (Fig. 4 and Fig. 6) and finally Effective Values Pedagogy (Fig. 5).

Stage 1 - Consultation
During the last 4 years the school community has been immersed in a learning journey to understand and apply the importance of values education in creating a preferred future for their children. The community recognized that this required a different emphasis in education. The community recognized that there was a need to deliver an education that was holistic in nature. Including elements of social, emotional, economic, political and spiritual influences. "*This is encapsulated in the view of parents that values are the glue that will hold the school together, giving the school soul and an identity that will guide the learning as we strive to provide an education that meets the need of a more complex world*" (cited in Scalfino, 2003).
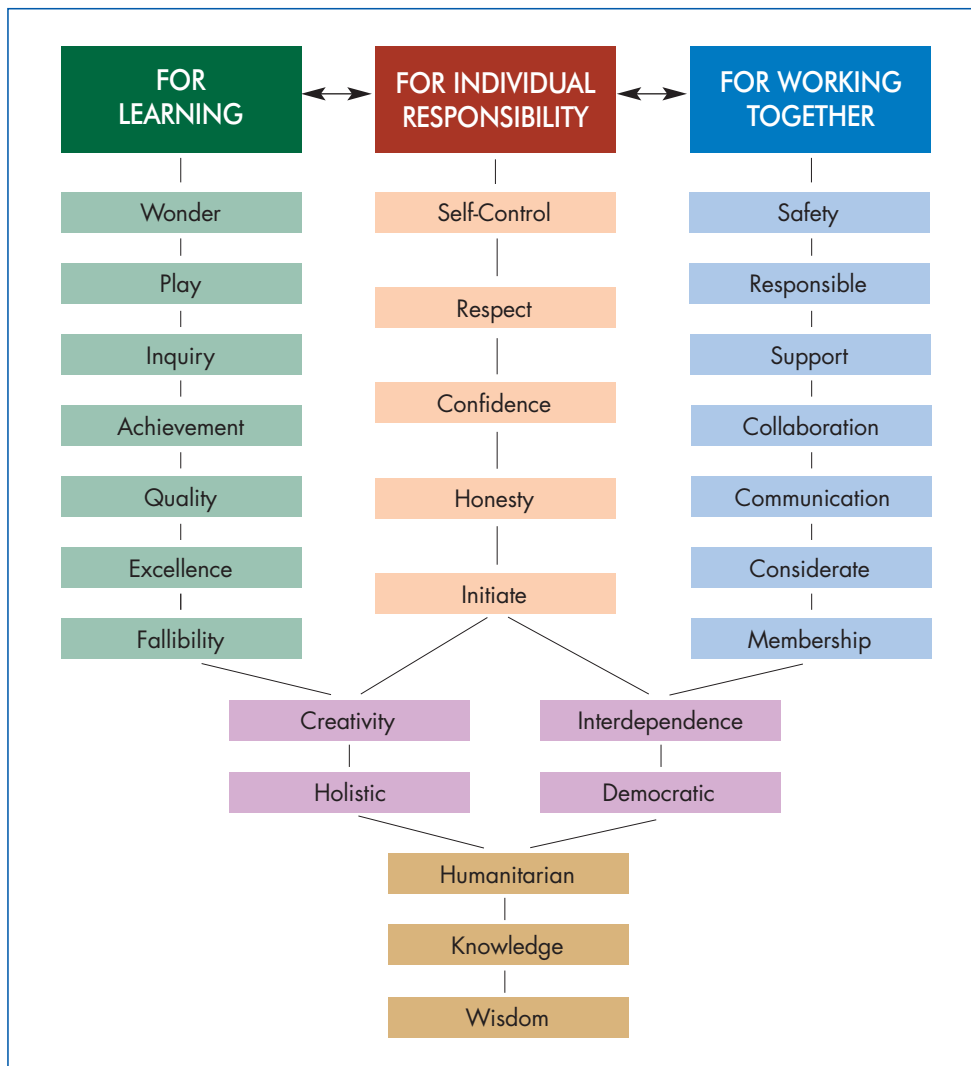
The first stage in the change process focused on clarifying values with the staff, members of the Governing Council and senior students through the Modbury School's Values Reference Group. To assess people's values and choices from a comprehensive set of 125 values the Hall-Tonna Inventory was utilised in an alternative version designed by Scott Bristol of LJMap. It is important to acknowledge that the Inventory of 125 values is developmental in nature with four phases drawing on previous works by Maslow, Rokeach, Erikson and Kolhberg (Hall, 1994). The values identified by individuals helped to establish a priority order of preference and those values were 'unpacked' demonstrating an association between world views, motivation and attitudes leading to desirable actions. It was important in this process to first identify the personal values of the staff and distinguish these from their professional values. This highlighted values that were commonly shared, others that were complementary and those that were potentially in conflict between individuals and the school community including the principal. This exercise helped bring to the surface different viewpoints of an ethical, social, cultural and religious nature. This in turn led to dialogue regarding the diverse philosophies and theories about the nature of education in general and specifically differing views about teaching and learning pedagogies. Finally, this exposed how the values that people held were reflected in their actions and their disposition to work. The range of values and the process of negotiating differences provided ample scope for dealing with major ethical dilemmas that would need attention and resolution during the next four years.

