

Values Education

Volume 3 Number 4, June 2009

- [SAFETY AND SUPPORT IN SCHOOLS: Bullying. No way!](#)
- [CREATIVE EDUCATION: Sir Ken Robinson](#)
- [SOCIAL JUSTICE EDUCATION: Stirring Up Justice](#)
- [CIVICS EDUCATION: \(3 items\)](#)
- [FAITH-BASED EDUCATION: \(8 items\)](#)
- [MULTICULTURAL EDUCATION: \(2 items\)](#)
- [HUMANE EDUCATION: \(2 items\)](#)
- [ENVIRONMENTAL EDUCATION: UNESCO Earth Charter in Education](#)
- [OPINION: Creativity – plus a high regard for the concept of scholarship](#)
- [OPINION: Schools of Conscience](#)
- [OPINION: How children became customers and corporate values rule in our schools](#)
- [CONFERENCES & EVENTS: \(2 items\)](#)
- [ACSSO EMAIL NEWSLETTERS](#)

SAFETY AND SUPPORT IN SCHOOLS

The Bullying. No way! website supports school staff, students and parents/carers in the ongoing task of creating safer, more inclusive school communities free from bullying, harassment, discrimination and violence.

The website emphasises the value of locally relevant and sustainable whole school approaches that address individual, environmental and psychological dimensions of behaviour, including discrimination on the basis of race, gender, sexuality, ability and socioeconomic class.

Features include The Issues - an exploration of the underlying factors, an Ideas box of practical activities, Profiles of people who have made a difference, Forums for teachers, parents and students and a Chill out space with activities for young people.

BNW also has an e-bulletin which is posted to subscribers on a monthly basis. It highlights useful research, resources and additions to the Bullying. No way! website, as well as what's happening around Australia's Government, Catholic and Independent education sectors.

Visit the home page at <http://www.bullyingnoway.com.au>

[< top >](#)

CREATIVE EDUCATION

We need a creative revolution: Sir Ken Robinson

ABC "Life Matters" – 16 June 2009

British creativity expert Sir Ken Robinson believes we're all born with creative capacities but we lose them the more time we spend in the world. He says the school system often discourages creativity by favouring academic measurement.

Sir Ken is an internationally recognised leader in the development of creativity, innovation and human resources.

He was the central figure in developing a strategy for creative and economic development as part of the Peace Process in Northern Ireland.

The resulting blueprint for change, 'Unlocking Creativity', was adopted by politicians of all parties and by business, education and cultural leaders across the Province.

He was one of four international advisors to the Singapore Government for its strategy to become the creative hub of South East Asia.

Listen to the program: <http://www.abc.net.au/rn/lifematters/stories/2009/2598512.htm>

[< top >](#)

'Education systems too narrow': Sir Ken Robinson

ABC TV "7.30 Report" 16/06/2009

Sir Ken Robinson, a leading thinker on education, creativity and innovation, who has advised various governments and major global corporations says that most education systems around the world including Australia's, are still modelled on the needs of the industrial age, were already narrow and are getting narrower.

KERRY O'BRIEN: Kevin Rudd's promised education revolution was a key part of his election victory, an agenda that includes benchmarking schools and raising teacher standards. But a leading expert on education, creativity and innovation who advises governments and major global corporations says that most education systems around the world are still modelled on the needs of the industrial age, and if anything, are getting even narrower.

Ken Robinson, you tell the stories of a number of famous people whose traditional education failed to help them identify their real talents before they went on to brilliant careers, Paul McCartney, for instance: you say he went through his entire education without anyone noticing he had any musical talent at all. Are you saying that's a common story?

