Values Education in Australian Schools

Support materials for Tasmanian Schools

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Essential Learnings Values	National Values for Australian Schooling								
	Care and Compassion	Doing your best	Fair go	Freedom	Honesty and trustworthiness	Integrity	Respect	Responsibility	Understanding, Tolerance and Inclusion
Connectedness	✔		✔	✔	✔	✔	✔	✔	✔
Resilience		✔				✔	✔	✔	
Achievement		✔					✔		
Creativity		✔			✔				
Integrity	✔		✔	✔	✔	✔	✔	✔	✔
Responsibility	✔	✔	✔	✔	✔	✔	✔	✔	✔
Equity	✔		✔	✔			✔		✔

Linking the Essential Learnings to the National Values for Schooling

Essential Learnings	National Values for Australian Schooling								
	Care and Compassion	Doing your best	Fair go	Freedom	Honesty and trustworthiness	Integrity	Respect	Responsibility	Understanding, Tolerance and Inclusion
Social responsibility • Building social capital	✔	✔	✔	✔	✔	✔	✔	✔	✔
• Valuing diversity	✔		✔	✔	✔	✔	✔	✔	✔
• Acting democratically	✔	✔	✔	✔	✔	✔	✔	✔	✔
• Understanding the past and creating preferred futures	✔			✔		✔	✔	✔	✔
Personal futures • Building and maintaining identity and relationships	✔	✔	✔	✔	✔	✔	✔	✔	✔
• Maintaining wellbeing	✔	✔	✔	✔	✔	✔	✔	✔	✔
• Being ethical	✔	✔	✔	✔	✔	✔	✔	✔	✔
• Creating and pursuing goals	✔	✔	✔	✔	✔	✔	✔	✔	✔
World futures • Investigating the natural and constructed world		✔							
• Understanding systems		✔							
• Designing and evaluating technological solutions		✔				✔	✔	✔	✔
• Creating sustainable futures	✔	✔	✔	✔		✔	✔	✔	✔

The *Essential Learnings* Curriculum: Values, dispositions and behaviours and links to the National Values for Australian schooling

The excerpts from the *Essential Learnings Framework* highlight the synergies that exist between the National Framework for Values Education and the Tasmanian curriculum.

Understanding and caring about different perspectives

Appreciating what part emotions, beliefs and cultural perspectives play in colouring opinions and judgements assists learners to understand their views and those of others. In order to deal successfully with the complexities of living and working in the present and future world, learners need to accept and value differences based on culture, race, gender, (dis)ability and appearance, and need to be willing to explore alternative views to assess their validity and usefulness. Concern and care for the environment and a desire to use knowledge compassionately are based on care for humanity, deep awareness and appreciation of our connection to the web of life, a commitment to ecological sustainability, and a reverence for nature.

Respecting others and their viewpoints, acknowledging different perspectives, listening carefully and attentively, being willing to share ideas, and being prepared to canvass areas of disagreement are fundamental to effective working and learning together. Learners need to develop thinking dispositions that will enable them to be empathetic, fair-minded, and caring about themselves, others and the environment. Dealing with disagreement and resolving differences involves understanding, managing and responding to feelings, emotions and intuition, all of which underpin perceptions, values and beliefs.

Ethical reasoning

There will be many encounters for each learner that will require them to think ethically about issues, events and actions. Learners need to be able to identify the foundations upon which they and others base judgements about what is right and wrong and to analyse and evaluate principles that underpin ethical standpoints and values. They can then argue an ethical position with sound logic and reasoning.

They need to be able to evaluate ethical dilemmas in their lives or in the world, take a stand that reflects their personal value systems, and explain and defend their position. Their ability to use ethical reasoning skilfully to make choices, deal with different perceptions of experience, resolve moral dilemmas and handle conflicting values will be important, for example, in coping with peer-group pressures. A commitment to intellectual accuracy and truth-seeking involves learners in thinking about the complex and problematic nature of issues, recognising contradictions, understanding situations in which people use information and argument selectively, and detecting fallacious reasoning.

Key questions for educators:

• What can assist learners to think about, describe and improve their thinking and learning?

• What skills, knowledge and dispositions are required to consider different perspectives, manage disagreement productively and accommodate alternative points of view?

• What are the principles of ethical decision-making, and when and how can they be applied appropriately to life questions and issues?

Personal futures

Young people need to be provided with educational experiences that will enable them to deal successfully with current and future change with optimism and resilience.

Our economic and social systems are changing. Support structures that formerly provided individuals with a sense of identity and direction, such as relatively stable families, traditional membership of religious organisations and security of work, are also changing.

Technology is advancing at an accelerating pace. Ethical dilemmas abound in the modern world and learners increasingly need to examine value positions implicit in issues, think critically about all perspectives to determine their own position, deal with current challenges, and contribute to preferred futures for themselves and their community.

Maintaining personal wellbeing requires an understanding of the issues around physical, social, emotional and spiritual health and the development of the ability to manage changes and to act for a lifestyle that is healthy, socially rewarding and fulfilling.

Acting autonomously involves being aware of choices, being able to judge what one can or should do, being able to select suitable options, persist and take responsibility for the consequences of decisions and behaviour. Operating with moral autonomy requires an ethical code that guides right behaviour towards others and the independence to behave with personal integrity in challenging situations.

The capacity for self-determination is based on a sense of optimism. It requires a preparedness to take appropriate risks, to learn from mistakes and to take action to shape preferred futures. It includes being able to reflect on experience and to identify and solve problems. This capacity derives from the confidence and resilience that develop from connectedness with others, respectful relationships and success in learning. Through recognising and utilising our strengths and imagining possibilities, we can set, pursue and review achievable goals and make perceptive choices about work, leisure and life.

They also learn to appreciate the varied values and beliefs humanity has adopted in the search for meaning in life, so that they too can establish a framework for spiritual health and a sense of purpose.

Being ethical

To develop moral autonomy, learners debate different points of view and come to understand the values implicit in the situations being studied. They are helped to understand the complexity of ethical decision-making, to evaluate moral dilemmas in their lives and in the world, and to take a stand that reflects their values.

They develop a personal ethical code; they understand the implications of their choices and become able to explain and defend their personal values and decisions; and they create ethical alternatives to practices they consider to be unjust. This capacity arises from an understanding of a core set of ethical values which transcend cultural, religious and socio-economic differences.

It requires opportunities to act independently in a supportive environment and being helped to examine the results of alternative courses of action.

Learning in this area is based on an understanding that caring and empathy are the heart of ethics and are ultimately about our responsibilities towards other people and the world. It also contributes to an understanding that there can be conflicts between individuals' needs and desires on the one hand, and their responsibilities to others and to the greater good on the other.

Key questions for educators:

• *How do personal values affect people's behaviour?*

• *What are the ethical implications of the kinds of choices which may have to be made in life?*

• *How can self-efficacy, independence and a sense of control be developed so that learners can act ethically despite contrary pressures?*

• *What understandings and dispositions lie behind a capacity to both explain and defend one's values and decisions, and to change one's views when strengths in alternative arguments are apparent?*

• *How can a sense of empathy be strengthened so that learners act*

Social responsibility

Social responsibility encompasses ideas about community, social justice and cultural valuing, participating in democratic civic life and accepting an obligation to contribute to global wellbeing.

Social responsibility is founded on a strong sense of self and connectedness to others.

Through participating in family, culture and community, we learn the many facets that make us unique and those that connect us to particular groups and ways of operating.

From personal and cultural identity come resilience and the capacity to acknowledge and appreciate similarities and differences between oneself and others, and to develop the sense

of care and compassion that is the basis for developing a social conscience. Having a social conscience means taking responsibility for our own behaviour and acting with integrity and for the public good.

Developing a sense of social responsibility involves understanding the interdependence of our social, political, cultural and economic systems in order to contribute to the achievement of collaborative goals. Social responsibility includes having the will and the capability to act for a just and equitable society and to contribute to the health of the community. It also takes into account ethical and equitable principles for living and working cooperatively. It requires an understanding of the value of social capital and the significance of contributing to it.

Developing a sense of civic responsibility involves a commitment to appreciating and accommodating multiple perspectives and to sharing diverse views so that we can live together in a flexible, pluralist, democratic society. From these interactions comes an understanding of what it means to be part of living, interacting, deliberating communities. Civic responsibility includes developing the capacity to take action and to influence events within the framework of democratic processes to create equal opportunities for all citizens, both locally and globally.

Learning from the past plays a significant part in making wise decisions for the present and the future. Understanding the historical and cultural foundations of societies and peoples assists the constructive resolution of social conflicts and tensions. Being able to reflect on the range of points of view around issues and events and to make personal, ethical judgements is an essential component of social responsibility.

Social capital is the level of trust and mutual understanding and the shared values and behaviours that bind the members of human networks and communities and make cooperative action possible. This commitment to collaboration influences the quality of our personal lives and the quality of life in our communities. It is vital that learners understand how these connections work, how they are inevitably members of different systems and what their responsibility is for building this collective strength according to a set of democratic principles. Learners need opportunities to canvass alternative views about issues that matter to them in their own communities and to build shared values through thoughtful discussion and respectful deliberation.

Key questions for educators:

• *What systems do human beings use to organise the ways they live together, and how do they work?*

• *What are the different beliefs about the purposes of life and society, and how do individuals develop and use their own?*

• *How can individuals develop the knowledge, skills and dispositions to develop and maintain strong and healthy communities?*

Valuing diversity

The more we understand the growing interdependence of our world the more we need to appreciate the diversity of cultures, races, opinions, religions, beliefs, languages and world views. In Australia, our multicultural society requires that all learners respect difference and develop the capacity for viewing the world as others see it.

Learners need to understand and enjoy the diversity that exists within our culture and develop insight into the sources of, and reasons for, intolerance and prejudice.

To work effectively for a more inclusive society, social sensitivity is not sufficient; learners also need the strategies and the determination to take action against discrimination and oppression. They need knowledge about our political and legal institutions and how they operate, and they need the courage to challenge inequitable statements and practices when they encounter them.

Key questions for educators:

• *Why should cultural difference and alternative perspectives be valued?*

• *What are the causes and consequences of discrimination?*

• *What actions can be taken to improve the life chances of others, both at a local and a global level?*

• *How do different cultures resolve the tensions caused by diversity?*

• *What are universally shared characteristics, and why do individuals and groups interpret them in different ways?*

• *In what ways can learners demonstrate acceptance of difference and appreciation of diversity?*

Acting democratically

In our pluralist, liberal, democratic society an essential component of being socially responsible is to participate actively as a citizen for the collective benefit of the community. Learners need to understand their rights and responsibilities as participants in civic life and act on these understandings. These actions are equally important to the formal and informal decision-making processes we participate in at work, in clubs and societies, and during the work we do as citizens in the course of political decision-making.

Active citizenship also includes having the motivation, means and opportunity to take appropriate democratic action to pursue our own interests and those of others, and to improve the organisations that protect and represent us. That requires all learners to develop a personal understanding of their own beliefs about fundamental concepts such as power, freedom, democracy, equality, the rule of law and the public good. Active citizenship needs to be built and practised from a young age, so that learners recognise the ways in which they can already contribute to the deliberations and decisions of their communities and the actions they can take to make a difference.

Key questions for educators:

• *What does it mean to be a citizen in this democracy?*

• *What understandings of rights and responsibilities, freedom, power, equality and the public good are required for a democracy to be effective?*

• *When and for which purposes can cooperation, discussion and collaboration with others be practised?*

• *What does it mean to be part of an interacting, deliberating community with responsibility for making hard choices?*

• *How can a sense of connection to and responsibility for others be developed?*

• *How can individuals act on the fundamental ethical principles that underpin democratic systems of decision-making?*

A Scan of the Essential Learnings and their support for Values education

Essential Learnings	The Essential Learnings curriculum supports learning about:
Personal Futures	the future, moral autonomy, self, other, identity, relationship, heredity, culture, community, personal choice, resilience, productive relationships, wellbeing, interdependence, care, consequence, ethical judgement/principles, reason, goals own/shared, characteristic, trait, strength, interest, preference, function, uniqueness, behaviour, attitude, challenge, change, optimism, diversity, distinctiveness, connection, action, strategy, rights, norm, rule, position, emotion, belief, collaboration, strength, weakness, priority, impact, adjustment
Social responsibility	responsibility, active, participation, democracy, community, diversity, justice, equity, social capital, interdependence, community individuality, group, organisation, participation, inclusively, democratic decision-making, civic life, past/preferred futures, investigation, reflection, network, collaboration, uniqueness, similarity, enrichment, misunderstanding, group action, inequality, celebration, cause, consequence, sequence, evidence, range, perspective, insight, predictions, viewpoint, context, history, rules, process

World Futures	consequence, scientific/technological solutions, protection, environment, global, enhancement, natural/constructed world, value, systems, web, relationship, design, evaluation, product, process, human needs, challenge, sustainability, ethics, technique, information, resource, observation, control, methodology, formulation, currency, modification, connections, interdependency, organisation, control, impact,.

The *Essential Learnings* Learning Sequences and Snapshots that link to the National Values for Australian schooling

Note: Because all learning sequences and snapshots include the element of 'Doing your best' in the pursuit of excellence it has not been referenced separately in each investigation. It has, however, been listed when it is central to the investigation.

Year Level	Learning Sequences	Focus Essential	National Values for Schooling
K	How does my garden grow? Investigates the basic structure of simple flowering plants.	World Futures (*Understanding systems*)	Responsibility
K-Prep	Why be a buddy? Students will investigate how social relationships work and the importance of friendships in our life and well- being	Personal Futures (Building and maintaining relationships)	Care and Compassion Fair go Freedom Honesty and trustworthiness Integrity Respect Responsibility Understanding, tolerance and inclusion
K-2	Hidden treasures? Students investigate aspects of the natural world through an exploration of the Tasmanian marine environment, looking at how their actions impact on that environment, and the ways in which they are responsible for it.	World Futures *(Creating sustainable futures, Understanding systems, Investigating the natural and constructed world)*	Integrity Respect Responsibility Understanding, tolerance and inclusion
Prep	Does it matter what it's made of? Students will learn that each day we use items that are made from all sorts of materials. They will investigate the characteristics of these materials and learn where they come from.	World Futures	Responsibility

1	My Body: a good sensory detective? Investigates the role of the five senses in providing the individual with information about their external environment. It contributes to students' understandings about the body as a functioning system.	World Futures (*Understanding systems*)	Respect Responsibility Understanding, tolerance and inclusion
Prep-2	Pets: A Matter of Care Looks at the relationships between people and their pets, as well as developing understandings about pet needs, pet ownership and responsibility.	World Futures	Responsibility
Prep-2	So Happy Together Explores how we can live together successfully. Students explore how various roles are interconnected and the different contributions that people make within communities. Students investigate and reflect on the need for co-operation and rules at work and in play.	Social Responsibility	Care and Compassion Fair go Freedom Honesty and trustworthiness Integrity Respect Responsibility Understanding, tolerance and inclusion
Prep-12	How are you Feeling? Students will learn to recognise and label emotions in themselves and others, developing conceptual understandings and vocabulary for expression of feelings. Increased awareness of how emotions affect our bodies enhances the potential to choose our behaviour. Understanding feelings also increases our capacity to build and maintain relationships, and underpins ethical behaviour.	Communicating, Social Responsibility, Personal Futures	Care and Compassion Honesty and trustworthiness Integrity Respect Responsibility Understanding, tolerance and inclusion
2-3	Do we need others? This learning sequence builds towards students' understanding of the concept of interdependence through looking at the nature of both human and animal communities.	Social responsibility	Care and Compassion Fair go Freedom Honesty and trustworthiness Integrity Respect Responsibility Understanding, tolerance and inclusion