In order to find the 'common ground' the school community was consulted with the view to achieve broad ownership and involvement of parents. They responded to key open ended questions, which helped identify what parents valued most highly for their children's education. The questions used were deliberately straightforward, yet yielded a diverse range of responses from a high percentage of families. Analysis of the data confirmed a negative perception and lack of trust in the school. In particular, parents raised concerns consistent with views expressed earlier in this paper about behaviour management processes; limited and outdated resources; lack of curriculum variety; engagement; poor reporting and monitoring processes; and the state of disrepair of the physical environment and facilities. Students perceived teachers as lacking passion and empathy and saw limited opportunity for their voices to be heard.

However, what emerged from the valuation process proved reassuring, as there was a significant correlation between the values selected by staff and parents in the Governing Council and the responses collated from the questionnaire from the wider community. The parent representatives on Modbury School's Values Reference Group capture this in the following summary and analysis of the data.

"*Parents agree they want a primary school to provide a comprehensive education for their children, encompassing an excellent level of academic achievement, life skills, social skills, self-worth within a safe, secure, happy and enjoyable environment. We need to create this image of our school in terms of our vision, directions, values and practices within our community and beyond. Parents need to know our school will provide a learning environment that will give their children all the skills and knowledge necessary to take them to their next level of learning and indeed foster a life-long love of learning for their journey through life. The whole school needs to do the utmost to ensure our school is considered an "ideal" place of learning in the community and the image and perception of our school truly reflects the schools values, practices and vision*" (cited in Scalfino, 2003:4).

FIG 1. INTERCONNECTED VALUES PATHWAYS

FOR LEARNING	FOR INDIVIDUAL RESPONSIBILITY	FOR WORKING TOGETHER
Wonder	Self-Control	Safety
Play	Respect	Responsible
Inquiry	Confidence	Support
Achievement	Honesty	Collaboration
Quality	Initiate	Communication
Excellence		Considerate
Fallibility		Membership

Creativity — Interdependence

Holistic — Democratic

Humanitarian

Knowledge

Wisdom

The twenty six values identified by the school community in the model Interconnected Values Pathways (Fig. 1) provided a strong foundation on which to build a culture for change. In order to achieve a cohesive culture, the improvement needed to address key elements simultaneously. These included building relationships, developing teamwork, striving for excellence, encompassing a love of learning and being committed to contributing to a humanitarian society. Priorities were needed to reflect the chosen twenty six values and embed them as part of our core business and culture for transformation and improvement. While this seems a high number of identified values it is quite feasible and probable that organizations may work with as many as 30 values. (Hall, 1994) The school chose to maintain the integrity of this process but agreed to highlight five core values on which to focus. These later became encapsulated into the Integrating Values to Action model (Fig. 4, described on page 14). This model reflects the developmental nature of values with Foundation, Focus and Aspirational groupings (Hall, 1994). The selection of the twenty six values was ultimately distributed into three different distinct, yet interconnected pathways. These values and the pathways served as a guiding map during

the whole change process. The Interconnected Values Pathways (Fig. 1) illustrates the values distribution into a Learning Pathway; Working Together Pathway and an Individual Responsibility Pathway. There are similarities between this model and Bryk and Schneider's work on '*relational trust*' (2002), although the model developed by Modbury School was not informed by their work.

A Learning Pathway: This pathway emphasized the need for learning to be engaging and relevant for students. The values identified focused on supporting students to develop a love of learning through inquiry, creativity and self-discovery. This would ultimately lead to deep knowledge and wisdom. The pathway further recognised learning from mistakes supported students to strive for personal improvement, defined in Bryk and Schneider's work on '*competence*' (2002). One example of this has seen students participating in developing their own learning goals and sharing their learning achievements with their parents in a three way interview with the teacher, student and parents twice a year. Students have taken ownership of their learning and are able to recognize what they need to do to continue to improve.

The Individual Responsibility Pathway: This pathway highlighted the need for the whole community, adults and children to develop responsibility for their actions. The values included being honest, exercising self-control and showing respect. Bryk and Schneider (2002) argue that the values of integrity and respect support the development of confident and high achieving individuals who are able to initiate their own ideas and understand their roles of being humanitarian within the global context. An example of how teachers have put this pathway into action has been to engage students in learning processes using a range of pedagogies, connecting it to the community and tying it back to an education that is holistic in nature. Students participate in understanding world events, becoming involved in supporting world communities exemplified by providing aid to the victims of the Bali bombing and the Tsunami disaster.

The Working Together Pathway: This pathway indicated the need to work collaboratively within a safe and respectful community. The values detailed the need to communicate and work together to build a sense of membership, acknowledge our collective interdependence, value democratic principles, and appreciate the interconnectedness of the global world. This pathway reflects Bryk and Schneider's reference to '*regard*' (2002). One example that highlights this focus has been the work the school is doing in developing a strong understanding about Aboriginal Reconciliation. This involved introducing a focus on Australian Indigenous Aboriginal perspectives across the curricula to develop intercultural understandings.

These three pathways converge through the powerful learning tools of creativity and initiation to develop deep knowledge and wisdom. Through collaboration and holistic thinking we gain deep insights into issues of global importance. In this regard the model extends Bryk and Schneider's concept of '*relational trust*' to a global community context (2002). The pathways are indicative of a whole school approach in applying values and should not be viewed in isolation but rather as interrelated, using each of the values to achieve the outcomes indicated by the pathways. They reflect the rich fabric of the school with many of the dilemmas and contradictions to be resolved through the engagement with

values. Members of the community understand working with the Foundation Values and Focus Values supports our commitment to strive and live out the school's Aspirational Values (Hall, 1994).