KEN ROBINSON: I don't mean to say that you have to have failed at school before you can be a success, but an awful lot of people who did well after school didn't do well in school. Paul McCartney went to school in Liverpool and, as you say, he went through the whole of his education there and nobody thought he had any musical talent. One of the other people in the same music group - music class - was George Harrison, the lead guitarist of The Beatles, and he went through school as well and nobody noticed had any talent. So I was saying this recently that this one teacher in Liverpool in the '50s had half The Beatles in his class and he missed it. And the point about this is that, you know, talent is often buried deep; it's not lying around on the surface, but our education systems at the moment are still very focused on a certain type of ability, and the result is very many brilliant people are marginalised by the whole process.

• This an edited extract from part one of this interview – read full transcript and access the podcast at: <http://www.abc.net.au/7.30/content/2009/s2600125.htm>

• Part Two of the interview, broadcast 17 June 2009, can also be accessed at: http://www.abc.net.au/7.30/archives/2007/730_200906.htm

[< top >](#)

SOCIAL JUSTICE EDUCATION

Stirring Up Justice

Laurel Schmidt, Educational Leadership, May 2009

When we embrace social justice as a pillar of learning in our classrooms, we declare that we're all responsible for improving our world.

In an era of homogenized, shrink-wrapped, germ-free curriculum, social justice is the renegade. It doesn't just push the envelope—it's several leagues outside the box.

For a start, it has few right answers. Study geography, and you know you're dealing with topography and climate. Even history has some solid content among the questions and interpretations.

But social justice is amorphous. It's an unscripted mixture of politics, economics, laws, values, humanitarian crises, and issues that pit common sense against the common good.

For every earnest cause, dozens of well-educated and well-funded countervailing voices explain why the situation can't or shouldn't change.

So you and your students must grapple with this question: Are there some behaviours or conditions that we simply must address, no matter how difficult or unpopular our work will be?

Read entire article:

http://www.ascd.org/publications/educational_leadership/may09/vol66/num08/Stirring_Up_Justice.aspx

[< top >](#)

CIVICS EDUCATION

Learning about government and politics

EdPod, Radio National, 28 May 2009

According to a new report from a major study on young people's attitudes and behaviour, how schools treat their students and the way they teach them about government can have a major impact on their political engagement.

And while kids' interest in politics may not be sparked by school alone, changing the way the subject's taught could have a big effect on their later turn-out at the ballot box.

These recommendations come out of the fifth report of the Youth Electoral Study.

Host Richard Aedy is joined by Associate Professor Murray Print, Faculty of Education, University of Sydney.

Download the audio at <http://www.abc.net.au/rn/edpod/stories/2009/2581232.htm>

[< top >](#)

Service Learning and Civic Participation

Jane L. David, Educational Leadership, May 2009

Service learning promotes good deeds and academic achievement, but its greater potential lies in preparing students to be engaged citizens.

Typically embodied in classroom-based projects, service learning aims to link community service with the [US] school curriculum to enhance both character development and academic skills.

Service learning can also go beyond these goals to prepare students to become engaged citizens, by expanding their understanding of social problems and the role of civic action in solutions to these problems.

Roughly one-quarter of all [US] schools engage at least some of their students in service learning projects. Although this represents a decline from almost one-third of all schools in 1999, it still represents a sizable number of schools and, correspondingly, a broad range of purposes. Only some of these purposes focus on civic engagement (Spring, Grimm, & Dietz, 2008).

Service learning projects cut across all subject areas and grade levels. Some activities are tightly connected to the curriculum—for example, tracking levels of pollutants in a local stream for science class. Others may have only a tangential connection to schoolwork—for example, entertaining at a nursing home. Most service learning programs shy away from political activities and stick to activities viewed as worthwhile in themselves, such as tutoring younger students.

Read entire article:

http://www.ascd.org/publications/educational_leadership/may09/vol66/num08/Service_Learning_and_Civic_Participation.aspx

Jane L. David is Director of the Bay Area Research Group, Palo Alto; She is the author, with Larry Cuban, of *Cutting Through the Hype: A Taxpayer's Guide to School Reform* (Education Week Press, 2006).

