

Values Education

Volume 2 Number 3, April 2008

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Welcome to this month's edition of Values Education News, which includes:

- Editorial: Values - vital elements of successful learning and personal development
- Research: The double helix of values education and quality teaching
- Over Here: Visiting UK philosopher Stephen Law questions value of faith-based schools
- Poverty & Education: 3 items
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- Humane Education: 2 items
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EDITORIAL

Values - Vital Elements of Successful Learning and Personal Development

Jenny Branch, President, Australian Council of State School Organisations, 17 April 2008

When ACSSO does its polling and focus groups, we find parents are very strong about the need to teach and practise values in our schools.

They want good academic results and they want schools to be safe places for their kids.

And they want schools to reflect, teach and model the positive values they know are important to all young people's learning and personal development. Values of mutual respect, inclusiveness, empathy and compassion, integrity, honesty, trust and personal responsibility.

ACSSO has been listening to parents. As a result, we are strongly advising the Australian Government that the Values Education Programme must be continued after June this year.

Values education has given a green light to teachers and parents to teach the whole child about such important values as doing your best, respecting the rights of others, practising tolerance. A great deal of work needs to go into making schools civilized communities where people care about each other and young people learn to become good citizens.

Professor Terry Lovat, a specialist in this field has shown quite clearly that good academic achievement is also closely related to good values education.

Other evidence has shown that parents need to be involved, both at a local level and through the parent organisations. Without parent ideas, take-up and ownership, values education can sometimes be just preaching to the converted.

That is why ACSSO wants our schools to be values based schools and why we need to be involved in the national and local values programme.

We say to the Minister, please continue to drive values education in our schools and make sure the parents are able to bring their unique perspectives to the table.

Teaching and practising values in schools, is a crucial deliverable for those schools - not just an add-on. The Values Education Programme is fundamental to that culture change and parents will back it all the way, provided that they are involved.

RESEARCH

The double helix of values education and quality teaching

Terry Lovat & Ron Toomey, 28 March 2008

In 2005, as part of its values education Partnerships Project with key stakeholder groups, the Department of Education, Science and Training commissioned the Australian Council of Deans of Education to undertake research into the relationships between values education and quality teaching.

The research centred on several schools involved in the DEST-funded Values Education Good Practice Schools Project (VEGPS), which supports values-related work in a number of school clusters. Work at each cluster was assisted by a critical friend drawn from a faculty or school of education at a nearby university.

Values work at four schools was then documented by the university representative and local school staff, in what became a set of internationally benchmarked case studies. These were in turn examined against a review of research studies on quality teaching conducted over the last 15 years, including the work of Carnegie (1994), Alton-Lee (2003), Hattie (2004) and Hawkes (2007).

The case studies and related research are described in detail in Lovat and Toomey (2007), *Values Education and Quality Teaching: The Double Helix Effect*, available from David Barlow Publishing. The current article focuses on some of the authors' conclusions from the research.

The literature review on quality teaching identified five key skills or abilities that students might be expected to exhibit in the hands of a quality teacher: intellectual depth, communicative capacity, empathic character, capacity to reflect, self-management and self-knowledge.

The research identified a range of ways that values education nurtured intellectual depth, communicative competence and the other quality teaching dimensions in students. It found a close relationship between values education and overall teaching effectiveness.

In our view, quality teaching and quality learning flow naturally from placing values at the centre of a school's ethos and operations, including its broader community outreach and partnerships. Our use of the double helix metaphor taken from genetics is an attempt to capture the nature of the relationship between values education and quality teaching.

Read more at

http://www.curriculum.edu.au/leader/the_double_helix_of_values_education_and_quality_t,19496.html

Terry Lovat is Pro Vice-Chancellor (Education and Arts) at the University of Newcastle, and Chief Investigator on the ACDE VEGSP and Values Materials and Resources Project. Ron Toomey is an Adjunct Professor at the Centre for Lifelong Learning at ACU, and also manages various aspects of ACDE Values Education Projects.

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OVER HERE

Do religious schools raise good children?

Stephen Law at Sydney Ideas

Best-selling UK-based author and philosopher Stephen Law stepped into the current "values in schools" debate on his Australian visit in August 2007 when he argued that authoritarian and religious schools are not necessarily the answer to raising good children, at Sydney Ideas, the University of Sydney's international lecture series.