Forging a Values Charter

Hall (1994:84) identifies values that fall into three categories represented as Foundation, Focus and Vision or Aspiration Values. Foundation values reflect those values that are necessary for our survival whilst Focus values represent our current worldviews and values that we use to make our decisions about our lives. Aspirational values provide the motivation for change and the desire to strive for a better world. Within an educational context, the school has engaged in its journey for continuous improvement with the view to strive for excellence. Having identified the school's values as a community the school set about describing them into powerful statements that encompassed the essence of the values to form a School Values Charter (Fig. 2).

FIG 2. **SCHOOL VALUES CHARTER**

FOUNDATION VALUES

- As a member of this community we all take responsibility to ensure we have a safe, supportive and secure environment.
  (Safe, Self-Control, Responsibility, Support)
- We value each other and treat each other with respect, honesty, consideration and care.
  (Respect, Honesty, Consideration)

FOCUS VALUES

- We are building a culture that values inquiry, continuous learning and strengthens relationships. We do this through effective communication, collaboration and learning about interdependence.
  (Inquiry, Initiate, Collaboration, Communication, Interdependence)
- We have the ability and the disposition to be resilient, learn from our experiences and mistakes whilst providing quality education within a culture of continuous inquiry.
  (Quality, Fallibility)
- We create an environment that stimulates wonder, a sense of fun and play whilst enhancing learning for all.
  (Achievement, Wonder, Creativity, Play)
- As we strive for excellence to achieve our personal best, we gain confidence from our achievements.
  (Confidence, Excellence)

ASPIRATIONAL VALUES

- We practice democratic principles by strengthening our rights and responsibilities for living in a global world.
  (Democratic, Membership)
- Ultimately we believe in being humanitarian as we strive together to develop knowledge and wisdom in a holistic way as we seek to achieve universal peace, equity and harmony in our world.
  (Humanitarian, Wisdom, Knowledge, Holistic)

The Values Charter is testimony to the school's commitment to provide members of the school community with a clear vision and sense of purpose from the values consultation process. The role of the school principal and the leadership team was to work with a Representative Values Reference Group of parents and staff to connect the values to authentic teaching and learning and build a sense of whole school community by designing a Values Framework for Whole School Change (Fig. 3).

Stage 2 - Designing a Values Framework for whole School Change

FIG 3. **VALUES FRAMEWORK FOR WHOLE SCHOOL CHANGE**
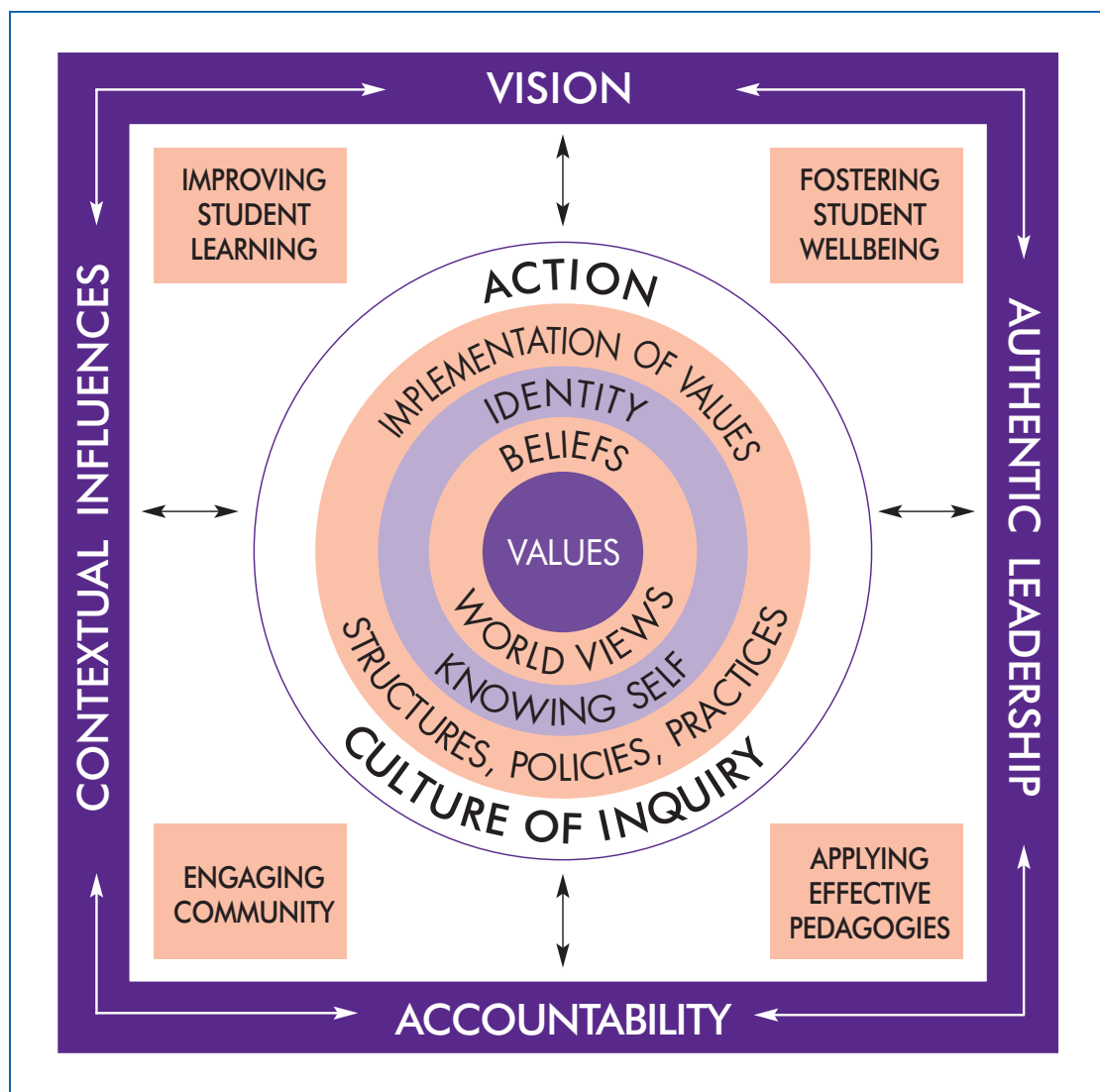
At the wider parameter of the framework four key components, **Contextual Influences; Authentic Leadership; Vision and Accountability** are apparent. These key components are expanded on in the following section.