[< top >](#)

Service-Learning: What is it and why should schools consider it?

"Briefings – May 2009" Independent Schools Queensland

Over recent years many schools in Australia and overseas have considered the idea of 'service learning' and how they might fit it into an already crowded curriculum. But what is service-learning and why is it that many schools believe it is worth the considerable effort required to implement?

The United States National Commission on Service-Learning defines service-learning as 'a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities' (Fiske 2001).

An example that clarifies [the] distinction between what service-learning is and is not, is that of school students providing a voluntary service to the community by collecting garbage from an urban stream. This is a highly valued and important activity but is not an example of service-learning. Rather, it is 'community service'.

However, if the same students collected garbage from an urban stream, then analysed what they found and possible sources of the garbage so they could share the results with residents of the neighbourhood along with suggestions for reducing pollution, they are engaging in service-learning.

In the service-learning example, the students are providing an important service to the community and, at the same time, learning about water quality and laboratory analysis, developing an understanding of pollution issues, learning to interpret science issues to the public, and practicing communications skills by speaking to residents.

Read entire article: http://www.aisq.qld.edu.au/files/files/Communications/briefings/MayBriefings_09_A4.pdf

[< top >](#)

FAITH-BASED EDUCATION

Alberta law impedes teaching of "religious" topics like evolution

The Globe & Mail, Toronto, 3 May 2009

Educators and human rights experts in Alberta [Canada] are worried that a proposed change to human rights legislation could make it tough to teach a number of controversial subjects.

The change says parents should be notified when classes "include subject matter that deals explicitly with religion, sexuality or sexual orientation," and should have the right to ask that their child sit out that part of the class.

The term "religion" is extremely broad and could edge its way into almost anything that comes up in the classroom, said Dan Shapiro, research associate with the Calgary-based Sheldon Chumir Foundation for Ethics in Leadership.

Frank Bruseker, head of the Alberta Teachers Association, said he's worried that some parents might think mentioning different classes of worms would constitute a reference to evolution. And a discussion of ancient geologic formations can't be had without mentioning the world is billions of years old, much more than a literal reading of the Bible would suggest.

Opposition parties have hammered the government on the issue, saying the province is headed back to the time of the 1925 Scopes trial, in which a high school biology teacher in Tennessee was tried for teaching Darwin's theory of evolution.

Read entire article:

http://www.ctv.ca/servlet/ArticleNews/story/CTVNews/20090503/alberta_evolution_090503/20090503?hub=Canada

[< top >](#)

The Establishment Clause and Government Funding of Religious Schools and Other Faith-Based Organizations

Pew Forum on Religion & Public Life, May 2009

The debate over government funding of religious groups and institutions raises some of the thorniest issues in the ongoing discussion about the appropriate relationship between church and state.

Most legal scholars agree that the Establishment Clause in the First Amendment to the U.S. Constitution limits at least some government funding of religion, but they disagree sharply on exactly what is permissible.

In the landmark case *Everson v. Board of Education*, the high court ruled that the Establishment Clause applied not only to the federal government but also to state and local governments. The court also declared that the Establishment Clause erected a "wall of separation between church and state," and this metaphor shaped the court's interpretation of the Establishment Clause for the next 50 years.

Between 1997 and 2002, the court set forth doctrines in three key decisions that made some exceptions the norm, thus signalling a move away from separationism and toward an approach that considers government funding of religion constitutional as long as the funding does not favour religion over non-religion or favour one particular faith.

But while the case law on government funding of religion has shifted away from separationism in recent years, courts have consistently maintained that the government may not support religious instruction.

Read the entire Report: <http://pewforum.org/newassets/images/reports/funding/funding.pdf>

[< top >](#)

Religion in the Public Schools

Pew Forum on Religion & Public Life, May 2007

Nearly a half-century after the Supreme Court issued its landmark ruling striking down school-sponsored prayer, Americans continue to fight over the place of religion in public schools. Indeed, the classroom has become one of the most important battlegrounds in the broader conflict over religion's role in public life.