In his Sydney Ideas lecture, Law, the author of *The War For Children's Minds*, contends that children need to learn about right and wrong and respect for others, but they also need to think for themselves - something that's lacking in many authoritarian-based schools.

According to Law, "liberal attitudes" to religious and moral education have been blamed for "everything wrong with modern societies". This has encouraged a move back to more traditional, authoritarian schools, as seen by recent Australian Bureau of Statistics figures that show a significant student shift from NSW State schools to faith-based ones.

He says that rather than fostering positive "values", traditional schools stifle emotional and intellectual growth and do not encourage children to take responsibility for their own actions.

"Moral responsibility is like a boomerang," Law says. "Try to throw it to someone else if you like, but it always comes back to you. Schools that insist young people can and should hand this responsibility over to religious experts are fooling both their students and themselves."

In his lecture, titled "The War For Children's Minds", Law, a senior lecturer at the University of London, will point to "growing empirical evidence" that suggests schools that encourage collective philosophical discussion and critical thinking not only increases pupils' IQs but also foster emotional and social growth.

Download the podcast at <http://www.usyd.edu.au/podcasts/2007/schools.mp3>

Read the lecture at <http://www.valuesineducation.org.au/pdf/law070821.pdf>

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POVERTY & EDUCATION

Poverty and Learning: Helping Students Reach Their Potential

April 2008 Edition of US Journal "Educational Leadership" available online

Half the world's population lives in poverty. In the United States, 36.5 million people live in poverty and 12.8 million of those are under 18. This issue of "Educational Leadership" seeks to answer two questions:

First, how does poverty affect learning?

Second, how can educators enhance the well-being and improve the achievement of low-income students?

In *Whose Problem Is Poverty?* Richard Rothstein says, "Modest social and economic reforms, well within our political reach, could have a palpable effect on student achievement."

Deborah Perkins-Gough's new special report cites a study addressing the question, "Does attending a private high school improve low-income students' academic achievement?"

Ruby Payne's Nine Powerful Practices offers strategies to help raise the achievement of students living in poverty.

How can educators preserve the self-esteem of successful students who don't score well on standardized tests? W. James Popham answers that question.

Access and read these and other articles exploring the issues, at <http://www.ascd.org/portal/site/ascd/menuitem.a4dbd0f2c4f9b94cdeb3ffdb62108a0c/>

(Note: not all other articles in journal are available to non-subscribers - online subscription available via website <http://shop.ascd.org/membership/subscription.cfm>)

Anti-Poverty Week 2008

12-18 October

This year Anti-Poverty Week begins Sunday 12 October and concludes Saturday 18 October: the United Nations has designated Friday 17 October as International Anti-Poverty Day.

The Week is concerned with the issues of poverty around the world - not only in the poorest countries, but also in wealthier countries like Australia. The aims of the Week are:

- Build understanding of the causes and consequences of poverty around the world and in Australia
- Encourage discussion about action to address these problems and what can be done in practical terms by individuals, communities, organisations and governments.

For 2008 a key theme will be Education and Poverty - which aligns well with the structure and approach of the new Labor Government, whose Minister for Education also has a closely linked responsibility for Social Inclusion.

School communities have a great opportunity to work Anti-Poverty Week into their Values Education, Civics and Citizenship programs, and to engage with their communities to develop ideas and initiatives that "think global and act local."

Read more at <http://www.antipovertyweek.org.au>

We'll use our schools to break down class barriers

Rt Hon Gordon Brown MP, UK Prime Minister, The Observer, February 10 2008

In only a few decades, globalisation has become a familiar concept. But as I saw first-hand in India and China, globalisation is entering a new phase. Already our Asian rivals are competing not just in low-skilled manufacturing, but in high-tech products and services. Once, we worried about a global arms race. The challenge this century is a global skills race and that is why we need to push ahead faster with our reforms to extend education opportunities for all.

Some argue that in this next stage, the mature economies of Europe and America can only lose and that all the benefits will flow only eastwards. I disagree. We are about to see a doubling of skilled jobs in the global economy. This heralds a worldwide opportunity revolution, bringing new chances of upward mobility for millions. And Britain, with its centuries-old record of innovation, enterprise and international reach, can be one of its greatest winners

Why? Because by its very nature, this new global economy dictates that there are no longer any ceilings on the numbers of skilled jobs that can be created within any single national economy that is

globally competitive. So the old belief that there were limited numbers of jobs at the top, and then only for a well-educated elite, thus imposing a limit to the ambitions of the many, is now simply wrong.