Contextual Influences: Policies developed at the state and national levels of government, influence the general direction and implementation of initiatives in education. Understanding these influences and the values that motivate policy development helps schools to comprehend complex cultural and contextual agendas (Dimmock & Walker 2004). At a much broader level, demographic and socio-cultural changes, shifting values and media and political forces continue to shape and reform educational agendas. The principal needs to be cognisant of the community's social, economic, ethnic and religious contexts and how they impact on the students, parents and staff. This understanding and awareness supports leaders to design systematic and holistic approaches to change aimed at improving teaching and learning initiatives. It is important that in a complex and ever-changing environment that schools maintain a sense of hope and optimism and do not become change averse due to the unpredictable nature of the globalised world we live in. Duigan (2004:2) therefore, articulates leadership as "*essentially, an influencing process and that effective leaders have the capability to: …influence self, others and each other to: attain worthwhile and agreed goals; engage in meaningful relationships to generate and live a shared vision; use scarce resources responsibly; and elevate the human spirit through actions and interactions that are ethical moral and compassionate*".

Vision: Co-constructing a vision develops cohesion and a strong-shared sense of purpose that unites people and provides impetus to realize that desired vision (Kouzes and Posner, 2002). Vision in this sense is articulated not only by the principal but also by all members of the community who see this as a preferred future. Vision however by itself is not enough (Dimmock & Walker 2004, Capra 2002). Implementing school change involves constructing an effective design that links the vision to authentic learning (Duigan 2005, Begley 2004). "*Authentic learning is not only about taking and processing new knowledge and skills for oneself but is also about giving of one's unique humanity to others and to the community. It involves making a difference in the lives of all those we touch.*" (Duigan 2005:4) Duigan supports the view echoed by Starratt (2004) that authentic leaders need to ensure that learning is connected, deep and meaningful and in doing so, supports learners to reframe their own understanding of themselves and their world. This search for authenticity and continuous reflection creates a dissonance that propels learners and educators to engage in life long learning. At Modbury School, this has translated into the review of policies, practices and processes that reflect our values and foster a culture of distributive leadership across the school. One example of building a vision and bringing along a number of key leaders both at the school and in the community involved the concept of developing Modbury as a Community School. The vision is based on life-long learning principles which include a pre-school centre, the University of the Third Age; a Toy Library and an Art Group being established as an integral part of the school. The state government realised the value of this vision and financially supported the initiative with AUD$ 1.8 million redevelopment.

Authentic Leadership: Authentic leadership brings together a number of elements including, a moral and ethical underpinning that is framed by a set of values; a holistic and balanced approach; concern for education for the common good and the need to redress issues of social justice and power relationships. Authentic leaders draw attention to learning that is engaging and relevant for students and support a culture of ongoing reflective practices to improve teaching and learning. At a deeper level being authentic means showing concern for the welfare of others as well as making decisions, sometimes difficult, based on enacting the values that drive the school's vision – "*tough empathy*".

(Duigan 2005, Starratt 2004, Goffee and Jones, 2000). At Modbury School, authentic leadership can also be seen by the way in which leadership is shared amongst staff and parents. This engages the community in an ongoing educational dialogue about values, vision and the achievement of desirable outcomes. It is this process that generates that flow of energy or synergy that moves schools forward (Lambert, 1995, 1998).

Accountability: Accountability is about the need to establish clear responsibilities, high expectations and the ability to deliver continuous improvement that has been set by the school, and system priorities. Accountability is linked to all of the Interconnected Values Pathways (Fig. 1) that were described earlier in the paper. Modelling of values at every opportunity is a priority. For example in performance management meetings, time is allocated for deep reflective learning by exploring and sharing ideas about the implementation of values, monitoring student learning and teacher curriculum planning. Issues around pedagogy, curriculum integration and building effective relationships with students including respecting student voice, have all been major topics. Learning is clearly connected to ongoing assessment and evaluation for learning. Qualitative and quantitative data is used to inform practice through continuous reflection and meaningful sharing opportunities with colleagues.