Some Americans are troubled by what they see as an effort on the part of federal courts and civil liberties advocates to exclude God and religious sentiment from public schools. Such an effort, these Americans believe, infringes upon the First Amendment right to the free exercise of religion.

Civil libertarians and others, meanwhile, voice concern that conservative Christians are trying to impose their values on students of all religious stripes. Federal courts, the civil libertarians point out, have consistently interpreted the First Amendment's prohibition on the establishment of religion to forbid state sponsorship of prayer and most other religious activities in public schools.

Read entire Report: <http://pewforum.org/church-state-law/religion-public-schools.pdf>

[< top >](#)

Children in Irish Catholic-run institutions suffered horrific abuse: report

Sydney Morning Herald, May 21, 2009 (AAP)

Thousands of children living in Catholic-run institutions in Ireland were subjected to decades of horrific abuse while authorities stood by and did nothing, a damning report has revealed. The long-awaited report, released in Dublin on Wednesday, outlined the terror of rampant sexual abuse, rapes and beatings inflicted on thousands of children over a 60-year period by priests, nuns and lay staff.

It said that, while complaints were made, government and church officials did nothing to stop the abuse, choosing instead to punish children who complained or transfer pedophiles and other perpetrators to new institutions.

The findings were based on a nine-year inquiry by the Commission to Inquire Into Child Abuse which heard evidence from 2500 men and women who used to live at Catholic reform schools, workhouses, orphanages and other children's homes.

Read entire article: <http://www.smh.com.au/world/children-in-irish-catholic-run-institutions-suffered-horrific-abuse-report-20090521-bfxo.html?page=-1>

[< top >](#)

NSW churches unite against Islamic school in Camden area

Australian Prayer Network Newsletter, 20 May 2009

Churches and Christian ministries have joined together in seeking to stop the building of an Islamic school in their area.

In a submission to the Land and Environment Court in Sydney they call the religion an ideology driven by a desire for world domination, and claim the proposal to build a school at Camden is part of a repeated pattern of seeking to advance their influence into new non Muslim populated areas by first establishing a presence through a supposed community facility, such as a School.

The submission, co-signed by local heads of the Baptist, Anglican and Presbyterian Churches, and the Evangelical Sisters of Mary, forms the spearhead of Camden City Council's defence to a court challenge over its rejection of a development application for the Muslim school. "Islam is not simply a private religion. It is driven by a powerful political agenda and it is an ideology with a plan for world domination," the letter says.

Read more at: http://ausprayernet.org.au/newsletter/DisplayNewsletter.php?e_id=00000001732

[< top >](#)

Schools Secretary orders survey of faith schools' moral values

Anthea Lipsett, Guardian (UK) Monday 9 March 2009

The schools secretary, Ed Balls, has asked the education watchdog Ofsted to carry out a survey of the "moral values" of independent faith schools after concerns were raised about Muslim schools.

His decision comes after reports by Ofsted showed small independent faith schools varied in how far they met government regulations, and research from the Civitas think-tank last month calling for teaching in Muslim schools to be vetted.

Inspectors will examine a sample of different faith schools to see whether they meet laws on pupils' spiritual, moral, social and cultural development. The review will also look at the schools' curriculum, extracurricular activities and links with external organisations.

Read entire article: <http://www.guardian.co.uk/education/2009/mar/09/muslim-schools-ofsted-ed-balls>

[< top >](#)

Children should be taught Christian values and religion allowed to flourish in schools

Jonathan Wynne-Jones, Telegraph (UK) 04 Jun 2009

Archbishop Vincent Nichols warned that treating students as "consumers" and neglecting their "innate spirituality" would damage society.

In comments that are set to provoke secularists who have campaigned for less religion in schools, he said that faith is a crucial dimension in education.