In a globally competitive national economy, there will be almost no limits to aspirations for upward mobility. Globalisation dictates that the nations that succeed will be those that bring out the best in people and their potential. And this is the new opportunity for Britain. Put simply: in the past, we unlocked only some of the talents of some of the people; the challenge now is to unlock all the talents of all the people.

This will require a richer view of the equality of opportunity we seek. Opportunities to acquire education and skills must now be lifelong. We must recognise that human potential expresses itself in different ways over time and across a wide spectrum of abilities, aptitudes and talents. These cannot be determined simply by IQ testing carried out once and perhaps too early. Fulfilling the demands of a global jobs market requires us to nurture and develop creativity, interpersonal skills and technical abilities, as well as analytic intelligence

This is not simply an economic necessity, it is a moral imperative. British literature is full of laments for talent wasted, potential unfulfilled and opportunities forgone. Just think of Thomas Gray in his 'Elegy Written in a Country Churchyard' reflecting sadly on the unfulfilled, unnoticed fate of a 'mute inglorious Milton'.

Yet now we can be the first generation to commit ourselves to offer all our young people the fullest possible chance to make the most of all their talents. To achieve this - and to guarantee a better economic future - we must make long-term strategic choices. So now, more quickly today than any other country, we will expand children's centres, nurseries and early years' learning.

And because poverty should never be allowed to deny any child the best start in life, we need to move further to achieve our goal of ridding Britain of the scar of child poverty.

Read more at <http://www.guardian.co.uk/commentisfree/2008/feb/10/gordonbrown.education>

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VALUES IN ACTION

Honesty and Trust

The nine values for Australian schooling includes "Honesty and Trust" at number five - right in the middle. And certainly, once we start to think about it, trust is central - the essential underpinning of all positive interaction, all useful collective activity, and all sustainable relationships. So how do we get a clear fix on this vital ingredient?

Vanessa Hall, Managing Director of consulting firm Entente Pty Ltd works with schools, organisations and businesses to assist them on a journey of understanding of trust in action: how it is established, how it is built and sustained, and how it provides the essential catalyst for mutually successful outcomes. This is an edited version of her approach:

What is Trust?

At Entente, we define trust as the ability to rely on a Person, Company, Product or Service to deliver an outcome

When you really start thinking about what trust is, you gain a much greater appreciation of why it is so critical in all our relationships and interactions.

In 2006, we asked 600 people across Australia this very question - What is trust? Here are some of the varied responses:

- Knowing that you can depend on somebody so that they would do what they say they would do and they are reliable

- It is just being honest with somebody / that you feel safe with them and what they say is honest
- I suppose having absolute confidence in a person to keep me safe and to keep any confidence that I might have in them/ it would be a two way thing, they would have trust in me
- It's a corner stone of human civilization. It's your bond between one human being and another. It's a value.
- It means you can depend on someone
- It takes a long time to find a person you can trust. Other people only try to get something out of you. People you trust generally will do anything for you. I would find it hard to trust someone who I have not known for a while
- Trust is a close correlation between what an individual says and what they actually do, I would trust someone if what they say and what they do actually matches up/
- Having confidence in the situation or the person you are dealing with that you won't be deceive or mislead. Trust believes that somebody that makes a commitment will deliver on that commitment

In some of the comments above, the ability to rely on someone is based on how dependable they are. Do they do what they say they are going to do? Do they deliver on commitments? Will they be safe? Will you be told the truth or will you be misled?

This two-way process is clearly evident in each school and its community. Parents - and students - are continually working through how far they trust the school, principal, teachers and the learning processes provided. Principals and teachers are on the same journey from another direction. The aim is to meet at a point of shared trust - and trustworthiness - and go forward positively together in partnership.

Read more at <http://www.entente.com.au>

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HUMANE EDUCATION

Domestic violence and animal abuse linked

Caroline Marcus The Age March 9, 2008

A pet cockatiel was beheaded because it had been "singing too much", a cat was hung by a leash, another cat was put in a microwave and other pets were shot, stabbed, kicked and thrown.