2-3	What affects the chain? Students learn about the systems that operate in the natural world and how each part is interconnected. They look closely at the natural system of a rainforest to build an understanding about ecology and interdependence.	World Futures	Integrity Responsibility
2-4	Worth their Weight in Gold Uses the book *Jamil's Shadow* for students to explore and extend their understanding of friendship.	Personal Futures	Care and Compassion Fair go Freedom Honesty and trustworthiness Integrity Respect Responsibility Understanding, tolerance and inclusion
2-4	Is necessity the mother of all inventions? Focuses on the purposes of inventions, the systems that underpin their design and operation and the effects they have on people and the environment.	World Futures	Responsibility
2-4	Garbage in the gutter, death in the sea... Through an exploration of the unique features of the Tasmanian marine environment, students develop an understanding of the interconnections between natural, social and constructed environments, how their own actions impact on the natural environment and how they can care and accept responsibility for that environment.	World Futures (Creating sustainable futures, Understanding systems, Investigating the natural and constructed world)	Integrity Respect Responsibility
3-4	A Drop in the Ocean Explores the importance of water for life and living and how we can act responsibly in relation to this scarce resource.	World Futures	Respect Responsibility

3-4	Come Celebrate! Focuses on how peoples' celebrations are an observable expression of their cultural heritage and traditions. Students come to understand that 'living in harmony' rests on awareness, respect and strategies for responding appropriately to difference.	Social Responsibility (*Valuing Diversity*)	Care and Compassion Fair go Freedom Honesty and trustworthiness Integrity Respect Responsibility Understanding, tolerance and inclusion
3-5	Stepping it Out! Students reflect on and appreciate their own uniqueness and the uniqueness of others. They explore and identify positive values for living to create a better world. They develop skills for lifelong learning including setting their own goals and investigating dispositions and character traits that lead to success.	Personal Futures	Care and Compassion **Doing your best** Fair go Freedom Honesty and trustworthiness Integrity Respect Responsibility Understanding, tolerance and inclusion
5-6	I'm OK! - You're OK! Examines bullying, how bullies and victims behave, what might be the causes of such behaviour and what we might be able to do to change that behaviour.	Personal Futures Social Responsibility	Care and Compassion Fair go Freedom Honesty and trustworthiness Integrity Respect Responsibility Understanding, tolerance and inclusion
5-7	Living on the Edge Investigates the characteristics of individuals living, working and travelling in remote locations, (in this case Antarctica), and the nature of the communities in which those individuals live.	Personal Futures	Care and Compassion **Doing your best** Fair go Freedom Honesty and trustworthiness Integrity Respect Responsibility Understanding, tolerance and inclusion

| 5-8 | The Choice is Yours

Students develop awareness of the choices that they have to make before taking action, and develop deeper understanding of their decisions having consequences. | Personal Futures | Care and Compassion
Doing your best
Fair go
Freedom
Honesty and trustworthiness
Integrity
Respect
Responsibility
Understanding, tolerance and inclusion |
|---|---|---|---|
| 5-8 | Encounters

Focuses students' investigations on what it meant in the past and what it means today to be an Aboriginal person. The unit is based around the intersecting circles of Identity and Self; Family and Kin; Land and Place; and Dreaming and Spirituality. | Social Responsibility | Care and Compassion
Doing your best
Fair go
Freedom
Honesty and trustworthiness
Integrity
Respect
Responsibility
Understanding, tolerance and inclusion |
| 5-8 | Has the thylacine had its day? (online student version)
[You will need to login to view this unit. Enter "sample" for the username and "sample" for the password]

Guides students to research cloning issues and make decisions about whether the thylacine should be cloned.

Has the thylacine had its day? (teacher planning version)
[You will need to login to view this unit. Enter "sample" for the username and "sample" for the password] | Social Responsibility

World Futures | Integrity
Respect
Responsibility |
| 5-8 | Sullivans Cove: The Future of the Past

Students will use historical inquiry to explain the most significant changes in Sullivans Cove since European settlement in 1804. | Social Responsibility | Responsibility |

5-8	Is It Worth Fighting For? Students will increase their understanding of the connections between local and global environments and the interdependence of natural and constructed systems, with a particular focus on the marine environment.	World futures (Creating sustainable futures and understanding systems)	Integrity Respect Responsibility Understanding, tolerance and inclusion
7-8	Why is SMS a popular communicative tool? Explores the function of SMS (Short Message Service) in society as a tool for communication. It looks at who uses SMS and for what purposes.	Communicating (*Being literate*)	Respect Responsibility
7-8	Unique Ecosystems Students will gain an understanding of the effect that humans have on ecosystems and thoroughly investigate a particular chosen ecosystem. They will consider the ethical implications of human progress and how we can protect ecosystems from our impact.	World futures (*Creating sustainable futures*)	Integrity Respect Responsibility
7-8	Is there an ideal athlete? Students will gain an understanding of how the human body works and the importance of homeostasis inside our bodies. There will be an emphasis on investigating the respiratory and circulatory systems. They will make connections between how the human body works, maintaining their own wellbeing and enhancing the performance of elite athletes and their own performance during a sports day.	World futures (*Understanding systems*) Personal futures - (*Maintaining wellbeing*)	Care and Compassion Integrity Respect Responsibility
7-8	What's Up Doc? - A Health Report on a Local Waterway Students will be introduced to some of the unique properties of water and become familiar with tests to determine water quality and will analyse water quality results and evaluate the health of a local waterway.	World Futures (*Creating sustainable futures*)	Integrity Respect Responsibility

7-8	**Whose Values Do You Value?** Students explore the need to differentiate between the diverse cultural values and actions which denote prejudice, oppression and the denial of human rights.	Social Responsibility (*Valuing diversity and building social capital*)	Care and Compassion Fair go Freedom Honesty and trustworthiness Integrity Respect Responsibility Understanding, tolerance and inclusion
7-8	**How fair are representations of families?** Explores how families are represented in texts such as print advertisements, television programs and feature film. Students will investigate the diversity of family groupings and explore how textual representations of families shape and are shaped by the dominant beliefs, values and attitudes operating in society.	Communicating (*Being literate*)	Care and Compassion **Doing your best** Fair go Freedom Honesty and trustworthiness Integrity Respect Responsibility Understanding, tolerance and inclusion
7-10	**Neighbours Working Together** Focuses on the question, *'What is the role of aid in the Asian Pacific region?'* in the context of seeking information on ways Australia interacts with the Asia Pacific region.	Social Responsibility World Futures	Care and Compassion Fair go Freedom Honesty and trustworthiness Integrity Respect Responsibility Understanding, tolerance and inclusion
8-9	**Who Needs a Challenge?** Students will learn how to design and conduct a challenge, how to evaluate the experience and how to communicate the experience of the challenge to a wider audience. Throughout this learning segment students will gain a deeper sense of how challenges play an important part in our daily lives.	Personal futures (*Creating and pursuing goals*) Thinking (*Reflective thinking*)	**Doing your best**

8-9	**The Leading Edge** Examines what defines a leader, how people become leaders, how leaders operate and how the skills and qualities of a leader might be developed.	Social Responsibility	Care and Compassion **Doing your best** Fair go Freedom Honesty and trustworthiness Integrity Respect Responsibility Understanding, tolerance and inclusion
8, 9 and 10	**Vive la Difference!** Examines difference and how groups and individuals sometimes use power and exert influence to discriminate against those who are different. It looks at how people can work at living together in a community. Visual and print texts are used to further the inquiry.	Personal Futures Social Responsibility	Care and Compassion Fair go Freedom Honesty and trustworthiness Integrity Respect Responsibility Understanding, tolerance and inclusion
8-10	**Damming the Consequences** Students investigate the implications of building dams and consider the effects of the dam on communities/stakeholders, and on the interdependent systems within and around the river. They consider the processes used when making decisions about the use of shared resources.	World Futures	Integrity Respect Responsibility Understanding, tolerance and inclusion

8-10	Smart Living	Personal Futures	Respect
			Responsibility
	This generative topic is explored through two **online learning** units:	Social Responsibility	
	Finding My Place		
	The layers of the generative topic addressed in this unit are: the basics of finding somewhere to live, finding a place within a group and determining an ideal living arrangement.		
	Dollars and Sense		
	The layers examined in this unit are: managing money, smart buying (including ethical buying) and managing resources.		
9-10	Who's missing?	Communicating	Care and Compassion
	Uses drama as the basis of an inquiry around the idea of a 'missing person'.	(*Being arts literate*)	Fair go
	Students will gain an understanding of what contributes to an individual becoming a missing person, examine the various meanings of the word 'missing' and explore the impact a missing person has on others.		Freedom
			Honesty and trustworthiness
			Integrity
			Respect
			Responsibility
			Understanding, tolerance and inclusion
9-10	Why do we compete?	Communicating	**Doing your best**
	Uses dramatic techniques, and visual and written texts to explore competitiveness and our reaction to it.	(*Being arts literate*)	Fair go
	This sequence assists the understanding of competition as a social construct and the effect that competition has on the individual.		Integrity
			Responsibility
9-10	What makes us laugh?	Communicating	Care and Compassion
	Examines the idea of comedy and what makes us laugh.	(*Being arts literate*)	Integrity
	Students focus on using comedic devices, as well as exploring the idea of comedy as a window into our society and the cultural context in which it has been developed.		Respect
			Responsibility
			Understanding, tolerance and inclusion

9-10	Wellness - make it happen! This learning sequence promotes a holistic approach to wellbeing. This is inclusive of social, emotional, spiritual, mental and physical dimensions. Through reflective thinking and a SWOT analysis students will develop a 'personal wellness' plan.	Personal futures (*Building and maintaining identity and relationships*) (*Maintaining wellbeing*) (*Creating and pursuing goals*)	Care and Compassion **Doing your best** Integrity Responsibility
9-10	What does it mean to discriminate? Explores how different groups were discriminated against in the past and asks students to consider whether attitudes and actions have really changed.	Social Responsibility (*Valuing diversity* and *Understanding the past and creating preferred futures*) Communicating (*Being literate*)	Care and Compassion Fair go Freedom Honesty and trustworthiness Integrity Respect Responsibility Understanding, tolerance and inclusion
9-10	How are women in sport represented by the media? Focuses on the role of the media in shaping the way women are perceived by society.	Personal futures (*Creating and pursuing goals*)	Care and Compassion Fair go Freedom Honesty and trustworthiness Integrity Respect Responsibility Understanding, tolerance and inclusion
9-10	How is gender represented in contemporary texts? Examines the construction of gender in texts, how codes and cultural conventions are used and how gender stereotypes are perpetuated by popular culture and media images.	Personal futures (*Building and maintaining identity and relationships*) Social responsibility (*Valuing diversity*) Communicating (*Being literate*)	Care and Compassion Fair go Freedom Honesty and trustworthiness Integrity Respect Responsibility Understanding, tolerance and inclusion

9-10	What does it mean to be free? Enables students to consider the broad, multi-faceted concept of freedom. Students explore what it means to be free through a range of texts.	Thinking (*Reflective thinking*) Communicating (*Being literate* and *Being arts literate*)	Care and Compassion Doing your best Fair go **Freedom** Honesty and trustworthiness Integrity Respect Responsibility Understanding, tolerance and inclusion
9-10	What makes good literary inquiry? The Inquiry Project has developed from the Grade 9 and 10 Negotiated Study and focuses on students using the process of negotiated inquiry to investigate significant ideas and issues.	Thinking (*Inquiry* and *Reflective thinking*) Communicating (*Being literate* and *Being information literate*)	**Doing your best**
9-10	What Value Wildlife? This inquiry-based learning sequence explores issues relating to the use of wildlife by human beings. It focuses on instances of wildlife being removed from its natural habitat for the benefit of humans and considers the ecological interrelatedness of species and the impact that humans have on various ecosystems through capturing wildlife.	Communicating *Being literate and Being information literate* World Futures *Understanding systems and Creating sustainable futures*	Integrity Respect Responsibility Understanding, tolerance and inclusion
9-10	Will I be caught? Students will have an understanding of the role and analytical techniques of the forensic scientist. They will have had the opportunity put these into practice and to attempt to solve a crime.	Thinking (*Inquiry*)	Freedom Responsibility
9-10	Bushfire! Students explore properties of fire and heat transfer through practical activities. They will understand that there are several different perspectives on the implications of bushfires and investigate these from a chosen perspective.	World futures (*Understanding systems*)	Responsibility

9-10	**Why is it so?** Students will understand what it *really* means to work like a scientist and understand the elements of good experimental designs. They will get an opportunity to put all of their science skills into action by carrying out a Scientific Investigation that they will choose and design themselves.	Thinking (*Inquiry*) World futures (*Investigating the natural and constructed world*)	Honesty and trustworthiness Integrity Respect Responsibility Understanding, tolerance and inclusion
9-10	**Why can't I live where I like?** Students investigate the ways in which changes to Australia's immigration policy reflect changes in society's attitudes and values over time. They consider different perspectives on current controversial immigration issues and make reasoned and informed judgments about those issues.	Social Responsibility *(Building social capital, Acting democratically, Understanding the past and creating preferred futures)*	Care and Compassion Doing your best Fair go Freedom Honesty and trustworthiness Integrity Respect Responsibility Understanding, tolerance and inclusion
10	**Designing Futures** Focuses on identifying values, attributes, skills and talents to develop personal and career goals. Students consider some of their likely adult roles, including lifelong learner and work roles; roles of citizen and community member; family, partner and/or parenting roles.	Personal Futures	Care and Compassion **Doing your best** Honesty and trustworthiness Integrity Respect Responsibility Understanding, tolerance and inclusion
10	**What is a good neighbour?** Encourages students to explore the concept of a good citizen, how people can work together to make society even more effective and how we can research and speak about society. The unit explores 'social capital' and how it can be practically applied within communities.	Social Responsibility *Building social capital*	Care and Compassion Fair go Freedom Honesty and trustworthiness Integrity Respect Responsibility Understanding, tolerance and inclusion

9-10	**Where will we keep it?** Students investigate, design and make innovative products in which to store and organise small objects. The products are selected individually for particular purposes and target markets.	*World Futures (Designing and evaluating technological solutions)*	Respect Responsibility
9-12	**Who owns the sea?** Students investigate the need to develop and maintain sustainable use of marine resources by making responsible and ethical decisions about human use of the marine environment.	World Futures *(Creating sustainable futures, Understanding systems, Investigating the natural and constructed world)*	Fair go Freedom Honesty and trustworthiness Integrity Respect Responsibility Understanding, tolerance and inclusion

Snapshots

Year Level	Snapshot	Focus Essential	National Values for Schooling
3-4	**Who Survives?** Students investigate a problem in a food web. They investigate possible solutions, evaluate them and select the most suitable. They try to persuade others that their solution is the best.	World Futures	Care and Compassion Responsibility
5-6	**Captivating Chemistry** Students investigate the concept and characteristics of chemical reactions using a Le@rning Federation object, and design and run a 'fair test'.	World Futures	Honesty and trustwothiness Integrity Responsibility
7-8	**How fair are representations of families?** Explores the diversity of families and how they are represented in texts such as print advertisements, television programs and feature film.	Communicating (*Being literate*)	Care and Compassion Fair go Freedom Honesty and trustwothiness Integrity Respect Responsibility Understanding, tolerance and inclusion

8-10	**Moving to the City** Explores why people are attracted to urban living, looks at systems in place and examines problems associated with the rapid growth of urban centres.	World futures Understanding Systems	Freedom
9	**Law in Australia: Fair and Jjust?** An introduction to law in Australia. It enables students to investigate why we need laws, examine aspects of the legal system and determine how successfully legal principles are applied in Australia today.	Social Responsibility *(Acting democratically)*	Care and Compassion Fair go Freedom Honesty and trustworthiness Integrity Respect Responsibility Understanding, tolerance and inclusion
9-10	**Why play games?** Students explore the structure and features of a range of games which involve physical activity, and consider reasons why people play these types of games. Students will work collaboratively to create their own game and present it to their peers.	Personal futures *(Maintaining wellbeing)*	Care and Compassion
9-10	**You be the judge** Focuses on the process of ethical decision making. It uses issues raised in literature to enable students to explore ethical questions. It provides students with a framework for making ethical decisions which they can apply in other contexts.	Personal futures (*Being ethical*)	Care and Compassion Fair go Freedom Honesty and trustworthiness Integrity Respect Responsibility Understanding, tolerance and inclusion
9-10	**How Do We Make Ethical Decisions?** Focuses on the process of ethical decision making and uses issues raised in literary texts to enable students to explore ethical questions. The learning sequence provides students with a framework for making ethical decisions which they can apply in other contexts.	Personal futures (*Being ethical*)	Care and Compassion Fair go Freedom Honesty and trustworthiness Integrity Respect Responsibility Understanding, tolerance and inclusion