He stressed that schools play a key role in developing virtues and a sense of civic responsibility and said that a tendency to view children in terms of their ability in exams rather than as people risks "polluting" their education.

His comments follow a growing call for acts of worship to be abolished in schools and accusations that faith schools are being selective in choosing children from affluent backgrounds.

In his first public address since taking office, the archbishop countered the criticisms of Catholic schools, arguing that faith schools benefit wider society and that religion must be freely expressed in schools.

Read entire article: <http://www.telegraph.co.uk/education/educationnews/5437890/Children-should-be-taught-Christian-values-says-new-Archbishop.html>

[< top >](#)

Values, Ethics & Religious education in schools

Peter Vardy & Andrew Wright, ABC Radio, 26/04/2009

Peter Vardy and Andrew Wright at the "Dialogue Australasia network" conference in Australia speaking about what sort of approaches are best for teaching religion and values in schools.

Dr Peter Vardy is Vice Principal of Heythrop College, the specialist Philosophy and Theology college at the University of London, one of the leading experts of religion and values education in Britain, Australia and New Zealand. Dr Andrew Wright is professor of religious and theological education at Kings College London.

Listen in downloadable mp3 format

Source: <http://www.abc.net.au/sundaynights/stories/s2552999.htm>

[< top >](#)

MULTICULTURAL EDUCATION

Making Multicultural Australia (MMA) Website:

Making Multicultural Australia (MMA) is an on-line resource which aims to assist students, their parents, the teachers and the wider community to explore our cultural diversity.

The website provides more than 3500 pages of articles, research, teacher guides, lesson plans, audio interviews, video clips, and Australian multicultural artworks.

The website has the support of NSW and Queensland departments of education.

With the support of the DEECD and Victorian Multicultural Commission, Victorian contexts have been developed and added to the website.

Comments and feedbacks regarding the website are now sought.

We are particularly interested in hearing your views about how useful recently added materials are to teachers, and also on any other aspects of the site, plus any comments and suggestions on any ways that you think the site could be made more useful for teaching and learning.

Check out the site: <http://www.multiculturalaustralia.edu.au/>

[< top >](#)

Harmony garden promotes multiculturalism at Narellan Vale Public School

Matthew Ward, *Macarthur Chronicle*, 10 Jun 09

NARELLAN Vale Public School's new garden was a special place to pause and reflect on important values, Principal David Byrne said. The school community built the garden through working bees and a \$2000 grant from the Immigration and Citizenship Department and Camden Council.

The Harmony Garden, a bastion of tranquillity amid the schoolyard bustle, features seven poles. Each pole represents a different continent and is surrounded with that continent's native plants. Signs greeting visitors are written in the various languages of students at the school.

"The garden provides a reminder of the inclusive nature of our country," Mr. Byrne said. That inclusiveness includes the willingness of Australians to roll up their sleeves and pitch in together to achieve common goals, something else the garden encapsulates.

"It involved the school community - parents, staff and students - working together," Mr. Byrne said. "It's meant to be an ongoing project; we plan to build on it in the future."

<http://macarthur-chronicle-camden.whereilive.com.au/news/story/harmony-garden-promotes-multiculturalism-at-narellan-vale-public-school/>

[< top >](#)

HUMANE EDUCATION

The last hurdle

Colleen Ricci, Issues in the News, Education, The Age, 18 May 2009

THE suspension of jumps racing after the deaths of five horses this season has the racing industry on tenterhooks about the sport's future.

Racing Victoria responded by suspending all jumps racing, pending a review of the sport's future. But many see the writing on the wall, believing that jumps racing is nearing its end.

The Victorian State Government and others have welcomed RVL's suspension of events. Animal welfare groups are unhappy that the sport wasn't banned after last year's tragedy and have renewed calls to Racing Minister Rob Hulls to ban the sport. They view it as archaic and inherently cruel. They are disturbed by the racing industry's treatment of horses as "disposable objects".