As horrific as these stories are, what is worse is the fact that the men who abused animals like this were also harming their own loved ones.

And the fear that pets will be harmed means one in three women delay leaving an abusive relationship.

In more than half of cases where women are abused, family pets are also attacked.

The findings are from a Monash University paper, *The Relationship Between Family Violence and Animal Abuse: An Australian Study*. The research is the first of its kind in Australia and will be published this year.

Researchers interviewed 102 women with a history of family violence, recruited through the Eastern Domestic Violence Outreach Centre, and a control group of 102 women with no history of violence.

Co-author and psychology department associate professor Eleonora Gullone said that actual or threatened harm to pets was one of the ways abusive partners kept women in relationships.

"One of the concerns is that women stay in the violent situation longer, endangering themselves and their children, because they are afraid to leave the pets," Dr Gullone said.

The study found that 53% of women in violent relationships reported their pets had also been abused. By comparison, only 6% of the sample group had pets who were harmed, and in most of those cases the harm was accidental.

The study found that 33% of women had delayed leaving the relationship by up to eight weeks out of concern for the welfare of their pets.

Pets were killed in 17% of households where there is family violence, including fish, birds and farm animals. In some instances, multiple pets were killed.

No pets had been killed in the control group.

Children were witness to the abuse in 29% of cases, leading to concerns that they had an increased likelihood of growing up to be abusive adults because of the proven links between witnessing abuse and engaging in it, said Dr Gullone.

Read more at <http://www.theage.com.au/news/national/domestic-violence-and-animal-abuse-linked/2008/03/08/1204780131631.html>

Call to alter labels for animals' sake

Jonathan Pearlman Sydney Morning Herald March 4, 2008

FOOD labels should be overhauled to include information on the treatment of animals, says the country's chief law reform commissioner, David Weisbrot, who believes a push for animal rights could be the next great progressive movement in Australia.

Professor Weisbrot said labelling laws have not kept up with demand for organic and free-range products and could include a "trustmark" logo to show animals had been treated ethically.

"To date, the focus of food standards has been on human health, with no additional consideration of the treatment of animals in the farming and food process," Professor Weisbrot writes in the Australian Law Reform Commission's journal, Reform, whose latest issue is devoted to animal rights.

"A quick visit to the local supermarket indicates marketing efforts are sometimes aimed at confusing rather than educating and assuring. For example, [there are] minimum standards for the production of 'free range eggs' - but the shelves are also full of boxes of factory-farm produced eggs misleadingly stamped 'farm fresh', 'all natural', 'barn-raised' and so on."

Professor Weisbrot, the president of the commission, said international concerns about treatment of animals could lead to increased scrutiny of Australian farming. Anti-cruelty laws could be changed to close loopholes for religious practices or battery farming.

"Reform is clearly needed in this area, to provide greater clarity and protection to consumers seeking to exercise an informed choice," he writes. "It is intriguing to wonder whether our children will look back in 40 years and wonder how we possibly failed for so long to take animal rights seriously."

Read more at <http://www.smh.com.au/cgi-bin/common/popupPrintArticle.pl?path=/articles/2008/03/03/1204402365364.html>

FUTURE VALUES

2020 School Summits look to a productive future

Hon Julia Gillard MP 11 April 2008

The 2020 Schools Summits held around Australia over the past month have been a resounding success, the Deputy Prime Minister, Julia Gillard, said today. Australian school students clearly have plenty of ideas, and they have responded with energy and enthusiasm to the invitation to be part of the 2020 Summit.

They want to be heard and the Rudd Government is listening to them.

Over 500 schools participated in the Schools Summits, including primary and secondary schools from every State and Territory. The schools ranged from large metropolitan public and private schools to one and two-teacher rural schools.

Some schools drew in the whole school community, while others conducted on-line forums or facilitated classroom discussions.

Australian students showed initiative and imagination, both in the way they approached the task and how they chose to express their ideas. They sent in poems, drawings, songs, futuristic stories and very sophisticated multimedia presentations.

We heard about practical calls for showerheads with inbuilt timers, mandated water tanks, support for rural tourism to keep country towns buzzing and suggestions for healthy eating days in our schools. One group of inventive primary school students from the Northern Territory even gave us their vision for a 'Green Car' fuelled by water and solar power.

Our nation's school students have given the Youth 2020 Summit beginning in Canberra tomorrow, and also the Australia 2020 Summit the following week, plenty of food for thought.