The four main components for improvement that lead to transformational change focus on the following: Improving Student Learning; Fostering Student Well-being; Engaging Community and Applying Effective Pedagogies. (A more detailed analysis of this model that is connected to the school's strategic plan has been included as part of the appendix as Fig. 6). These four components formed the framework for change to re-culture the school whilst forging a new vision and identity owned by the community. This approach acknowledged the importance of "*strategic intent*". "*Intent is about setting a series of achievable but significantly difficult activities that 'leverage up' the organisation to perform at much higher levels in specific and definable areas*" (Davies & Ellison 1999:53). The articulation of this 'strategic intent' was linked to the identified values and distributed across all of the four main components of the Values Framework for Whole School Change. This process strengthened ownership and celebrated the small wins along the way in achieving our goals. Parents and staff contributed significantly to the directions of the strategic plan that incorporated all aspects articulated within the values framework. In the following section of the paper the four components are described.

Improving Student Learning: Staff became involved in quality professional development that focused on integrating values across the curriculum. Being aware of teaching values throughout the curriculum highlights the need to focus on the process of learning, explore ways in which to engage students, demonstrate the interconnectedness and relevance of their learning and tie this to the participation in their own community and beyond. This approach to learning supports learners to develop deeper understanding of themselves and their own unique identity. Teachers facilitate this approach to learning by establishing a culture of inquiry in which students reflect on their learning and their actions, engage in higher order thinking, learn to value different opinions and contribute to a supportive learning environment. This supports students to understand different world views, pose questions about civics and citizenship; social justice, and ecological sustainability and arrive at a preferred future that respects a range of diversity and perspectives. Effective pedagogy is critical and requires the ability and disposition for ongoing reflection, which in turn, inspires educators to strive for ongoing learning and improvement.

Fostering Student Well-being: One particular purpose for the focus on values at the school sought to reframe issues of power and control, gender, race, disability and Aboriginality. This focus on power and control clearly raised the need for educators to rethink the meaning of student voice and to shift from a command/control paradigm to one of teacher as facilitator of learning. Feedback received from parents and students indicated that students' socio-emotional well-being was critical to their happiness andsuccess at school. Staff aligned the school's Student Well-being Policy to reflect the school's values and beliefs about student learning, the importance of relationships and building a supportive learning environment. The development of this policy was challenging and required students, staff and parents to shift from the old behaviorist paradigm and punishment mentality to a significant values approach that emphased the restoration of relationships. An emphasis on authentic student voice enhanced self-directed learning, the negotiation of rights and affirmed responsibilities. The implementation of a social skills program, and the introduction of the teaching of philosophy for children have assisted students to respect one another, develop stronger relationships, engage in safe play and resolve differences in a peaceful and effective manner. Written feedback from parents and students affirm that the school's approach to teaching values and the introduction of philosophy has supported the development of students' confidence, built resilience and self esteem which has engaged students to a very high degree.

Engaging Community: Developing a community of learners focused on building relationships through empowerment and commitment. This has contributed to deep and meaningful change across the school. This required re-building relationships of openness and trust between all constituents of the school to restore a commitment to high expectations, shared purpose and vision while establishing processes for continuous improvement. Establishing structures that focused on developing cohesion and democratic decision making ensured the community had a voice in setting the strategic directions and vision for the school. One example that highlights the extent to which the community has developed cohesion is the high degree of support for the inclusion of Indigenous Aboriginal Perspectives across the curriculum. Parents have participated actively in organizing key learning opportunities for the school community in understanding the importance of Reconciliation.

This enthusiasm for and integration of Aboriginal culture within the school provided the opportunity to gain recognition and additional funding at the national level from the Department of Education, Science and Training to support this initiative. Modbury School is a coalition member which is part of the national initiative **Dare to Lead:** *Making the Difference* project. This promotes the importance of Indigenous Aboriginal culture in education in Australian schools (http://www.daretolead.edu.au)

Another example that fostered community engagement was the development of a comprehensive and inclusive community-learning program. This strengthened the partnership between the school and parents and empowered parents to engage in learning that supported their children's learning. This has enabled them to participate in learning opportunities being offered to staff and students, with a particular emphasis on cooperative behaviour, managing anger, supporting the development of self esteem, healthy eating and supporting children in their literacy.

Applying Effective Pedagogies: The single most important factor that influences the success of values education across the whole school is the degree to which staff have access to high quality professional development. Understanding values is complex and requires that leaders and teachers work collaboratively.

By supporting and mentoring staff in understanding values clarification and world views, authentic leaders assist teachers in identifying links between their behaviours and their effects on others. Staff are continually learning the significance of modeling appropriate behaviors in relation to the school values that is expressed through language and actions both explicitly and implicitly. This is enhancing the re-culturing of the school. There is a correlation between teachers' understanding of knowledge about values and their ability to utilize this knowledge in implementing practices that build successful relationships with students. Professional development of staff, further emphasised the importance of empowering students to articulate their individual learning needs and their well-being, contribute to a negotiated curriculum and use mediation and conselling strategies to resolve issues. This approach has encouraged staff to develop and improve the learning environment, support individual differences and acknowledge that all learners are capable of achieving if motivated and engaged. The staff are continuing to develop a common understanding about values education, constructivist theories of learning and the teaching of philosophy for children, by fostering and developing a community of inquiry in their classes.

Moving to the centre of the model are a number of concentric circles. Starting at the inner most circle are the school values identified through the process explained in the earlier section of the paper. The next concentric circle highlights the connection between values and how they shape beliefs and world views. The following circle connects the notion of understanding and knowing self as an individual as well as how we shape the school's identity collectively. The next layer places the need for the school to be mindful of achieving congruence between espoused values and all its operations. The structures, policies and practices need to align to support the values into action orientation of the last concentric circle through the implementation of a culture of inquiry. Developing a values culture for change challenges each individual to continually seek congruence between personal and collective values and reflecting on the choices taken at the personal, professional and community levels. This approach to school planning supports the notion that change needs to be action oriented and reflective, as values development continually shapes and reshapes the individual, group and the school's identity. The components within this model are dynamic, holistic and interconnected.