9-10	Why do textual representations of young people change over time? Introduces the concept of representation by exploring how young people are represented in visual texts. It enables students to explore how cultural beliefs, values and attitudes strongly influence how youth are represented in texts and how this changes over time.	Communicating (*Being literate* and *Being arts literate*)	Fair go Freedom Honesty and trustworthiness Integrity Respect Responsibility Understanding, tolerance and inclusion
9-10	How does family matter? Explores the journey through adolescence as represented in contemporary texts. It asks students to consider the influences on identity through the study of Josie Alibrandi in *Looking for Alibrandi.*	Personal futures (*Building and maintaining identity and relationships*)	Care and Compassion Fair go Freedom Honesty and trustworthiness Integrity Respect Responsibility Understanding, tolerance and inclusion
9-10	How do we make beneficial life choices? Explores the concept of choice. Using a range of texts, students examine how beliefs, values and experience affect choices and reflect on some of the ways to pursue goals and make beneficial life choices.	Personal futures (*Building and maintaining identity and relationships*)	Care and Compassion Fair go Freedom Honesty and trustworthiness Integrity Responsibility
9-10	What makes Australians laugh? Focuses on using the film *The Castle* as a vehicle for the exploration of humour in Australian culture and examines how individuals' understanding of culture and language can shape the way a text is viewed and understood.	Communicating (*Being literate*)	Care and Compassion Fair go Freedom Honesty and trustworthiness Integrity Respect Responsibility Understanding, tolerance and inclusion
9-10	Accident? Students will gain an understanding of the science behind traffic accidents both from an investigative and experimental approach. They will investigate how road and weather conditions, driver characteristics, speed and vehicle safety affects the severity and frequency of accidents.	Thinking (*Inquiry*) World futures (*Investigating the natural and constructed world*)	Care and Compassion Fair go Integrity Respect Responsibility Understanding, tolerance and inclusion

9-10	How does the Zinc get into Zinc Cream? Students will understand that zinc production is a process which impinges on several interrelated systems. They will look in detail at some of the components, and issues such as power use and pollution.	World futures (*Understanding systems*)	Care and Compassion Integrity Respect Responsibility
9-10	Why trials? Students critically analyse words and images from popular culture texts to develop their understanding of the trial system and its impact on young people. Students explore issues such as individual rights and responsibilities, fairness and justice.	Social responsibility (*Acting democratically*)	Care and Compassion Fair go Freedom Honesty and trustworthiness Integrity Respect Responsibility
10	What price for power? Through a focus on the changing relationship between Macbeth and Lady Macbeth, in Shakespeare's *Macbeth* students consider the internal and external forces that impact upon relationships, explore the role that values play in ethical decision-making and develop greater understanding of the consequences of the actions of themselves and others.	Personal Futures (*Being ethical*) Communicating (*Being literate*)	Integrity

Processes for understanding and using the *National Framework for Values Education in Australian Schools*

(These processes have been adapted from those produced by the Professional Learning Team and published on the *Learning, Teaching and Assessing Guide.*The originals can be found at: http://www.ltag.education.tas.gov.au/proflearn/getstart/values.htm **)**

Notes for the professional learning leader
Process 1: Understanding the *National Framework for Values Education in Australian Schools*
Process 2: Understanding the *Essential Learnings Framework Values Statement*
Process 3: Putting the values into practice

Notes for the professional learning leader

The following processes are designed to help you develop shared understandings about the National Framework and the implications of living these Values for your school community and for teachers' practice.

There are five processes described here. The first three are a sequence. Four and five are adaptations. You could develop your own processes around the following essential ingredients.

- Have participants talk in some depth about one value.
- Ask them to focus on what the value means for practice.
- Invite people to think about how practice might be improved to better live the value.
- Ask participants to share their discussions
- Document the responses for further discussion, planning and action.

For each group discussion it is advisable to suggest that groups negotiate roles, particularly those of recorder, reporter and timekeeper. It may also be a good idea to nominate someone as facilitator to ensure everyone has an equal turn to speak. You may also like to refer people to the National Schools Network Protocols for group discussion.

Australian National Schools Network Norms

- Adopt a sense of responsibility in and for the group
- Attend to others and listen
- Cooperate in good faith
- Aim for consensus in decision making
- Confront problems respectfully
- Allow and give no put downs
- Accept where others are at
- Suspend judgements

Process 1: Understanding the values

> **Resources Required:**
> Copies of the *National Framework for Values Education in Australian Schools*
> Strips of A3 paper
> Sections of wall or posters headed by each value
> Beliefs attachments
> Red and green sticky dots (enough to give people 7 of each)
>
> Time required: Approximately one and a half hours

1. Introduce the purposes for the session and group people in pairs, small groups (suggest no more than 6 people in each group), or (depending on the size of the total group) a combination of these groupings. In organising people into groups you may want to consider grouping people who would not normally work together. Ask people to read the National Values Framework and to briefly share their observations on the set.

2. There are nine values. Each pair or group should select one value each (or allocate a value to each group), making sure all the values are allocated.

3. Using *If you believe proformas* to organise and record each group's thinking, ask participants to draw on their experience in their school community to discuss the following questions:

   a. What our school would look like if the selected value underpinned the work of the school?

   b. What is our school already doing that reflects this value?

   c. What practices would work against this value becoming an integral part of the life and work of our school?

   Note: The proformas help focus discussion but you could address questions a, b and c without using it.

4. Using the notes written on the proformas ask people to decide on the most important responses to Question a. Ask people to write them on strips of paper and post them on a wall poster labelled for each value.

5. Invite the groups to walk around and read what the groups discussing the other values have written.

6. From all the information gathered and recorded in clarifying what 'living the value' looks like in your school community, have people brainstorm using the following stem:

   'We could improve the way in which we enact and live this value by ...'

   Participants should write each of the suggested actions on a strip of paper, then post them under the appropriate value heading on the wall or poster as above.

7. Give each participant 7 green and 7 red sticky dots. Each person should move along the display and read what has been included, then

   a. Choose the seven descriptions that would most represent what the school would look and be like if it lived the values, and place a green dot on the 7 items selected;

   b. Choose the seven actions that would be most appropriate in assisting the school to improve the way in which the values are enacted and lived and then place a red dot on the 7 items selected.

8. As a whole group talk about the choices that have been made and decide what actions to take.

9. The poster items on what people would like the school to look like and how the school might improve living the values should be typed up in priority order and distributed to everyone as a basis for future discussion and planning.

Process 2: Revisiting the values statement from *Essential Learnings Framework* 1

Resources required:
Copies of the Values and Purposes Statement or pages 8-10 of
Essential Learnings Framework 1

Profroma

Time required: Approximately one and a half hours

1. Introduce the purposes for the session.The values described in the Values and Purposes statement in *Essential Learnings Framework underpin the Tasmanian curriculum.*

2. Group people in pairs, small groups (suggest no more than 6 people in each group), or (depending on the size of the total group) a combination of these groupings. In organising people into groups you may want to consider grouping people who would not normally work together. Ask people to read the values part of the statement and to briefly share their observations on the set.

3. There are seven values. Each pair or group should select one value each (or allocate a value to each group), making sure all the values are allocated.

   Using Beliefs proformas for each participant to organise and record ideas, let individuals make their own brief notes and then have the group discuss:
   a. How are we already achieving these values?
   b. How could we do it better?

   Each person should take notes from this discussion so they can share with others what has been said.

4. Ask people to form new groups of six, which include a person representing each of the values. Each individual should then share with this new group the notes from their value specific discussions.

5. Ask people to return to their value-specific groups. They share the main points made by the discussions on each value. In light of what they have heard from other groups, ask them to review the points made in answer to the following questions:

   a. How are we already achieving this value?

   b. How could we do it better?

6. Have the group then makes a final copy of their main points around each question.

7. Ask participants to come together as a whole group to identify in a general way:

   a. the implications of what has been said
   b. the priorities to ensure that the values underpin the work of the school
   c. actions that need to be taken.

7. The information from each group is typed up and distributed to everyone as a basis for future discussion and planning. The general discussion in point 6 may well require several other sessions to work through the implications, priority setting and action planning.

Process 3: Putting values into practice – Linking the two sets of values

Resources required:
Copies of the Values and Purposes Statement or pages 8-10 of
Essential Learnings Framework 1

National Framework for Values Education in Australian Schools
Typed up information from Process 1

Proformas:
Linking the values grid
How can I work with both sets of values?

Time required: Approximately one and a half hours

1. Have participants work in teams of four. Using the Linking the values grid ask teachers to prepare a matrix detailing the synegies bewtween the seven Tasmanian values and the nine values for Australian schools.

2. Ask team to combine with one other team to report and compare their discussions and recorded matrix sheets.

3. Have participants return to their original group of four. Ask them to refer to *Essential Learnings Framework 1*. Have each group, through negotiation look at one of the Essential Learnings (making sure all are covered) and ask them to identify where a study of values is implied.

4. Ask participatns to record their finding on butchers' paper and briefly report to the rest of the group. Place these on the wall to form a gallery walk / carousel.

5. Pose the questions The lists would include teachers' answers to all four questions:

   - What would the school look like if these two sets of values underpinned our work?
   - What is the school already doing that reflects these values?
   - Are there any major inconsistencies between the two sets of values?
   - What could we do to improve the way in which we enact and live these values in our school?

   Ask each group to read and discuss could be improved and to nominate some possible strategies for achieving this action over the course of the year. Ask someone in each group to record the discussion on the proforma How can I work with both sets of values?

6. Ask someone from each group to report back the main points of their discussion on what needs to be improved. Collect the information from each group and have them typed up for the management group to use for more detailed planning.

BELIEFS ATTACHMENT 1.

If you believe that education provided in Australian schools should be underpinned by the Value…………………………

School culture and actions on members of the school community:

What would the school culture and actions of members of the school community look like if this Value underpinned the work of the school?

What is the school already doing in terms of school culture and the actions of members of the school community that reflects this Value?

What aspects of school culture and actions of members of the school community would work against this Value becoming an integral part of the life and work of the school?

BELIEFS ATTACHMENT 2.

If you believe that education provided in Australian schools should be underpinned by the Value…………………………

The school curriculum in its broadest sense

What would our school curriculum in its broadest sense look like if this Value underpinned the work of the school?

What is the school already doing in relation to its curriculum that already reflects this Value?

What aspects of the school curriculum would work against this Value becoming an integral part of the life and work of the school?

BELIEFS ATTACHMENT 3.

If you believe that education provided in Australia schools should be underpinned by the Value…………………………

Approaches to teaching and learning:

What would approaches to teaching and learning look like if this Value underpinned the work of the school?

What approaches to teaching and learning does the school already use that reflects this Value?

What approaches to teaching and learning would work against this Value becoming an integral part of the life and work of the school?

BELIEFS ATTACHMENT 4.

If you believe that education provided in Australian schools should be underpinned by the Value…………………………

Assessment:

What would assessment look like if this Value underpinned the work of the school?

What approaches to assessment is the school already doing that reflects this Value?

What assessment practices would work against this Value becoming an integral part of the life and work of the school?

If you believe that education provided in Australian schools should be underpinned by the Value…………………………

Structure and resources

What would the use of structure and resources in our school look like if this Value underpinned the work of the school?

What ways of organising structures and resources is the school already using that reflects this Value?

What practices in the organisation of structures and resources would work against this Value becoming an integral part of the life and work of the school?

Linking the Essential Learnings Values to the National Values for Schooling

Essential Learnings Values	National Values for Australian Schooling								
	Care and Compassion	Doing your best	Fair go	Freedom	Honesty and trustworthiness	Integrity	Respect	Responsibility	Understanding, Tolerance and Inclusion
Connectedness									
Resilience									
Achievement									
Creativity									
Integrity									
Responsibility									
Equity									

Linking the Essential Learnings to the National Values for Schooling

Essential Learnings	National Values for Australian Schooling								
	Care and Compassion	Doing your best	Fair go	Freedom	Honesty and trustworthiness	Integrity	Respect	Responsibility	Understanding, Tolerance and Inclusion
Social responsibility • Building social capital • Valuing diversity • Acting democratically • Understanding the past and creating preferred futures									
Personal futures • Building and maintaining identity and relationships • Maintaining wellbeing • Being ethical • Creating and pursuing goals									
World futures • Investigating the natural and constructed world • Understanding systems • Designing and evaluating technological solutions • Creating sustainable futures									

How can I work with both sets of values?

What are the challenges?

Possible strategies?

Who could take responsibility for achieving this action over the course of the year?

Learning and teaching strategies and tools to support Values Education

These definitions have been taken from the *Learning, Teaching and Assessment Guide* at:
http://www.ltag.education.tas.gov.au/

Academic controversy	A form of debate in which students work co-operatively to consider alternative sides of an issue before reaching consensus. Further information available http://www.education.tas.gov.au/english/accont.htm
Action research	A cyclic research process where an identified problem or question is systematically investigated within a specific context and the findings are utilised to improve and/or change practice, and to formulate further questions for investigation.
Active citizenship	Programs that assist students to understand and act upon democratic values such as the rule of law, equality under the law, democracy, freedom of opinion and a tolerant, fair and inclusive society. Examples include celebrating Harmony Day, Student Representative Councils, Peer Support programs, students as volunteers and students working to solve real-life community problems. For further information: http://www.curriculum.edu.au/democracy/index.htm
Active listening	An *instructional skill* where group members • listen to the speaker as if they are walking in their shoes • listen with all their senses • let the argument or presentation run its course without interruption • encourage the speaker's train of thought • actively respond to questions and directions • use their body language to show they are listening.
Bloom's Taxonomy	A tool for categorising the level of abstraction of questions. Questions are categorised according to six levels: knowledge, comprehension, application, analysis, synthesis and evaluation.
Brainstorm	An *instructional tactic* used for group problem-solving that involves the spontaneous contribution of ideas from all members of the group.

Bundling	Uses inductive thinking and is a tactic in which ideas or responses are grouped or 'bundled' into various categories decided upon by the students or participants.
Calibration	Calibration is a process for locating the difficulties of items (and standards) on a measurement scale. In terms of the Essential Learning Outcomes, it involves the calibration of the Standards, investigating their relative difficulty on measurement scales.
Card cluster	A card cluster is an effective way of grouping ideas. Individually or in groups, students write one idea on a card. The cards are grouped to create a visual display.
Carousel sharing	This strategy allows all groups to share at once their group work products. It also gives students in the 'reporting' position a chance to practise their presentation skills several times. Groups display their work on their tables or wall. One or two group members stay with the display to explain the work and answer questions. Groups rotate on around each of the stations viewing and discussing each other's work. This strategy is similar to gallery walk.
Community of inquiry	'Community if Inquiry' is central to the understanding of Philosophy in Schools. The focus is on listening, thinking, challenging and changing viewpoints within a safe environment in which students can take risks in their thinking. Logic and reasoning underpin ideas as each member of the community challenges the thoughts expressed by others.
Concept attainment	Concept attainment was examined by Jerome Bruner in *Beyond the Information Given* (1974). It assists us to understand that there are different classes and categories of objects and to identify and recognise how we can distinguish what does and does not belong. For further information on developing the strategy view: http://www.ltag.education.tas.gov.au/proflearn/pedagogy/processes.htm#three.