Read more at <http://www.australia2020.gov.au/schools/index.cfm>

2020 Summit: An Opportunity to Talk, Hear and Act on a new values-based agenda

Bob Douglas, 15 April 2008

The 2020 Summit offers a wonderful opportunity for the voice of the people to be heard on matters that most affect our future. I hope the summiteers will chart a very substantial change in national direction, because tinkering at the edges of "business as usual" will not be sufficient.

Global change presents us with unprecedented challenges and opportunities. In December, Australia 21 convened a workshop of 23 senior economists, scientists, ecologists and futurists to share their views on the seriousness of the predicament that the world now faces, and how Australia could respond under its new leadership.

Here is what the group concluded in answer to four questions.

1. Are Australia and the world facing a serious risk of whole system breakdown?

Yes. The intersecting risks of climate change, peak oil, ecosystem destruction, global pandemic threats and global inequity now constitute an unprecedented risk to the long term continuation of human civilisation as we know it. The risks are such as to justify drastic adaptive and remedial action with a major shift in prevalent Australian values. The situation will not respond to incremental modifications of the business-as-usual model.

2. Are these risks the result of a systemic failure of the ideas and frameworks that we have used to manage society?

Yes. Climate change is a consequence of and symptom of massive market failure. The international community has not developed a global governance framework capable of managing these issues. Humankind is now facing a global sustainability emergency and must find ways of modifying the

economy to give priority to the preservation of the biosphere. The environmental challenge is not in competition with economic management. It is central to it.

3. Will the current level of thinking in community and government in Australia lead to the required changes?

No. The current focus on economic growth to tackle global and regional inequity is increasingly in conflict with the Earth's biophysical capacity to meet the needs of six (let alone nine) billion people. This challenges many of our cherished assumptions and practices. Inspired leadership towards a new model of sustainability is needed.

4. What principles and actions should be adopted to put Australia on a more sustainable course?

Some solutions are well understood but new thinking is also needed. Achievements can begin immediately by concentrating on energy efficiency and renewable energy technologies. These will be attractive when markets start to value essential environmental services.

Read more at <http://www.australia21.org.au/>

Bob Douglas is Board Chairman of Australia 21 and of SEE-Change ACT

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CIVICS & CITIZENSHIP

Towards a national approach on Civics & Citizenship Education

A 1994 report to the Australian government by the Civics Expert Group, entitled 'Whereas the people...' outlined the findings of a community consultation into the level and extent of civic knowledge generally in the Australian community.

The Group reported that amongst the submissions they received in every State and Territory from educators, Education Ministers, parents associations and the general public, was an encouraging desire to know more about Australia's political institutions and its system of government.

The Adelaide Declaration on National Goals for Schooling in the 21st century was developed in 1999 by all Education ministers as an agreed list of educational outcomes.

Civics & Citizenship education lies firmly within the purpose and objectives of the following statements of the Declaration:

- Schooling should develop fully the talents and capacities of all students. In particular, when students leave school, they should:
 - 1.3 have the capacity to exercise judgement and responsibility in matters of morality, ethics and social justice, and the capacity to make sense of their world, to think about how things got to be the way they are, to make rational and informed decisions about their own lives, and to accept responsibility for their own actions.
 - 1.4 be active and informed citizens with an understanding and appreciation of Australia's system of government and civic life.

National Statements of Learning for Civics & Citizenship

The National Framework for Values Education in Australian Schools seeks to establish a consistent context in terms of the development of the positive personal qualities and attributes which contribute to young people's journey to become the engaged, productive contributing and personally fulfilled members of tomorrow's community.

The National Statements of Learning were developed collaboratively by all States and Territories to provide a nationally consistent frame of reference in terms of the "knowledge, skills, understandings and capacities that all students in Australia should have the capacity to learn. The development of the Statements has involved identification of what is common among State and Territory curriculums as well as what is essential for all students to learn."

"In line with impacts being felt across all areas of Australian society, our students are increasingly operating in a national and global society and economy. It makes sense that education jurisdictions across Australia have worked collaboratively to identify the body of knowledge, skills, understanding and capacities which are essential for that context. Jurisdictions will need to consider how they integrate these elements into their own curriculums in a manner which suits the diversity of students' needs and schools across the country."