Read more at

<http://www.education.theage.com.au/pagedetail.asp?intpageid=2283&strsection=students&intsectionid=0>

[< top >](#)

Up close and personal

High School student Claire Sophie, Voiceless

As a little girl I always felt that eating meat was wrong but I'd never thought very deeply about it until yr 4.

One library session I came upon a book called *Save the Animals: 101 Things You Can Do*, and read it cover to cover over about 2 months.

I told everyone about this hideous cruelty. I remember telling one girl about the slaughtering methods of cows that became her beef and seeing her grow very pale.

I realised then that I had to be more tactful when it came to educating people about the cruelty that animals are subjected to and that I wanted to help these animals.

Read more at http://www.voiceless.org.au/index.php?option=com_content&task=view&id=1083

[< top >](#)

ENVIRONMENTAL EDUCATION

A new Guide for Using the UNESCO Earth Charter in Education

UNESCO, 4 June 2009

A Guide for Using the Earth Charter in Education was launched during the UNESCO World Conference on Education for Sustainable Development held in Bonn (31 March – 2 April).

After years of dialogue, drafting and the inputs of a group of individuals involved in education, a Guide for using the Earth Charter in Education is finally ready for use and dissemination. Earth Charter International welcomes comments and suggestions for improving it and plans to release a second version in 2010.

This Guide is intended for all educators who are concerned to develop educational systems and programs that prepare young people and adults to live sustainably and become responsible local and global citizens in the 21st century.

Find out more about the Earth Charter: <http://www.earthcharterinaction.org/content/>

Download the Earth Charter in Education:

http://www.earthcharterinaction.org/invent/images/uploads/EC_Education_Guide_2%20APRIL_2009.pdf

[< top >](#)

OPINION

Creativity – plus a high regard for the concept of scholarship

Amanda Bell

Students must choose between being a good scholar or a good student as ... the school system rarely encourages them to be both - Dr Mark Lopez [1]

Dr Mark Lopez was speaking at the Sydney Institute last week on teaching history. But his words resonate alarmingly for all teaching. The debate has been rigorous and relentless regarding national testing of students and the dangers of undermining the importance of continual development of rich curricula and innovative, deep learning experiences as opposed to "teaching to the test".

Leaders in the profession know that well trained, well resourced, enthusiastic, supported and engaged teachers will devise exceptional and relevant programmes for their students to capture their imagination and develop the all important content understanding combined with sound problem-solving techniques.

Imposed requirements being considered by governments on mandatory subjects, hours of instruction, testing and reporting can have the potential to dominate the independence of schools to implement appropriate curricula for their clientele and interfere with the continuity and incremental development of good teaching and learning programmes.

Read entire article: <http://www.bggs.qld.edu.au/?p=5333>

[< top >](#)

Schools of Conscience:

Education's highest aim is to create moral and civic habits of the heart.

Charles C. Haynes, May 2009

At a time when the United States faces unprecedented challenges at home and abroad, public schools must do far more to prepare young people to be engaged, ethical advocates of "liberty and justice for all."

Yes, reading and math are important. But what matters most is what kinds of human beings are reading the books and doing the math.

After all, the character of a nation is determined by the character of its people. "Is there no virtue among us?" asked James Madison. "If there be not, we are in a wretched situation. ... To suppose that any form of government will secure liberty or happiness without any virtue in the people, is a chimerical idea" (Padover, 1953, p. 48).

That's why, as a lifelong advocate of social justice and First Amendment rights, I vigorously support character education and civic learning as high priorities in public education.

Read entire article:

http://www.ascd.org/publications/educational_leadership/may09/vol66/num08/Schools_of_Conscience.aspx

[< top >](#)

How children became customers and corporate values rule in our schools!

Warwick Mansell, Guardian (UK) 9 June 2009

Are corporate values now running education? Have schools been taken over by the language of management consultancy? And does this imply an undermining of a central purpose of teaching: to encourage a sense of inquiry and morality in young people?