Concept map	Concept maps are tools for organising and representing knowledge. They illustrate concepts and the relationships between them. These links are indicated by words that specify the relationship between two or more concepts. Concepts maps provide a process for students to build their understanding by progressively adding information and increasing the complexity of the links. They can be used for formative and summative assessment.
Concept mapping	Concept mapping is a technique for representing related concepts in visual form. A series of networks and nodes are used to explain the links between different concepts.
Data retrieval chart	An effective way of sorting information and enabling students to recognise patterns in data. Charts are set up as grids, with headings for each row and column. Headings might take the form of questions, topics or sources of information.
Emotional intelligence	The capacity to monitor both their own and other people's emotions and to use this information to guide their own thinking and actions.
Fishbone	A particular type of concept map which is often used to demonstrate cause and effect. A proforma is available at: http://www.ltag.education.tas.gov.au/fishboneorg.doc
Fishbowl	This strategy help focus the attention of students as observers, while others model a process or product. Have some students sit centre-stage (in the 'fishbowl'), while other students observe the action from outside the fishbowl.
Forum theatre	A scene is enacted in front of a group. At any time during the drama, observers or actors can stop the performance to ask for assistance or change the focus of the action. Observers may step in and add or take over an existing role.
Futures wheel	This is a graphic organiser that places a future event in a circle in the centre of a document. Consequences from this first event are placed in a second ring of circles, then a third, and so on. The futures wheel identifies expanding consequences.

Gallery tour/walk	Select one person to display the item. Select a second person to stay with the display and give a one minute overview while other groups come and listen. After two rotations select another group member to give the overview.
Graffiti	A cooperative learning strategy that facilitates brainstorming. Graffiti can also be used as a group energiser.
Graphic organiser	A tool which organises information in visual form. There are many different types of graphic organisers including concept maps, fishbone maps, flow charts, KWLs and timelines.
Guiding question	Questions that aim to develop deep understanding through an inquiry mode of learning. They are open-ended, non-judgemental and provide a relevant inquiry context rather than content as a basis for the construction and selection of learning experiences.
Higher-order thinking	Thinking that occurs at higher levels of abstraction. In Bloom's Taxonomy it indicates thinking that takes place at the analysis, synthesis and evaluation levels.
Hot-seating	A dramatic technique used to deepen understanding. An individual sits in the 'hot seat' and is asked questions which they answer from the point of view of the role they are enacting. For example, they make take / play the role of a character from a book or a movie.
Inductive thinking	One of the two broad methods of logical reasoning - the other being deductive thinking. Inductive thinking uses a 'bottom up' approach moving from specific observations through to broad generalisations and theories.
Inquiry-based learning	An inquiry is a systematic investigation into an idea or issue. Inquiry-based learning encompasses the processes of posing problems, gathering information, thinking creatively about possibilities, making decisions and justifying conclusions.
Inside/outside circle	Inside/outside circles is a tactic that facilitates dialogue and builds community. It involves placing students in two circles, one inside the other, with each student in one circle facing a student in the other. A facilitator asks students to discuss a problem or a question. The student on the outside tells the student on the inside how they would attempt to solve it, then the outside person extends the thinking. The outside student then
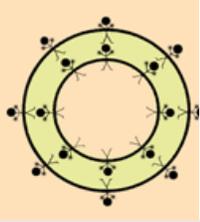
	rotates one to the left or right continuing the discussion or starting a new discussion for a new problem. The facilitator rounds off the discussion at an appropriate time by asking for volunteers from the circles to share their understandings. Further information can be found in, Bennett, B. & Rolheiser, C. (2001). *Beyond Monet: The Artful Science of Instructional Integration.* Bookation Inc., Toronto. p160.
Jigsaw	A method of focusing attention and developing, then sharing expertise. It involves four steps: 1. arrange co-operative groups and assign material; 2. form expert groups by grouping students with the same assigned material; 3. students return to co-operative groups and take turns presenting material to one another; 4. individual and groups demonstrate mastery of the material.
Journal	A journal provides teachers or students with specific and ongoing documentation of process, ideas, feelings, thoughts, questions and comments about their work and the work of others. A journal can be incidental or planned, private or shared, and provides evidence and insights about thinking and understandings. Keeping a journal enables teachers and students to reflect on, expand and enhance their practice.
K-W-L	K-W-L was created by Donna Ogle in the 1980s and stands for what I **KNOW**, what I **WANT** to know and what I **LEARNED**. Students brainstorm as a class or in groups what they know and list this prior knowledge (**K**). They set their goals for learning (**W**) and reflect or evaluate their learning (**L**).
Metacognition	Simply defined as 'thinking about thinking', metacognitive knowledge refers to a person's understanding about their own cognitive processes - 'I learn best by... What I learned this week included..' This knowledge can be used to control one's cognitive processes.
Milling	An *instructional tactic* where group members are invited to move around the room and share their thinking with others.
Mind mapping	Closely related to concept mapping, mind mapping is a technique for representing related ideas which radiate out from the one central idea. Mind mapping is a useful tool for students to share prior knowledge, to establish connections between ideas and to list ideas quickly without judgment.

Multiple intelligences	Howard Gardner suggests that individuals perceive the world through at least eight and possibly nine different and equally important intelligences - verbal-linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, naturalistic, interpersonal, intrapersonal and possibly existential. The challenge for educators is to address and apply multiple intelligences for individuals in the classroom.
Open questions	Questions that cannot be answered by a single word or phrase. For example: What is truth? Open questions are useful for promoting student discussion.
Opinionaire	A form of survey that asks students to agree or disagree with particular perspectives about a contested issue.
Placemat	A cooperative learning strategy which allows students to think about, record and share their ideas around a key idea or issue. Placemat proforma available at.: http://www.ltag.education.tas.gov.au/placematproforma.doc
P-M-I	Plus/Minus/Interesting, is a lateral and creative thinking strategy used in de Bono's CoRT Thinking program. It is used for affective processing to consider the pluses, minuses and interesting points felt about a lesson, concept or issue.
Portfolios	Portfolios are focused and methodical collections of selected student or teacher work samples, products, reflective journals, performances, achievements and assessments gathered over time. They may reflect agreed criteria for selection of representative samples and may include input from teachers, parents, peers and members of the wider community. Portfolios may be used for to collect evidence of values learning and application.
Ranking ladder	An *instructional tactic* used to rank ideas in order of importance, with number 1 being the most important.
Round robin	An *instructional tactic* where each group member verbally contributes an idea in a systematic, 'around the group' fashion. Kagan, S. (1990). Co-operative learning resources for teachers. San Juan Capistrano, CA: Resources for Teachers.

Scaffolding	Scaffolding is a teaching strategy which provides students with specific support to accomplish tasks and develop understanding that they would not be able to manage on their own. The teacher provides temporary supporting structures at particular points in the learning process. Over time, support is withdrawn and responsibility for learning gradually shifts to the learner.
Suspending judgement	Suspending judgement is a disposition that leads a person to consider a range of evidence or points of view before reaching a decision. In suspending judgement students and teachers reflect on their beliefs and assumptions and consider various perspectives when developing a point of view.
SWOT analysis	A framework through which strengths, weaknesses, opportunities and threats are identified in order to make considered judgements on an issue.
Tableau	A theatrical convention in which students use their bodies to present a frozen image of a significant scene, event or feeling. A tableau can represent an important moment or an image such as a photograph. It is a non-threatening acting device used to encourage reflection and discussion. Tableaux can extend into movement pieces or form the end - the freeze frame - of a movement piece.
Thinking dispositions	A disposition is a person's natural way of acting or thinking. Thinking dispositions can be classified into seven broad categories as described by Perkins, Jay and Tishman (1992), *Teaching Thinking Dispostions: From Transmission to Enculturalisation* http://learnweb.harvard.edu/alps/thinking/docs/article2.html
Think or wait time	This *instructional skill* allows thinking time for students after a question has been asked and before a response is expected. It also includes thinking time for students after their response to encourage further thinking. Research has shown that the use of Think or Wait time increases the quality and length of the response.
Three-step interview	A cooperative learning strategy in which three group members interview each other on a particular topic. Typically student A interviews student B, student B interviews student C and student C interviews student A.

Think-Ink-Pair-Share	This is a variation of the co-operative learning structure Think-Pair-Share. In Think-Ink-Pair-Share students use wait time to think about an idea or question, write down their responses, and then pair with a partner for discussion. Individuals return to what they wrote and change or modify their first ideas to reflect new thinking.
Think-Pair-Share	A co-operative learning structure. The teacher or facilitator gives one or two minutes 'wait time' for the students or participants to think about an idea or topic and then pair with a partner for discussion. After discussing with a partner ideas are shared with the whole group.
Think-board	A think-board is a graphic organiser designed to help students think about ideas and conceptual understandings in a range of ways. The think-board encourages students to make connections and show what they know through mediums of pictures, stories, signs, and symbols. Access a proforma at http://www.ltag.education.tas.gov.au/thinkboard.doc
Tuning protocol	This is a highly structured process to assist groups of teachers to work more collaboratively. The process allows for the giving of both supportive and challenging feedback to a colleague.
Values continuum	A strategy where participants place themselves along a line according to how strongly they agree or disagree with a statement. The facilitator asks for volunteers to justify their stance and participants may alter their original place along the continuum as a result of listening to these justifications.
Venn Diagrams	Venn diagrams illustrate the relationships between two or more groups of objects that share something in common. Venn diagrams do not have to overlap. However examples that fit into both categories, overlap in the circles.
Walk about	Walk about is a process that builds individual accountability, physical movement and variety into the learning process. It involves one member from one group joining another group for the purpose of sharing ideas. Comments are given and the person then takes the ideas back to the original group. Ideally, the students/participants should know in advance that one person will be selected to share.

Warm and cool feedback	Warm feedback is given to let the participants know what is working and gives praise for what is effective. Cool feedback is provided through statements and questions that help the participant move forward. It should never denigrate the participant themselves. The best cool feedback occurs through "What if…' questions such as 'I wonder what would happen if…' There should be a balance between warm and cool feedback.
Y Chart	A Y chart is a cooperative learning strategy for discussing a multifaceted issue. A Y is used as the organiser for students to brainstorm what a topic looks like, feels like and sounds like.
2, 4, 8, 16 Whole class work	This strategy involves students working on an issue or task individually. They then form pairs to share ideas. Two pairs form a group of four and the process is repeated. The eight then form a group of sixteen or join as a whole class and the process is repeated for the last time. Conclusions are drawn at the whole class level.

For further 'edspeak' access a *Lexicon of Learning* provided by The Association for Supervision and Curriculum Development (ASCD). at
http://www.ascd.org/portal/site/ascd/menuitem.4247f922ca8c9ecc8c2a9410d3108a0c/

K—W—L

Topic:

What I **KNOW**	What I **WANT to KNOW**	What I have **LEARNT**

Y — Chart

Focus:

Looks like

Sounds Like

Feels Like
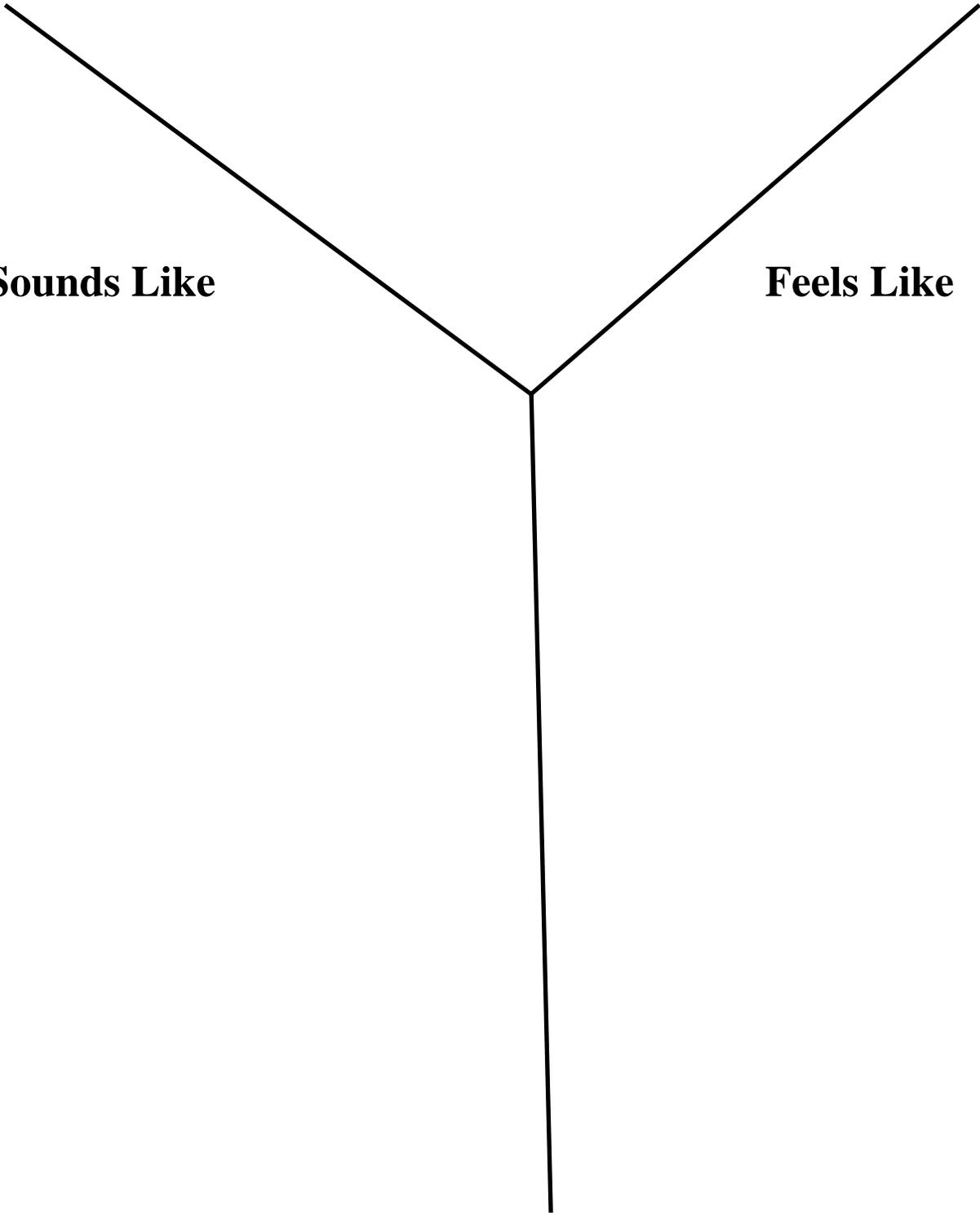
Plus, Minus, Interesting

Focus:

Plus	Minus	Interesting

Comments: _____
_____
_____
_____
_____
_____
_____

SWOT analysis

Focus:

Strengths	Weaknesses
Opportunities	**Threats**

Comments: _____

_____

_____

_____

Diamond Display

Focus:
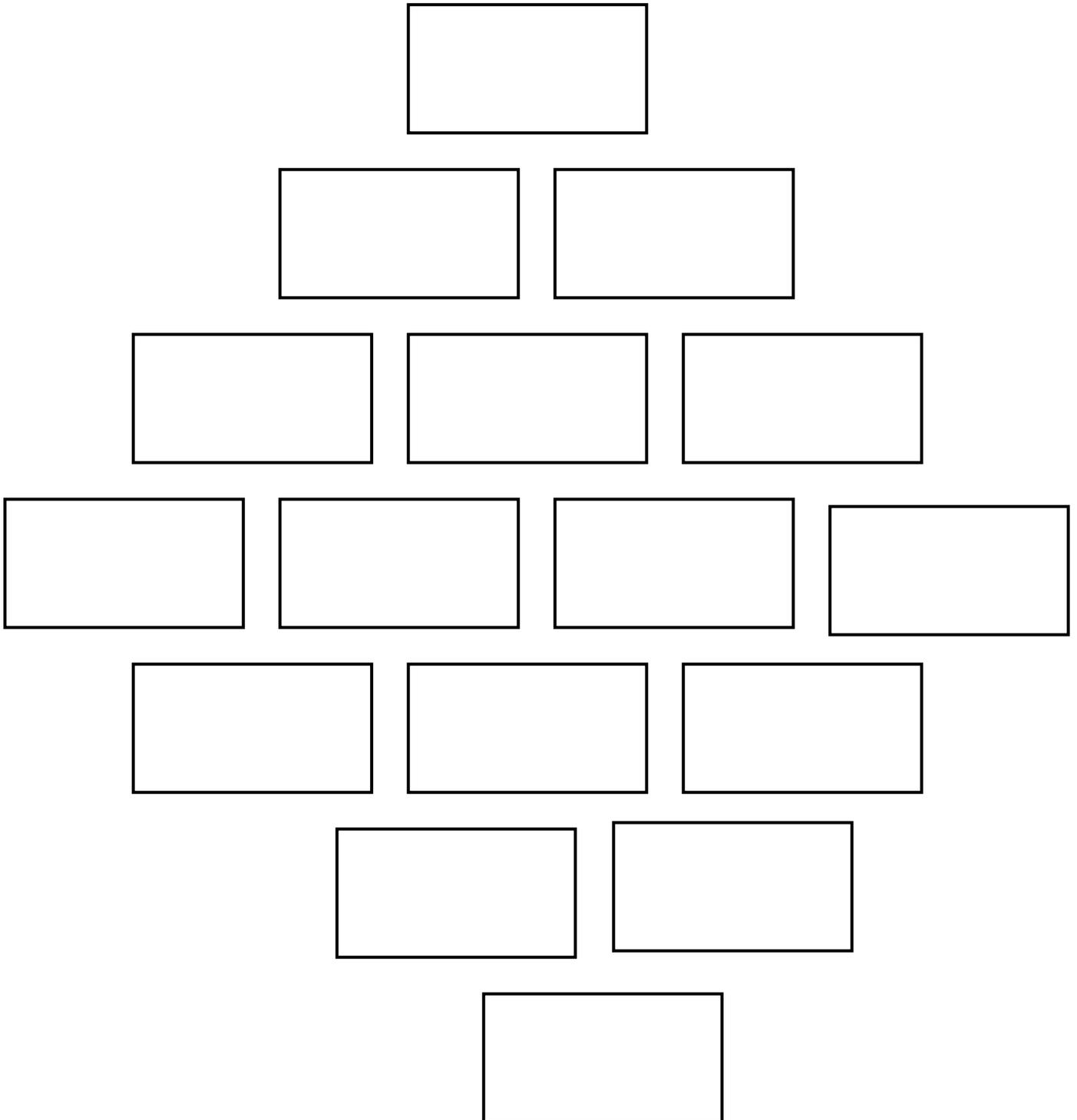
Fishbone Graphic Organiser
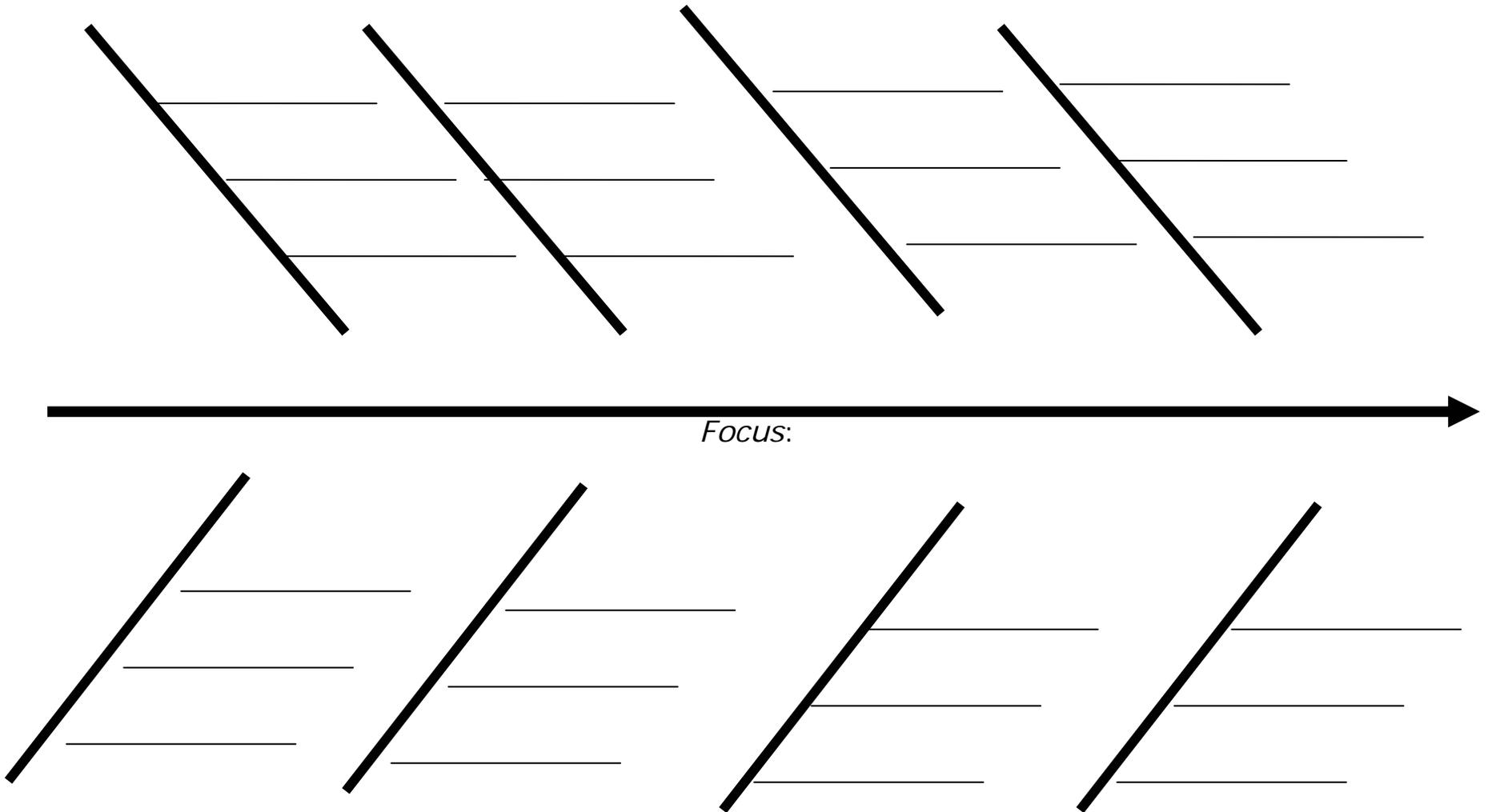
Focus:

Placemat
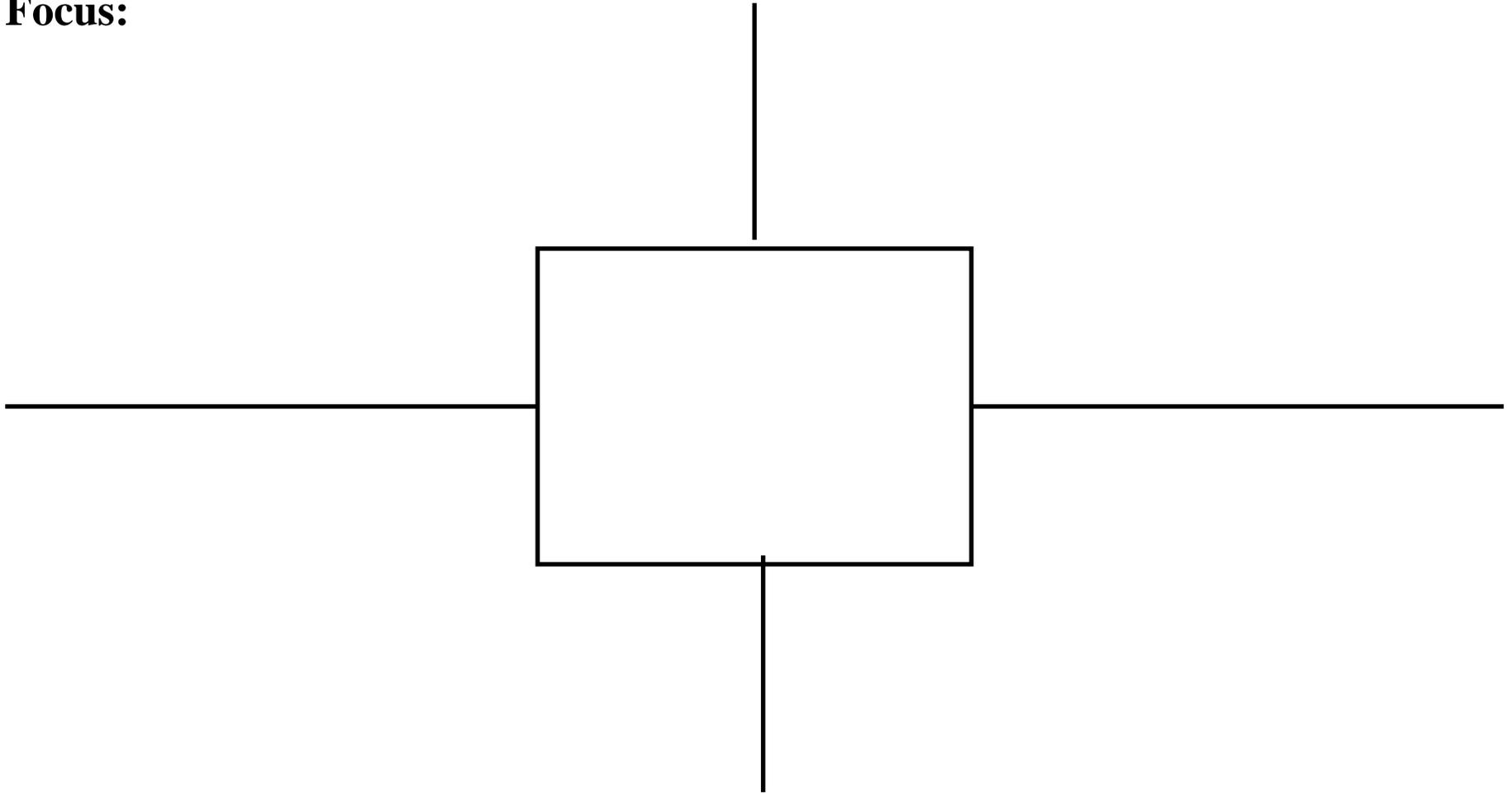
Focus:

Venn Diagram

Focus:
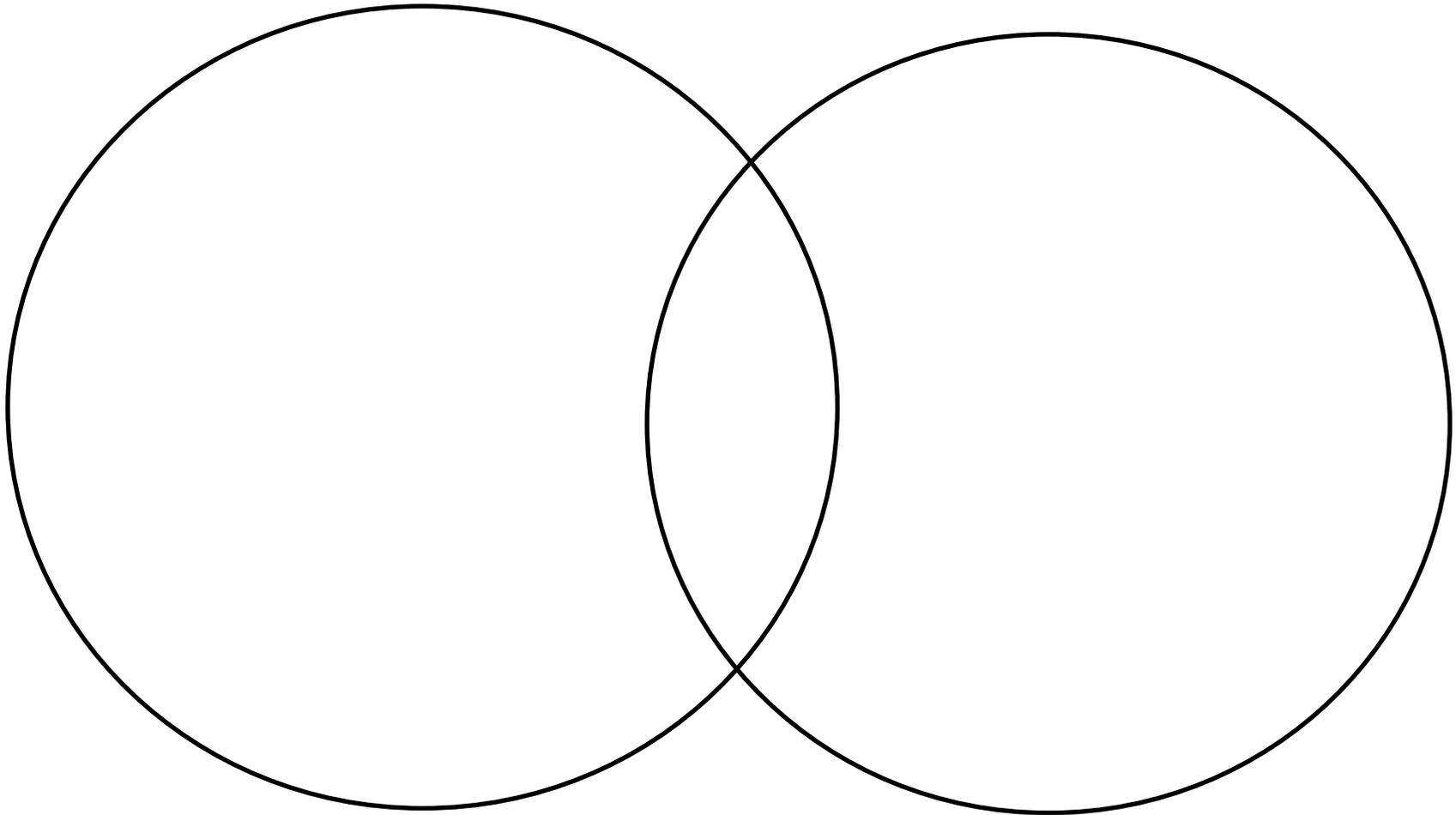
Futures – Preferred and Probable

Preferred Future

Probable Future
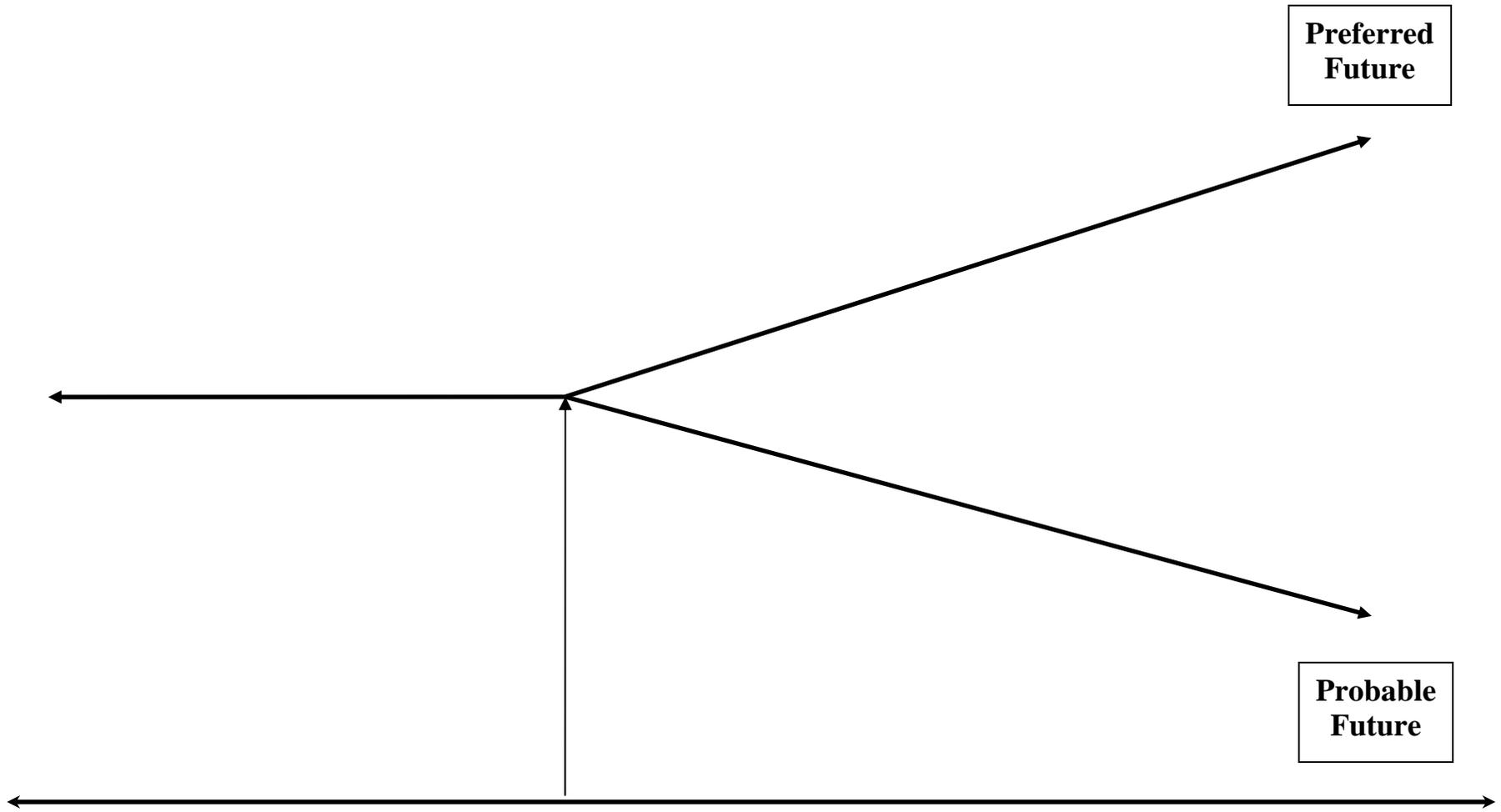
Consequences

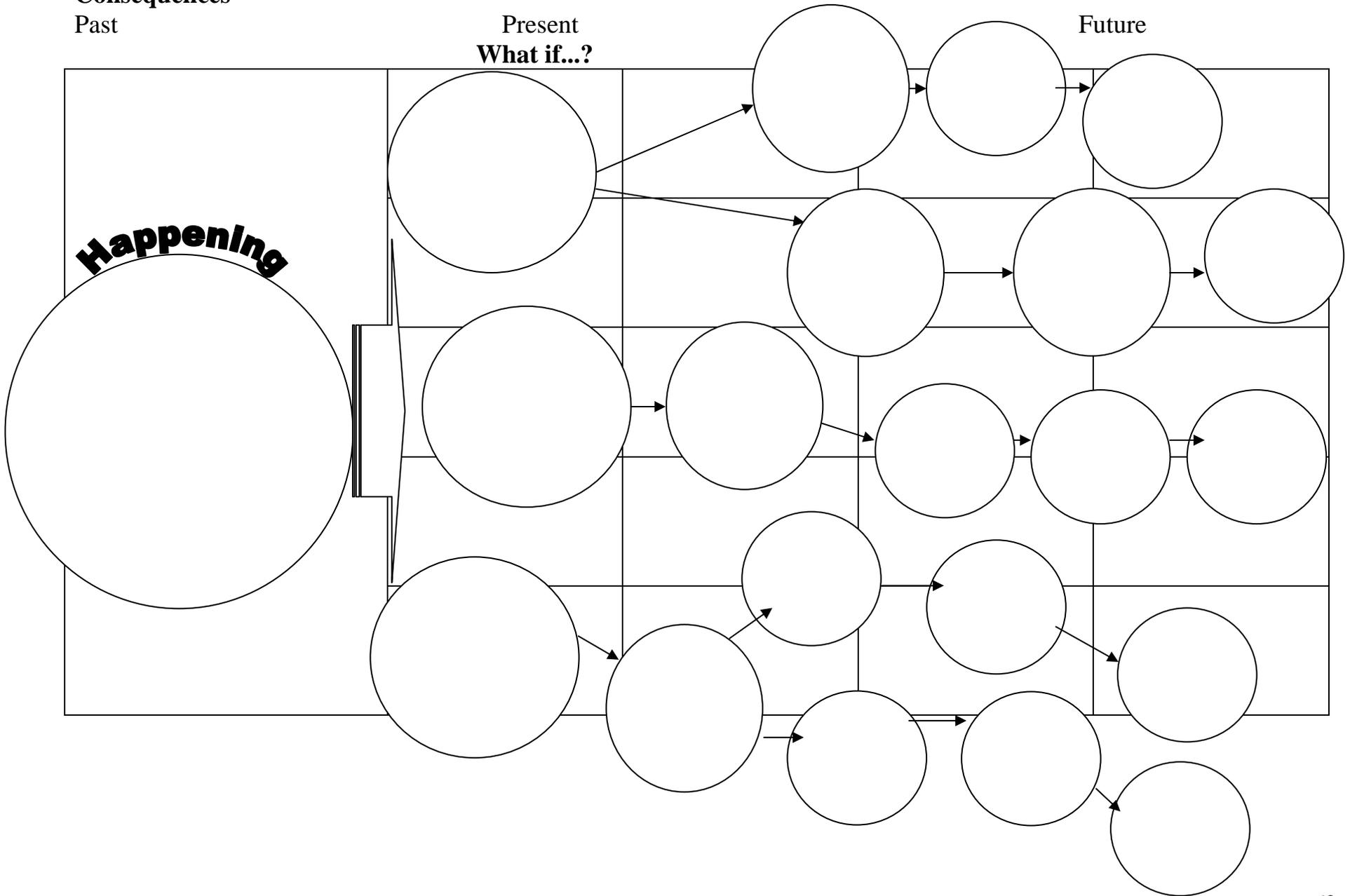Past   Present   Future
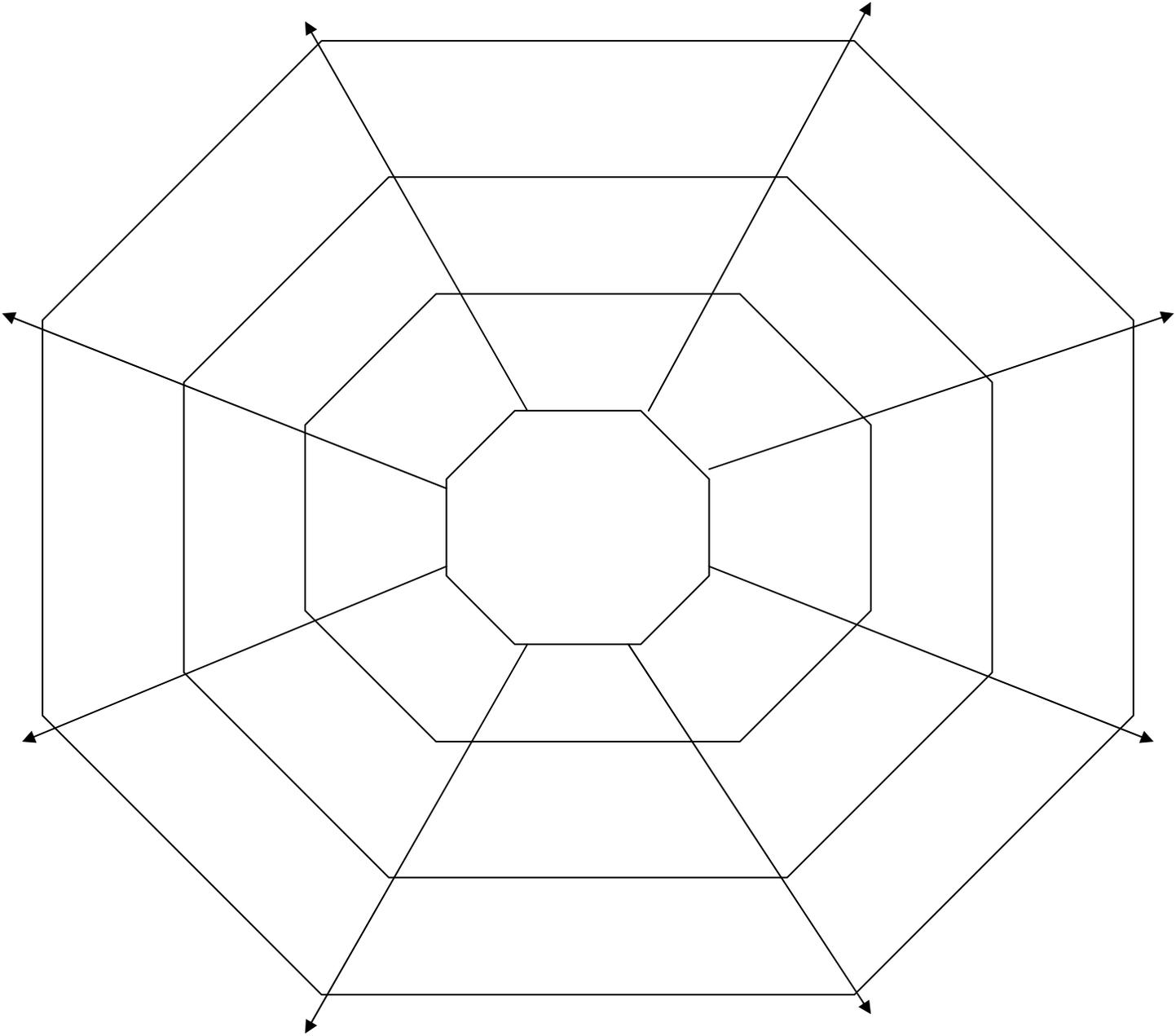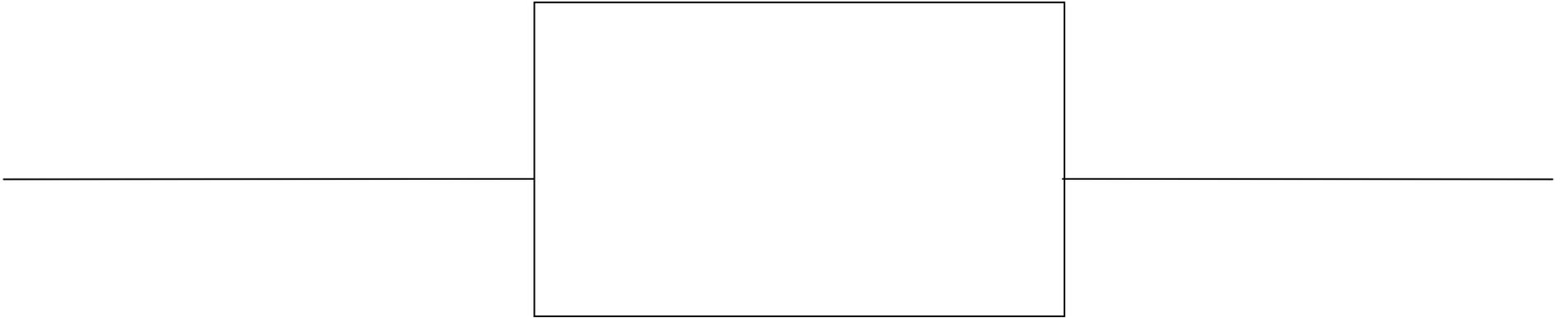
What if...?

Happening

Futures Web

Controversial Issue Resource Sheet

Resources

Websites

Values Education Curriculum Corporation web site
http://www.valueseducation.edu.au/values/
The Values Education website is a resource and professional development site to support values education in Australian schools. It includes the Values Education Study - Final Report 2003, and the Draft National Framework for Values Education in Australian Schools. The Values Education Study involves grants to fund research into values education in Australia, which aim to determine what specific values education is taking place in Australia.

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These bibliographic details have been sourced from the Department of Education Library and Information Centre.
http://www.education.tas.gov.au/delic/default.htm

Background reading for educators

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Atkin, Julia, (1996), *From values and beliefs about learning to principles and practice*, Jolimont, Vic. IARTV, *370.152 ATK*

Beck, Clive, (1990), *Better schools: a values perspective*, New York: Falmer Press, *370.11 BEC*

Dibella, Maria, (1989), *Under cover: exploring values education, using children's literature*, Melbourne: Collins Dove, *370.114 DIB*

Education for values: morals, ethics and citizenship in contemporary teaching, (2000), London : Kogan Page, *370.114 EDU*

Essential Learnings framework 1, (2002), Hobart, Tas. : The Dept., *372 ESS*

Griffiths, Morwenna, (1998), *Educational research for social justice: getting off the fence*, Buckingham [England]; Philadelphia: Open University Press, *370.7 GRI* , The book provides a set of principles for doing educational research for social justice. These are rooted in

considerations of methodology, epistemology and power relations, and provide a framework for dealing with the practical issues of collaboration, ethics, bias, empowerment, voice, uncertain knowledge and reflexivity, at all stages of research from getting started to dissemination and taking responsibility as members of the wider community of educational researchers. Theoretical arguments and the realities of practical research are brought together and interwoven. Thus the book will be helpful to all researchers, whether they are just beginning their first project or whether they are already highly experienced. It will be of great value to research students in designing and writing up their theses and dissertations.

Hester, Joseph P, (1990), *Cartoons for thinking: issues in ethics and values 2nd Ed*, Cheltenham, Vic: Hawker Brownlow Education, *CELO 170 HES*

Mayer, Geoff, (1991), *Media studies: narrative audience values and process*, Milton, Qld: Jacaranda, *302.23 MAY*

Poems about me; a collection of poems about values, (1998), Hove: Wayland, *K2359* A big book. What is it about you that makes you special? Perhaps it's the colour of your eyes, the shape of your nose or the way you always get your sums right. The poems in this book are about people like you and how each of us is unique.