Stage 3 - Integrating Values to Action
The community at Modbury School articulated the need to establish core values that were more readily identifiable as of primary influence. The Integrated Values to Action model (Fig. 4) maintains the values developmental approach and promotes one primary core value. The core values are: Respect, Interdependence, Excellence, Creativity and Human Rights that emerged from the values identified in the five values clusters.

Each cluster contains a personal commitment and signals a clear action orientation. For example, in the Foundation Values, the core value selected is Respect and the associated values cluster of six supports the core value. This leads to an orientation of personal commitment to displaying social responsibility by behaving ethically. Likewise for the

Focus Values the core values of interdependence, excellence and creativity show a personal commitment to strengthening relationships, striving for personal best and engaging in learning by building community, enhancing self-actualisation and seeking knowledge. The same applies to the Aspirational Values. This model supports educators and the community to ground the values into action not only in education but also in daily lives. The values translated in this format, assume an active role for authentic leaders to clearly challenge and support the work of educators. Educators and leaders need to provide meaningful and engaging learning environments to foster values consciousness development. This action orientation of values has the potential for transformation of self, organizations and ultimately societies. Habermas' (1987) theory of communicative action, explores three different types of actions that can be connected to this model. This includes action that relates to the external world of cause and effect, strategic action dealing with human relationships and communicative action dealing with inner understanding of values and meaning. The school's model is an attempt to place values at the core of orientation for action both for personal commitment and community responsibility. The model highlights the commitment to a democratic way of life, valuing diversity whilst exploring the different values and world views expressed in our society.

FIG 4 . **INTEGRATING VALUES TO ACTION**
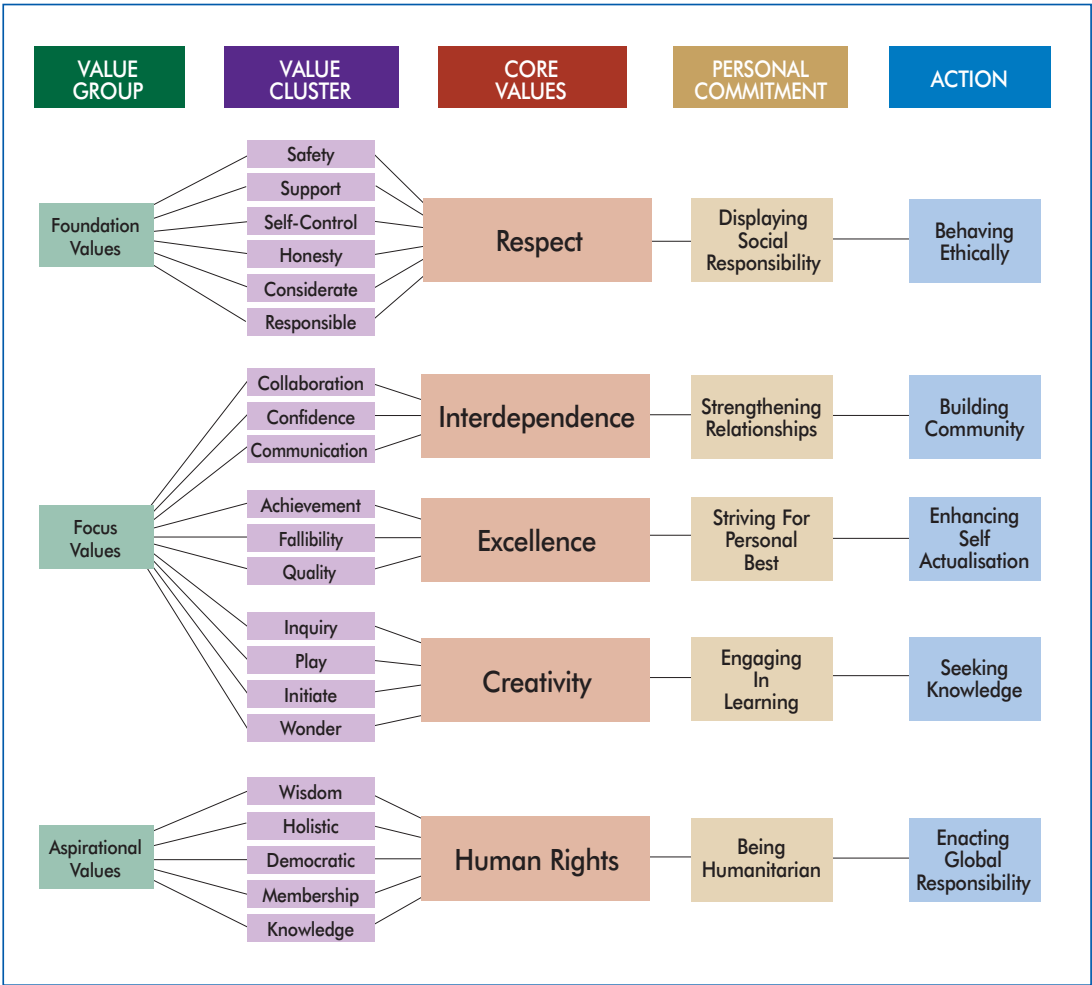
The model further attempts to weave the importance of human rights, sustainability and the need for creating preferred futures in our own communities and ultimately the world at large through the understanding of interdependence and managing ongoing emerging issues.