Published in 2006, the Statements are well worth visiting and revisiting, particularly for parents who are a bit unclear about the learning outcomes in this area. At: http://www.mceetya.edu.au/verve/resources/SOL_CivicsCitizenship.pdf

National Website on Civics & Citizenship Education

The Australian government funds activities and initiatives in civics and citizenship education at the national level and has commissioned the Curriculum Corporation to establish and maintain a national information "portal" Website at: <http://www.civicsandcitizenship.edu.au/cce/>

The Website includes extensive arrays of information, designed to meet the complementary needs of

- Teachers
- Students
- Parents and families.

The site also provides the facility to subscribe online to the free quarterly Civics & Citizenship Education Newsletter.

The site also provides a calendar which focuses on days of particular significance through the year, and a regularly updated schedule of national events and activities. This includes the National Schools Constitutional Convention in Canberra 29 April - 1 May 2008.

Read more at <http://www.civicsandcitizenship.edu.au/cce/>

OPINION

ACSSO Values in Education Website

We recently advised of the re-launch of the Values in Education Website in a more contemporary format, drawing on current technology and design standards to provide better presentation, better layout and improved navigation.

You can check out the new-look site at <http://www.valuesineducation.org.au>

We will also continue to develop and extend the range of content available on the site.

To assist and inform our future development of the site, we welcome feedback from users and suggestions about what further sorts of information features they would seek, or suggestions for links and content. Let us know what you think: email info@valuesineducation.org.au

A key feature of the site since its inception is the expanding array of Opinion pieces themed around a wide range of values-driven issues.

This feature enables people to contribute their views, some of which may be controversial and at odds with other viewpoints, on values important to Australians and how they are taught in Australian schools. The columns are an attempt to show that tolerant communities can differ in their opinions but can do so in a civilized manner. This is what we attempt to teach young people as part of the values and citizenship programs.

The opinions which guest columnists present in these columns do not necessarily represent the current policy position of ACSSO; but we value the range of viewpoints they represent and their contribution to the public debate.

In case you haven't recently explored the site, the contributions for the past six months include:

- [Equity in the Education Revolution](#): **Julia Gillard**, 3 April 2008
- [Perspectives on relevance and the quest for rigorous student learning](#): **Elliot Washor**, 31 March 2008
- [The Power of Parent-Teacher Relations](#): **Danielle M. Mbadu**, 28 March 2008
- [Choice is all very well, but not at the expense of education](#): **Iran Yusuf**, 25 March 2008
- [Different identities](#): **Liza Hopkins**, 17 March 2008
- [The fight for English](#): **Malcolm King**, 7 March 2008
- [Playing catch-up with digital realities: teaching in the electronic age](#): **Dale Spender**, 27 February 2008
- [Defining disadvantage: need for a national rethink of school funding](#): **Andrew Dowling**, 27 February 2008
- [Effective teachers where they are needed most](#): **Kirsten Storry**, 25 February 2008
- [Sorry to the Stolen Generations](#): **Hon Kevin Rudd MP**, 13 February 2008
- [Clear Felling the Future](#): **Rosslyn Beeby**, 9 February 2008
- [Schools are Entrenching Inequality in Our Society](#): **Trevor Cobbold**, 6 February 2008
- [All Our Students Thinking](#): **Nel Noddings**, February 2008
- [Population Bombs](#): **George Monbiot**, 29 January 2008
- [Children's media: clean the slate and start again](#): **Patricia Edgar and Barbara Biggins**, 22 January 2008
- [Japanese Whaling a Bureaucratic Power Game](#): **Aurelia George Mulgan**, 24 December 2007
- [Watching as the World Withers](#): **Nicholas Stuart**, 18 December 2007
- [Climate Warnings Ignored](#): **Andrew Mackintosh**, 18 December 2007
- [Market Dogma Won't Save Education](#): **Trevor Cobbold**, 7 December 2007
- [Addressing Extreme Disadvantage through Community Development](#): **Dr Ken Henry**, 6 December 2007
- [Need for Global Action on Climate Change](#): **Rt Hon Gordon Brown**, 19 November 2007
- [No Settling for Second Best: A World Class Education for Every Child](#): **Rt Hon Gordon Brown**, 31 October 2007

Access the entire expanding collection at: <http://www.valuesineducation.org.au/opinion.htm>

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