Poole, Michael, (1995), *Beliefs and values in science education*, Buckingham; Philadelphia: Open University Press, This book examines ways in which beliefs and values interact with science and science teaching. It looks at some of the spiritual, moral, social and cultural contexts within which science has developed and considers how these factors can affect the choice of scientific theory. Various historical sections provide resource material for showing pupils the role of the history of science in the study of science. Interactions between science and religious belief are also analysed to clarify the nature, strengths and limitations of science as well as its place in the total curriculum, *507.1 POO*

Practice in reading values: reflections on adult literacy teaching, (1995), Melbourne: NLLIA, *374.012 PRA*

Preston, Noel, (1992), *Schools, values and curriculum perspectives on ethics education*, North Quay, Qld: Ministerial Consultative Council on Curriculum, *370.114 PRE*

Toomey, Ron, (1981), *Core curriculum in Australian schools: case studies of relationships between values and core curriculum*, Canberra: Curriculum Development Centre,, , *373.19 TOO*

Values across the curriculum, (1986), London; Philadelphia: Falmer Press, *370.114 VAL*

Values and ethics and the science and technology curriculum, (c1991), Bangkok, Thailand: UNESCO Principal Regional Office for Asia and the Pacific, *507.105 VAL*

Whiteley, Alma, (1995), *Managing change: a core values approach,* South Melbourne: Macmillan Education, *658.406 WHI*

Texts to support learning and teaching in the classroom

Being ethical texts

Author	Title	Grade level	Focus
Allen, Pamela	*Herbert and Harry*	1-3	Decisions
Bunting, Eve	*Blackwater*	7-9	Ethics
Burgess, Melvin	*The cry of the wolf*	8-10	Animal rights
Caddy, David	*Smash*	5-7	Ethics
Caswell, Brian	*A cage of butterflies*	9-10	Ethics
Caswell, Brian	*Deucalion*	9-10	Ethics
Cormier, Robert	*The chocolate war, Beyond the chocolate war*	9-10	Ethics
Crabtree, Judith	*Song at the gate*	3-7	Decisions
Crew, Gary	*Mama's babies*	7-9	Ethics
Cushman, Karen	*Matilda Bone*	6-8	Ethics
Fine, Anne	*The Tulip touch*	8-10	Ethics
Gray, Nigel	*Running away from home*	1-3	Decision making
Grieve, James	*They're only human*	10	Ethics
Hartnett, Sonya	*Sleeping dogs*	10	Incest/Ethics
Hathorn, Sonya	*The gift*	1-3	Ethics
Jinks, Catherine	*What's Hector McKerrow doing these days?*	8-10	Internet ethics
Lewis, C.S.	*The lion, the witch and the wardrobe*	4-8	Ethics
Luckett, Dave	*The best batsman in the world*	4-7	Cheating
Masson, Sophie	*Lucky break*	5-7	Ethics
McRobbie, David	*Tyro*	9-10	Ethics
Myers, Walter Dean	*Monster*	9-10	Judgement
Pfister, Marcus	*The happy hedgegog*	2-6	Decisions

Rubinstein, Gillian	*Galax-arena, Terra-Farma*	7-9	Ethics
Thiele, Colin	*Timmy*	6-7	Ethics
Thompson, Colin	*The last alchemist*	3-8	Decisions
Tolstoy, Leo	*Shoemaker Martin*	3-6	Ethics
Tulloch, Richard	*Barry the burglar's big mistake*	2-5	Ethics
Van Allsburg, Chris	*The sweetest fig*	5-9	Ethics
Wojchiechowsk, Susan	*Beany (not Beanhead) and the magic crystal*	3-7	Ethics

Texts to support the Social Responsibility Essential Learning

Building social capital

Author	Title	Grade level	Focus
Allan, Eric	*Sally's new puppy*	K-4	Responsibility
Cabot, Meg	*The princess diaries*	7-9	Responsibility
French, Jackie	*Dark wind blowing*	6-8	Community
Nilton, Nette	*The collecting of Timothy Taylor*	3-10	Community
Hirsch, Odo	*Hazel Green series*	3-6	Community
Honey, Elizabeth	*45 & 47 Stella Street*	3-6	Community
Oliver, Narelle	*The best beak in Boonaroo Bay*	3-5	Conflict resolution
Pfister, Marcus	*Rainbow Fish*	K-6	Individuality
Plater, Inge	*Green turtle*	K-3	Relationship with natural world
Roy, James	*Captain Mack*	3-6	Community
Thompson, Colin	*The paradise garden*	3-8	Community
Velthuijs, Max	*Too much noise*	3-5	Conflict resolution
Wild, Margaret	*Our granny*	2-6	Individuality

Valuing diversity

Author	Title	Grade level	Focus
Abdullah, Ian	*As I grew older*	2-10	Aboriginality
Abdullah, Ian	*Tucker*	2-10	Aboriginality
Al-Windawi, Thura	*Thura's Diary (non-fiction)*	7-10	Iraq/War*
Baillie, Alan	*Songman*	6-9	Aboriginality
Base, Graeme	*Truck dogs*	5-9	Diversity/Community
Bell, Helen	*Idjhil*	3-5	Aboriginality
Bouras, Gillian	*Saving Christmas*		Multiculturalism
Bowles, Colin	*Nights in the sun*	7-10	Diversity/Relationships
Bowles, Colin	*Surfing Mr Petrovic*	6-8	Multiculturalism
Brusnahan, Margaret	*Nana's gift*	2-5	Aboriginal teaching stories
Browne, Eileen	*Handa's surprise*	1-3	Multiculturalism
Bunting, Eve	*Going home*	1-3	Multiculturalism
Calley, Karin	*Caden Walaa!*	3-6	Cultural narratives
Carmody, Isobelle	*Ashling*	9-10	Cultural diversity
Caswell, Brian	*Maddie*	5-7	Multiculturalism
Caswell, Brian & Phu An Chiem, David	*Only the heart*	8-10	Multiculturalism
Caswell, Brian	*Lisdalia*	5-8	Multiculturalism
Clements, Andrew	*Big Al*	K-6	Tolerance
Cummings, Phil	*Marty and Mei-Ling*	K-3	Multiculturalism
Dobbie, Fran	*Whisper*	5-8	Aboriginality
Ellis, Deborah	*Parvana*	7-10	Taliban/Afghanistan*
Ellis Deborarh	*Parvana's Journey*	7-10	Afghanistan/Refugees*
Fine, Anne	*The same old story every year*	2-4	Race/Acceptance

Flynn, Warren	*Different voices*	8-10	Cultural diversity
Fox, Mem	*Feathers and fools*	3-5	Cultural diversity
Forrestal, Elaine	*Someone like me*	5-7	Cultural diversity
Fraser, Janine	*Abdullah's butterfly, Sarindi and the lucky bird*	3-6	Multiculturalism
Gervay, Susanne	*Next stop, the moon*	7-9	Multiculturalism
Gleitzman, Morris	*Boy Overboard*	5-10	Afghanistan/Refugees*
Grieve, Prudence	*Happy birthday, Australia*		Multiculturalism
Gwynne, Phillip	*Deadly, unna?*	9-10	Aboriginality
Hannken, Catherine	*Selafina*	3-6	Cultural heritage*
Harlen, Jonathan	*Fracture zone*	7-10	Multiculturalism
Harlen, Jonathan	*The lion and the lamb*	7-10	Multiculturalism
Heffernan, John	*More than gold*		Multiculturalism
Heffernan, John	*My dog*	3-8	Bosnia
Kidd, Diana	*Onion tears*	4-7	Multiculturalism
Kidd, Diana	*Two hands together*	4-8	Aboriginality
Lee, Lyn	*Little school*	K-P	Multiculturalism
Lester, Alison	*Celeste sails to Spain*	K-2	Multiculturalism
Loh, Morag	*Grandpa and Ah Gong*	1-3	Multiculturalism
Lohse, Wendy	*Is it true Grandfather?*	2-5	Cultural narratives
McDonald, Meme & Pryor, Boori	*My Girragundji*	5-8	Aboriginality
Miller, David	*Refugees*	K-2	Refugees*
Moon, Nicola	*Something special*	1-3	Multiculturalism
Nazer, Mende & Lewis, Damien	*Slave*	9-10	Slavery/Sudan*
Nicholson, John	*Kimberley warrior: the story of Jandamarra (non-fiction)*	7-9	Aboriginality
Norrington,	*The Barrumbi kids*	4-7	Aboriginality

Leonie			
Onyefulu, Ifeoma	*Welcome Dede!: an African naming ceremony*	K-2	African traditions
Orr, Wendy	*Ark in the Park*	2-5	Multiculturalism
Orr, Wendy	*Paradise palace*	4-7	Multiculturalism
Orr, Wendy	*Yasou Nikki*	4-6	Multiculturalism
Overend, Jenni	*Princess Grandma*	K-4	Cultural perspectives
Ringold, Faith	*Tar Beach*	3-5	Discrimination
Rippin, Sally	*Chenxi and the Foreigner*	7-10	China*
Rubinstein, Gillian	*Mr Plunkett's pool*	3-5	Multiculturalism
Russell, Elaine	*A is for aunty*	2-4	Aboriginality
Sarago-Kendrick, Delphine	*Nana's Land*	3-6	Aboriginality*
Sis, Peter	*Madlenka*	1-10	Multiculturalism
Stafford, Liliana	*Amelia Ellicott's garden*	1-3	Multiculturalism
Stafford, Liliana	*Just dragon*	1-3	Multiculturalism
Staples, Susanne Fisher	*Storm*	5-8	Racial prejudice
Starke, Ruth	*Nips XI*	5-8	Multiculturalism
Steele, Mary	*Featherbys*	5-9	Multiculturalism/Community
Thomas, Frances	*Mr Bear and the bear*	1-3	Multiculturalism
Tolbert, Steve	*Channeary*	8-9	Multiculturalism
Tresize, Percy	*Land of the snake people*	P-3	Aboriginality
Wallam, Angus & Kelly, Suzanne	*Corroboree*	3-6	Aboriginality*
Wells, Rosemary	*Yoko*	P-2	Multiculturalism
Wheatley, Nadia	*Dancing in the Anzac deli*	5-7	Multiculturalism
Wheatley, Nadia	*Five times dizzy*	5-7	Mutliculturalism
Williams, Edna Tantjingu & Wingfield, Eileen Wani	*Down the hole*	3-10	Aboriginality
Yildirim, Eljay	*Aunty Dot's incredible adventure atlas*	3-5	Discrimination

| Zamorano, Ana | *Let's eat* | 1-3 | Multiculturalism |

Acting democratically

Author	Title	Grade level	Focus
Baillie, Allan	*Rebel!*	2-6	Citizen's rights
Early, Margaret	*William Tell*		Citizen's rights
Nix, Garth	*Lirael, Sabriel*	8-10	Citizenship
Orr, Wendy	*Dirt bikes*	5-8	Citizenship
Steele, Mary	*Citizen Arkwright*		Citizenship
Waddell, Martin	*Farmer Duck*	5-8	Citizen's rights/Exploitation

Understanding the past and creating preferred futures

Author	Title	Grade level	Focus
Anderson, Scoular	*A puzzling day in the land of the Pharaohs*	5-8	Ancient Egypt
Ashley, Bernard	*Little soldier*	7-10	War
Baillie, Allan	*Riding with Thunderbolt: the diary of Ben Cross, Northern NSW, 1865*	5-10	Australian history
Bancroft, Bronwyn	*The whalers*	3-6	Indigenous history/Relationship with natural world
Bawden, Nina	*Carrie's war*	5-8	World War 2
Bawden, Nina	*Off the road*	5-8	Future
Blacklock, Dyan	*Pankration*	7-9	Ancient Greece
Bradman, Tony	*The sandal*	2-4	Yesterday, today, tomorrow
Breslin, Theresa	*The dream master*	5-8	Ancient Egypt
Bunting, Eve	*I am the mummy Hebnefert*	3-8	Ancient Egypt
Catran, Ken	*Jacko Moran sniper*	8-10	World War 1
Catran, Ken	*Voyage with Jason*	5-8	Greek legend
Catran, Wendy	*The swap*	8-10	World War 2*
Chevalier, Tracy	*Girl with a pearl earring*	9-10	Renaissance
Cooper, Susan	*King of shadows*	9-10	Renaissance

Crew, Gary	*Memorial*	5-10	Australian history
Crew, Gary	*No such country*	8-10	Aboriginal massacre
Crew, Gary	*Strange objects*	9-10	Australian history
Crew, Gary & Neilsen, Philip	*Edward Britton*	8-10	Australian history
Crossley-Holland, Kevin	*Arthur: the seeing stone*	6-9	Middle Ages
Curtis, Christopher Paul	*The Watsons go to Birmingham - 1963*		History*
Cushman, Karen	*The ballad of Lucy Whipple*	6-8	U.S. history*
Cushman, Karen	*Catherine, called Birdy*	6-8	Middle Ages
Cushman, Karen	*Matilda Bone*	6-8	Middle Ages
Cushman, Karen	*The midwife's apprentice*	6-8	Middle Ages
Dickinson, Peter	*AK*	6-10	War/Refugees
Disher, Gary	*The bamboo flute*	6-9	Australian history
Disher, Gary	*The divine wind*	8-10	WW2/Racism
Egan, Ted	*The drover's boy*	4-8	Australian history
Facey, A.B.	*A fortunate life*	7-10	Australian history*
Farrer, Vashti	*Escape to Eaglehawk*	6-8	Australian history
Flynn, Warren	*Return ticket*	5-8	Australian history
Fowler, Thurley	*The green wind*	6-9	Australian history
French, Jackie	*Beyond the boundaries*	5-8	Australian history
French, Jackie	*Dancing with Ben Hall*	4-8	Australian history
French, Jackie	*Daughter of the regiment*	5-8	Australian history
French, Jackie	*Hitler's daughter*	4-8	History
French, Jackie	*How the Finnegans saved the ship*	4-8	Australian history
French, Jackie	*Lady dance*	5-10	Middle Ages
French, Jackie	*Mind's eye*	4-7	Australian history
French, Jackie	*Soldier on the hill*	6-9	Australian history
French, Jackie	*Somewhere around the corner*	5-8	Australian history
French, Jackie	*Tom Appleby Convict Boy*	5-8	Australian history*

French, Jackie	*Walking the boundaries*	5-8	Australian history
Gough, Sue	*Wyrd*	9-10	Middle Ages
Greenwood, Kerry	*The long walk*	5-10	Australian history (1930's)*
Greenwood, Kerry	*A different sort of real: the diary of Charlotte McKenzie, Melbourne, 1918-1919*	7-10	Influenza/Australian history*
Harris, David	*A man called Possum (non-fiction)*	6-9	Australian history
Hendry, Frances Mary	*Chains*	7-10	Slavery*
Hesse, Karen	*Aleutian sparrow*	9-10	World War 2/Refugees*
Hesse, Karen	*Out of the dust*	8-10	U.S. history
Hill, Anthony	*The burnt stick*	4-7	Aboriginality/Aust. History
Hill, Anthony	*Soldier boy*	7-10	ANZAC
Howker, Janni	*Martin Farrell: a tale of the Reivers*	8-10	British history
Ingram, Anne	*Run, Damon, run!*		Ancient Greece
Innocenti, Roberto	*Rose Blanche*	4-10	War/Holocaust
Ireland, Julie	*A kind of dreaming*	6-9	Australian History
Jinks, Catherine	*Pagan's crusade (series)*	6-9	Middle Ages
Jinks, Catherine	*The stinking great lie*	6-8	Middle Ages/Diversity/Acceptance
Kelleher, Victor	*Fire dancer*	6-10	History
Kerr, Judith	*When Hitler stole pink rabbit*	5-8	World War 2
Kidd, Diana	*A fat and juicy place*	5-8	Aboriginality/Aust. History
Laird, Elizabeth	*A little piece of ground*	8-10	Palestine/War*
Lasky, Kathryn	*A voice of her own: the story of Phyllis Wheatley, Slave Poet*	3-6	Slavery*
Leeson, Robert	*The song of Arthur*	6-9	British history
Lockyer, John	*Harry and the Anzac poppy*	2-5	World War 1
Mankell, Henning	*Secrets in the fire*	5-8	War/Refugees
Marsden, John	*The rabbits*	7-10	Australian history
Marsden, John	*Tomorrow series*	7-10	Future Australia
Marsden, John	*Where I live: the Ellie chronicles*	8-10	War/Responsibility
McHugh, Siobhan	*Snowy: the diary of Eva Fischer,*	5-10	Australian history*

	Cabramurra, 1958-1959		
McKissack, Patricia	*Days of jubilee: the end of slavery in the United States*	5-8	Slavery/U.S. history*
McRobbie, David	*Mandragora*	8-10	Australian history
McSkimming, Geoffrey	*Cairo Jim series*	5-8	Archaeology/Ancient civilisations
Metzenthen, David	*Boys of blood and bone*	9-10	Friendship/WW1
Morimoto, Junko	*My Hiroshima*	1-8	World War 2
Morpurgo, Michael	*War Horse*	5-8	World War1*
Morpurgo, Michael	*The wreck of the Zanzibar*	6-8	British history
Murray, Kirsty	*Bridie's Fire*	5-10	Irish Australian history*
Naidoo, Beverley	*The other side of truth*	5-8	War/Refugees
Napoli, Donna Jo	*Daughter of Venice*	7-10	17th Century gender roles
Newbery, Linda	*Sisterland*	7-10	World War 2*
O'Neill, Judith	*So far from Skye*	6-8	Australian history
Paulsen, Gary	*Mr Tucket*	6-9	U.S. history
Pressler, Mirjam	*Malka*	8-10	War/Holocaust
Rees, Celia	*Witch child*	7-10	U.S. history
Ridden, Brian	*Sweet tea*	7-10	Slavery/Australian history*
Ross, Stewart	*The beat of a drum: a story of African slavery*	5-8	Slavery*
Sabuda, Robert	*Tutankhamen's gift*	3-8	Ancient Egypt
Scholes, Katherine	*Peacetimes*	3-6	Peace
Searle, Rick and Bronwyn	*Follow me*	1-3	Australian history
Spinelli, Jerry	*Milkweed*	9-10	World War 2/Holocaust*
Stafford, Paul	*Ned Kelly's helmet*	5-10	Australian history
Thiele, Colin	*Emma Keppler*	6-8	Australian history
Tonkin, Rachel	*What was the war like, Grandma?*	1-6	World War 2
Turner, Ethel	*Seven little Australians*	6-9	Australian history
Ural, Serpil	*Candles at Dawn*	9-10	Gallipoli

Vassilieva, Tatiana	*A hostage to war*	5-10	World War 2
Wheatley, Nadia	*A banner bold*	5-8	Australian history
Wheatley, Nadia	*The house that was Eureka*	8-10	Australian history
Wild, Margaret	*Let the celebrations begin!*	4-10	World War 2/Holocaust
Wilkinson, Carole	*Ramose (series)*	5-8	Ancient Egypt
Wooderson, Philip	*The scruncy scarab, The missing mummy, The fearful pharaoh, The helpful hieroglyph*	5-8	Ancient Egypt
Young, Leonie & Janks, Avril	*I wish I'd travelled with Marco Polo*	107	History

Picture Books that Explore the Values of Education

Jennie Bales, Project Officer (Curriculum Consultation) at Summerdale Primary School in 2002 worked with teachers at her school to create the following lists of picture books that explore the Values of Education. The list has been updated in 2005 to reflect recent publications and to include the recommendations of Danae Bissett, Tasmanian CBCA Judge and a teacher at Mowbray Heights Primary School. The list is intended as a guide only – the titles may cross over several boundaries and may be used in the classroom or library according to teacher professional judgement.