Stage 4 Moving Deeper into Values for Authentic Learning

The final model (Fig. 5), Effective Values Pedagogy presents the culmination of what is at the heart of powerful learning that engages learners in an authentic way. This goes deeper into one aspect of the four key components from an earlier on page 19 (Fig. 3).

At the centre of the model lies the individual's empowerment expressed through self-identity, their values and beliefs that continually provide the individual with a continuous feedback loop informing self- concept and strengthening identity. Here resides the passion for seeking to renew and rejuvenate oneself. It is the internal search for knowledge and wisdom that is the core purpose of life-long learning and self- education.

FIG 5. **EFFECTIVE VALUES PEDAGOGY**
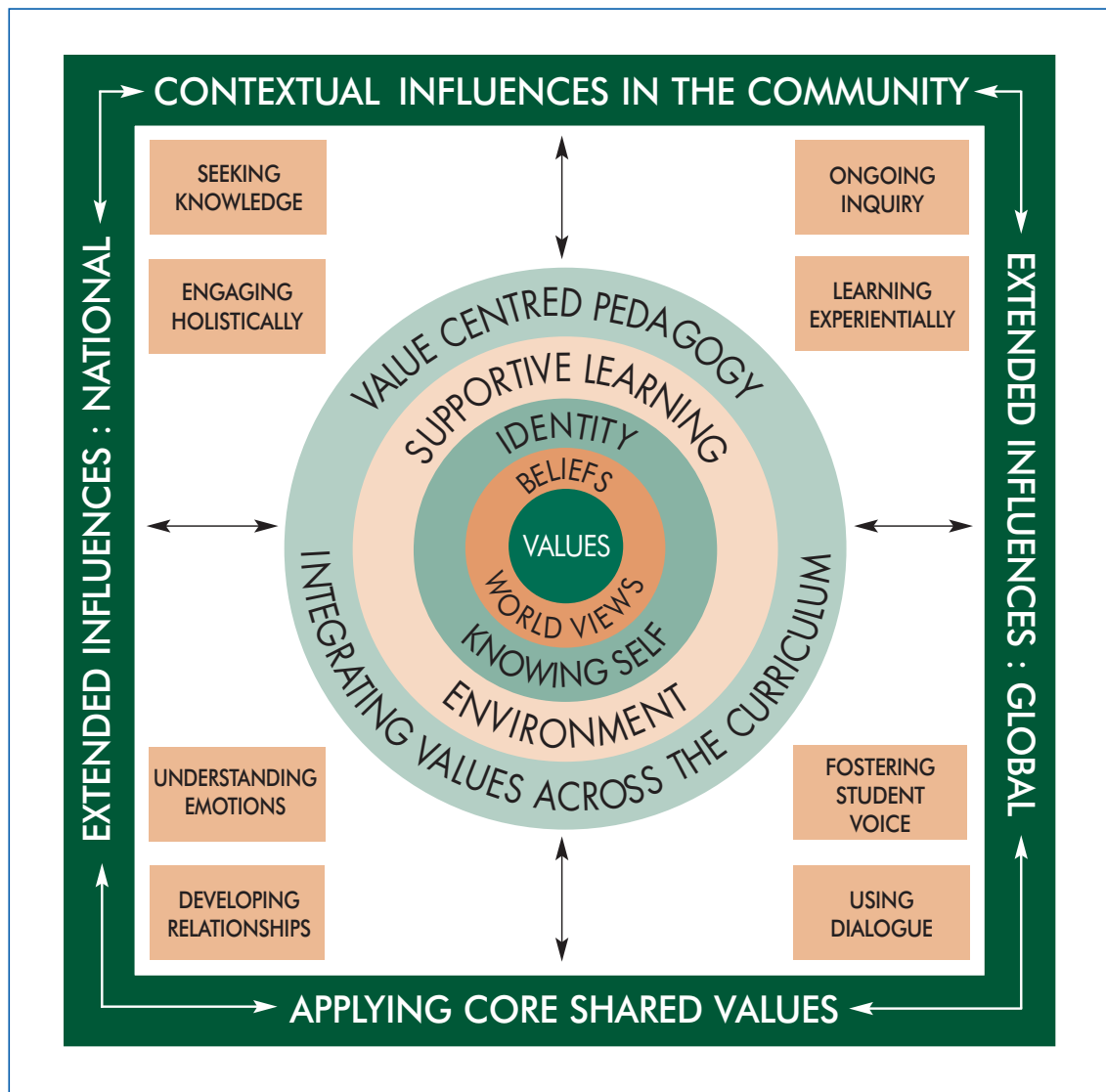
Understanding values and beliefs helps us to appreciate our motivations, what we choose to commit to in our personal lives and how we operate in society. From an educational perspective, it becomes easy to see how our individual values and beliefs impact on the decisions we make in our classrooms. The second to last circle emphasises the importance of establishing a supportive learning environment that reflects the values expressed and builds a values based culture in the classroom. The last circle relates to the pedagogy we choose, the curriculum emphasis we give to our programming and the manner in which we relate to our students, peers and the wider community. Values therefore, whether explicit or implicit, are observable by others and are fundamental in shaping our policies, curricula and our philosophy as educators.

When applied to curriculum eight key teacher dispositions create powerful learning for students. These dispositions are: Seeking Knowledge, Engaging Holistically, Ongoing Inquiry, Learning Experientially, Understanding Emotions, Developing Relationships, Fostering Student Voice and Using Dialogue. All eight dispositions directly impact on developing a holistic approach to learning that empowers the individual at the centre of the process and identified in the model by the centrality given to values, world-views and identity of the individual. Successful learning experiences occur when teachers employ these dispositions and when the learning is congruent with both core values of the school and how these values are expressed fo 'the common good. Authentic leadership and learning provides the bridge between an understanding of broader contextual influences as expressed at the outer border of the model, and value-centred pedagogical development by integrating the two. This requires 'zooming in' and 'zooming out', which makes the model dynamic and change-oriented.

The teaching of values in curriculum assists learners to explore and understand their personal qualities and their unique identity. This would include intellectual, physical, emotional, social, spiritual and aesthetic dimensions. The teaching of values will also sharpen learners' understanding of the world in which they live, assisting them to critically evaluate their participation and contribution to their own community, nationally and to the world. In highlighting the teaching of values across curriculum areas we are giving students the opportunity to reflect on their individual value system and how this informs their thinking, the choices they make, and how this influences their dispositions, and their social and personal behaviour. This understanding is very powerful and has huge ramifications for learning and student well-being. The values agenda for schools will assist and prepare young people to understand and be confident in participating more fully in a future that is constantly being reshaped by changing values within society. In taking a values approach to teaching, we are assisting students to understand how they can contribute to and influence society.

Conclusion

Modbury School is on a journey of self discovery, at the individual and collective level involving deep reflection and the ability to articulate values into action through all of the school's operations. Modbury School community acknowledges that working with values and implementing new initiatives is a long-term proposition. Now that the core values are in place, the school is mindful of continually monitoring how these values are enacted in order to ensure congruence between polices, practices and espoused values. The school is committed to assisting learners to become fulfilled citizens, aware of their ethical

responsibility to contribute positively towards creating a better future for all. The school is mindful of its dynamic connection to community and the many influences that affect and impact on education and society. Schools are not an island and therefore as Goleman (1996) articulates there is a need not only to follow the intellect but also to develop resilience, empathy and the ability to form meaningful relationships that touch our spirit. Above all we need the courage to remain committed and continue the life long journey of learning. Like a ship stopping at many ports we gather and reinterpret meaning through the rich tapestries of life. As we sail across life's ocean we encounter ebbs and flows of understanding that enrich the journey. While the destination is attainable, reflection teaches us the value of the journey along the way for it is here, that the true learning occurs.

FIG 6. VALUES FRAMEWORK FOR WHOLE SCHOOL CHANGE

VISION

CONTEXTUAL INFLUENCES

AUTHENTIC LEADERSHIP

ACCOUNTABILITY

IMPROVING STUDENT LEARNING

- Engages in relevant learning
- Supports students initiated learning
- Provides ongoing feedback, using a range of data
- Teaches higher order thinking skills
- Applies Essential Learnings
- Acknowledges multi-literacies as critical for success

FOSTERING STUDENT WELLBEING

- Develops student optimism, resilience and self-esteem
- Supports personal development and life skills
- Teaches philosophy
- Respects student voice
- Considers all elements of the human dimension
- Builds on developing relationships

- Promotes active and responsible citizenship by enacting core values
- Provides community learning programs for parents
- Empowers parents through governance
- Provides expression of values through community engagement and service
- Celebrates achievements

- Develops a supportive learning environment
- Reflects and evaluate practice through inquiry
- Applies a balanced and holistic approach to learning
- Acknowledges the need for ongoing learning
- Teaches values explicitly across the curriculum
- Reflects and evaluates teaching and learning

ENGAGING COMMUNITY

APPLYING EFFECTIVE PEDAGOGIES

ACTION

IMPLEMENTATION OF VALUES

IDENTITY

BELIEFS

VALUES

WORLD VIEWS

KNOWING SELF

STRUCTURES, POLICIES, PRACTICES

CULTURE OF INQUIRY

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Whole Schools is a consulting company that helps schools address barriers to learning and create healthy school cultures. We...Â The president's executive order is a shocking reversal of American values. The president's executive order is a shocking reversal of American values. Whole Schools. 19 January 2017 Â·. Super interesting.Â In the revised policy all of these mandates have been changed into advisory statements such as â€œshouldâ€. These changes both considerably weaken the strength of the policy and dilute the potential impact that it could have on improving the health environment of our schools. In addition, the alterations make this policy out of compliance with USDA regulations in several places. These are highlighted in the attached document in yellow. Engagement with Values: A Lens for Whole School Change, Presented at the 10th Annual Values and Leadership Conference Pennsylvania State University, University Park Pennsylvania USA, 10th-13th October 2005, Available at: http://www.curriculum.edu.au/verve/_resources/Scalfino_Engagement_with_values.pdf, retrieved November 17, 2012. Engagement with Values: A Lens for Whole School Change. 2005 - 10th Annual Values and Leadership Conference - Pennsylvania, USA. In-text: (Scalfino, 2005). Your Bibliography: Scalfino, L. (2005). Engagement with Values: A Lens for Whole School Change. In: 10th Annual Values and Leadership Conference. [online] Pennsylvania, USA. Available at: http://www.curriculum.edu.au/verve/_resources/Scalfino_Engagement_with_values.pdf [Accessed 3 Oct. 2019]. Website.