This list has been updated for 2005.

Key:

◆Younger readers - junior primary upwards

⊕Older Readers – primary and secondary

> Connectedness
> Resilience
> Achievement
> Creativity
> Integrity
> Responsibility
> Equity

Connectedness

Texts including those on themes of developing a sense of community through friendship, care, compassion, cooperation, acceptance, belonging and sharing.

- ◆Hug (2000) – Jez Alborough
- ◆Cuthberts Babies (2003) - Pamela Allen
- ◆Grandpa and Thomas (2003) Pamela Allen.
- ◆The Potato People (2002) - Pamela Allen
- ⊕Belonging (2004) - Jeannie Baker
- ◆Hyram and B (2003) - Brian Caswell, Matt Ottley
- ⊕Days of the Blackbird (1997) – Tomie de Paola
- ◆Passing On (2001) – Mike Dumbleton, Terry Denton
- ◆The Patchwork Quilt (1985) Valerie Flournoy, Jerry Pinkney
- ◆Whale is Stuck (1994) – Charles Fuge, Karen Hayles
- ◆Big Rain Coming (1999) – Katrina Germein

- Grandad's magic (1989) – Bob Graham
- Rose meets Mr Wintergarten (1992) - Bob Graham
- Cat and Fish. (2003) - Joan Grant, Neil Curtis
- Fergal Onions (2004) - John Harrison
- The wishing cupboard (2002) – Libby Hathorn, Elizabeth Stanley
- In My Backyard (2001) – Nette Hilton. Anne Spudvilas
- You'll wake the baby (2000) – Catherine Jinks
- Broken Beaks (2003) - Nathaniel Lachenmeyer, Robert Ingpen
- Isabella's Bed (1991) - Alison Lester
- I'm Not Your Friend (2001) – Sam McBratney, Kim Lewis
- A Bee in Ben's Bonnett (2002) - Ferg McKinnon, Kim Gamble
- When I was little like you (2003) Mary Malbunka.
- Millie (2002) - John Marsden, Salley Rippin
- A Year On Our Farm (2002) - Penny Matthews, Andrew McLean
- The Rainbow Fish (1992) – Marcus Pfister
- Speak Chinese, Fang Fang! (1996) – Sally Rippin
- The Shack that Dad Built (2004) - Elaine Russell
- Bear and Chook (2002) – Lisa Shanahan, Emma Quay
- The Giving Tree (1992 [1964]) - Shel Silverstein
- Amelia Ellicot's Garden (2000) - Liliana Stafford, Stephen Michael Kin
- The Violin Man (2003) - Colin Thompson
- No place like home (2001) – Colin Thompson, Anna Pignataro
- One Big Happy Family (2002) – Colin Thompson, Karen Carter
- Round and Round and Round and Round (2002) - Colin Thompson, Penelope Gamble
- Claire's Gift (1999) – Maxine Trottier, Rajka Kupesic
- Erika's Story (2002) - Ruth Vander Zee, Roberto Innocenti
- Once There Were Giants (1989) – Martin Waddell, Penny Dale
- Diary of a wombat (2002) Bruce Whatley & Jackie French
- Highway (1998) – Nadia Wheatly, Andrew McLean
- Little Humpty (2003) - Margaret Wild, Ann James
- Baby Boomsticks (2003) - Margaret Wild, David Legge
- Babs the baby and fog the dog (2003) - Margaret Wild & Donna Rawlins.
- Pocket Dogs (2000) – Margaret Wild, Stephen Michael King
- The Christmas Miracle of Jonathan Toomey (1995) - Susan Wojciechowski

Resilience

Texts including those on themes of recognising strengths and maximising potential, developing self-management, self-confidence and self-respect and nurturing optimism, perseverance and well-being. Brown Bread and Honey (2001) – Pamela Allen

- The Hidden Forest (2000) – Jeannie Baker
- Reggie, Queen of the Street (2003) Margaret Barbalet, Andrew McLean.
- Hyram and B (2003) - Brian Caswell, Matt Ottley
- In My Father's Room (2000) – Gary Crew, Annmarie Scott
- Days of the Blackbird (1997) – Tomie de Paola
- Passing On (2002) - Mike Dumbleton
- Sydney and the Whale Bird (2000) – David Elliot
- Harriet, You'll Drive Me Wild! (2000) – Mem Fox, Marla Frazee
- Here Comes the Rain (1999) – Clare Good, David Cox
- Buffy: An Adventure Story (1999) – Bob Graham
- The Legend of Lasseter's Reef (2003) - Mark Greenwood
- A New Room For William (2000) – Sally Grindley, Carol Thompson
- In Flanders Fields (2002) Brian Harrison-Lever & Norman Jorgensen
- Way Home (1995) - Libby Hathorn
- Two Summers (2003) - John Heffernan, Freya Blackwood
- Not a Nibble! (1996) - Elizabeth Honey
- Waiting for Mum (2002) – Helen Lunn, Anna Pignataro
- The Race (1995) – Christobel Mattingley, Anne Spudvilas
- Refugees (2003) - David Miller
- Christopher's Story (1993) – Jean Richardson, Alice Englander
- The Singing Hat (2000) – Tohby Riddle
- The Giving Tree (1992 -[1964]) - Shel Silverstein
- Bushfire (2000) - Marguerite Hann Syme, David Cox
- The Red Tree (2001) – Shaun Tan
- Pannikan & Pinta (2000) – Colin Thiele, Peter Gouldthorpe
- The Violin Man (2003) - Colin Thompson
- Unknown (2000) – Colin Thompson, Anna Pignataro
- The Staircase Cat (1998) - Colin Thompson, Anna Pignataro
- Erika's Story (2004) - Ruth Vander Zee, Roberto Innocenti
- Small (2001) – Clara Vulliamy
- Well done, Little Bear (1999) – Martin Waddell, Barbara Firth
- Marty Moves to the Country ((1980) - Kate Walker
- Jenny Angel (1999) - Margaret Wild
- Fox (2000) – Margaret Wild, Ron Brooks
- The Deep (1998) - Tim Winton, Karen Louise

Achievement

Texts including those on themes of attaining personal success in a range of human endeavours, pursuing individual excellence and displaying pride and satisfaction in personal achievement.

- I am too absolutely small for school (2003) Lauren Child.
- Bright Star (1996) – Gary Crew, Anne Spudvilas
- Grandad's magic (1989) –Bob Graham
- Buffy (1999) – Bob Graham
- Rose meets Mr Wintergarten (1992) - Bob Graham
- Max (2000) – Bob Graham
- Pog (2000) – Lyn Lee
- The Pipeline C.Y. O'Connor Built (2003) - Joy Lefroy, Diana Frylinck, Marion Duke
- Keeping House (1991) – Margaret Mahy, Wendy Smith
- Jump, baby! (2002) Penny Matthews & Dominique Falla.
- The Race (1995) - Chrisrobel Mattingley, Anna Spudvilas
- Bug Nuisance (2003) - Junko Morimoto
- Great Ocean Walk (2003) - Jiri Tibor Novak
- The Dot (2003) - Peter H. Reynolds
- Unknown (2000) – Colin Thompson, Anna Pignataro
- The Violin Man (2003) - Colin Thompson
- Little Mo (1993) – Martin Waddell, Jill Barton
- Little Humpty (2003). Margaret Wild, Ann James.
- Ignis (2001) – Gina Wilson, P. J. Lynch
- The Deep (1998) - Tim Winton, Karen Louise

Creativity

Texts including those on themes of valuing original ideas, demonstrating enterprise and innovation and engaging with and responding to the aesthetic qualities of the natural and constructed world.

- Lucky I have my Umbrella (1992) – Beryl Ayers, D. Kennett
- Willy's Pictures (2000) – Anthony Browne
- Barty's Scarf (1998) – Sally Chambers
- Just Another Ordinary Day (1995) – Rod Clement
- Wolf's Sunday Dinner (2003) Tania Cox & Greg Holfeld.
- Arno the Garbo (2000) – Gary Crew
- Bonjour Monsieur Satie (1991) – Tomie de Paola
- Sydney and the Whale Bird (2000) – David Elliot
- The Circus of Mystery (1999) – Macera Fazzi, Pether Kuhner
- Weslandia (1999) – Paul Fleischman
- Minton goes sailing – Anna Fienberg, Kim Gamble
- Minton goes flying (1988) - Anna Fienberg, Kim Gamble
- Minton goes under (2000) - Anna Fienberg, Kim Gamble
- The Patchwork Quilt (1985) Valerie Flournoy, Jerry Pinkney
- Too many pears! (2003) Jackie French & Bruce Whatley.

- Arthur (1984) – Amanda Graham, Donna Gynell
- Jillian Jiggs (1985) – Phoebe Gilman
- My Little Artist (1999) - Donna Green
- The Wonderful World of Jillian Jiggs (1988) - Phoebe Gilman
- Jillian Jiggs to the rescue (1994) - Phoebe Gilman
- Something From Nothing (1992) – Phoebe Gilman
- Sky Sash so Blue (1999) – Libby Hathorn, Benny Andrews
- Millie, Jack and the Dancing Cat (2003) - Stephen Michael King.
- Edward the Emu (1988) – Sheena Knowles, Rod Clement
- Katie and the Impressionists (1997) – James Mayhen
- Stephen's Useless Design (1982) – Rodney Martin, John Draper
- Big Nuisance (2003) - Junko Morimoto
- The Magic Paintbrush (1989) – Robin Muller
- The Fox Hunt (1986) – Sven Nordqvist
- The Dot (2003) - Peter H. Reynolds
- Rattletrap car (2001) – Phyllis Root, Jill Barton
- Sharon, Keep Your Hair On (1996) – Gillian Rubenstein, David MacKintosh
- The Dreamer (1993) – Cynthia Rylant, Barry Moser
- What if? (1999) – Jonathon Shipton, Barbara Nascimbeni
- The Six Wonders of Wobbly Bridge (1999) - Gwenda Smyth, Roland Harvey
- The Violin Man (2003) - Colin Thompson
- Round and Round and Round and Round (2002) - Colin Thompson, Penelope Gamble
- Roy and Matilda: The Gallery Mice – Susan Venn
- Roy and Matilda: The Golden Lockett (1994) – Susan Venn
- Luke's Way of Looking (1999) – Nadia Wheatley
- The Old Man Who Loved to Sing (1993) – John Winch
- Mouse Opera (1999) – Richard & Pamela Wolfe

Integrity

Texts including those on themes of acting honestly, ethically and consistently.

- The Duck Catcher (2003) - Moses Aaron, David Mackintosh
- Ivor the Invisible (2001) Raymond Briggs
- Snap! Went Chester (2003) - Tania Cox, David Miller
- I Saw Nothing (2003) - Gary Crew, Mark Wilson
- Valley of Bones (2000) – Gary Crew, Mark Wilson
- Aria (1994) – Peter Elbing, Sophy Williams
- Rose Meets Mr Wintergarten (1992) – Bob Graham
- The wishing cupboard (2002) – Libby Hathorn, Elizabeth Stanley

Mr. Peabody's Apples (2003) - Madonna, Loren Long

A Piece of Straw (1985) – Junko Morimoto

Milo and the Magical Stones (1997) - Marcus Pfister

The Deliverance of the Dancing Bears (1994) - Elizabeth Stanley

Encounter (1992) – Jane Yolen, David Shannon

Responsibility

Tests including those accepting both individual and collective responsibility and contributing to sustainable community development.

Belonging (2004) - Jeannie Baker

The Waterhole (2001) – Graeme Base

The world that Jack Built (1990) – Ruth Brown

Mr Bear and the Bear (1994) – Ruth Brown

I Saw Nothing (2003) - Gary Crew, Mark Wilson

Shutting the chooks in. (2003) - Libby Gleeson

A Song for Planet Earth (1999). Meredith Hooper, Rupert Van Wyk

The Fisherman and the Theefyspray (1994) – Paul Jennings, Jane Tanner

Edwina the Emu (1996) – Sheena Knowles, Rod Clement

Nell and Fluffy - Anne Liersch, Rod Clement

Is it True Grandfather? (1993) – Wendy Lohse, Jenny Sands

Little Red Bear (2003) - Penny Matthews, Anna Pignataro

A Year on our farm (2002) Penny Matthews & Andrew McLean.

The Stone Baby (2002) - Beth Norringto

Oil Spill (1996) – Tricia Oktober

The tin forest (2003) Helen Ward & Wayne Anderson.

Elsie's War (2003) - Frank Dabba Smith

Equity

Tests including those developing tolerance and commitment to social justice, acknowledging diversity, respecting difference and encouraging distinctiveness.

The Christmas Caravan (2003) - Jennifer Beck, Robyn Belton

Black Skin, White Cow (2004) - Pablo Bernasconi

Wildheart (2002) - Isobelle Carmody, Stephen Woolman

Home Run (2003) - Paul Collins, Connah Brecon

Whisper Wild Freedom Child (2000) – Rachel Flynn, Anna Pignataro

Cherry Pie - Gretel Killeen, Francesca Partridge, Franck Dubuc

My Dog (2001) – John Heffernan, Andrew McLean

Thank you for my yukky present (2002) – Meredith Hooper, Emma Quay

Henry and Amy (1998) – Stephen Michael King

- Broken Beaks - Nathaniel Lachenmeyer, Robert Ingpen
- Rose Blanche - Ian McEwan, Roberto Innocenti
- Unplugged (1999) – Glenda Millard, Dee Huxley
- Big Nuisance. (2003) Junko Morimoto
- Esmeralda and the Children-Next-Door (1999) – Jenny Nimmo, Paul Howard
- The Best Beak in Boonaroo Bay (1993) – Narelle Oliver
- Baby Boomsticks (2003) - Margaret Wild, David Legge