These are some of the questions raised - and answered in the affirmative - by a new report published today, which is billed as the largest investigation into education and training for 14- to 19-year-olds in England and Wales for 50 years.

The Nuffield 14-19 review, based at Oxford University, has taken six years to compile.

Its report, which runs to 230 pages, attacks the "relentless change" in education as often counterproductive; renews calls for a baccalaureate system for secondary schools; asks why many young people drop out of education and training in their late teens, and calls for the government to rethink plans to "coerce" them into staying on; and offers contrasts between England's approach to school reform and that which has operated in Wales since devolution.

Read entire article: <http://www.guardian.co.uk/education/2009/jun/09/14-19-education-further-education>

Read more about the Nuffield 14-19 Education Review: <http://www.nuffield14-19review.org.uk/>

[< top >](#)

CONFERENCES & EVENTS

Generation Next – National Seminar Program 2009

Exploring the health & well-being issues affecting young people

- Adelaide (June 27) and
- Brisbane (September 5 and 6),
- Perth (November 28.)

Generation Next is a national seminar series exploring the unique pressures, needs and healthcare and sociological challenges facing Australian teenagers, adolescents, parents and anyone working with young people.

Generation Next is being conducted in partnership with beyondblue, the national, independent not-for-profit organisation working to address issues associated with depression anxiety disorders and substance abuse in Australia.

Presenters and topics for the inaugural Generation Next series are:

- Adolescent psychologist and media columnist Dr Michael Carr-Gregg on Building a Resilient Young Person in the Age of the Internet and Instant Gratification;
- Founder of the kids Free 2 b kids advocacy group and comedy writer/performer Julie Gale on Sexualisation of Children in the Media;
- Education and policy development expert Susan Maclean on what Parents Need to Know to Reduce the Risk of Cyberbullying and Increase Cybersafety;
- GP, radio host and columnist Dr Sally Cockburn on What Parents Need To Know About Teenage Relationships;
- Drug and Alcohol Research Australia's Paul Dillon on Teenagers, Alcohol and Drugs.

More information at: <http://www.gennextseminars.com/>

[< top >](#)

Powershift 2009: A Generation Rising Up to Solve Climate Change

Australian Youth Climate Coalition

11-13 July 2009, University of Western Sydney

After spending a year and half helping to build a national youth climate movement, AYCC will host the first national youth climate summit, Power Shift, in Sydney in July 2009.

The conference will bring together 3,000 young people from all over Australia for three days of decisive action on climate change. It will be a massive display of our commitment to finding stronger climate solutions, with participants hearing from some of the leading figures of the climate movement in Australia and internationally about how we can work together to implement clear and ambitious plans of action.

As the conference takes place, national emissions trading legislation will be under debate in a Senate Committee and nearing the point of being passed, so there has never been a more important time to speak out in force on the necessity of introducing strong carbon reduction targets.

Power Shift will be a key moment where our generation demonstrates our power, asserts our power and directs our energy to force political change for a POWER SHIFT to a clean energy future – after all, it is our future that lies in the balance.

Further details & Registration: http://www.aycc.org.au/?page_id=388

[< top >](#)

ACSSO – APC National Conference 2009

Schools– heart of our community:

Building partnerships to support student health, resilience & well-being

12-13 October 2009 – Hobart, Tasmania

Internationally renowned educationalist Dr Neil Hawkes from the UK will lead an outstanding array of speakers, presenters and panellists drawn from across the country, exploring and illustrating the central importance of student health, resilience and well-being – and how to build effective community partnerships to support our young people's positive personal development.

ACSSO and APC jointly present a national conference for everyone with an interest in education – parents, teachers, principals, researchers, academics, journalists – from all fields and sectors of education. Lively interactive discussion draws on the real-life experience of school communities – and seeks to focus on the practical things we can all do in our own local community to create an effective learning environment in a linked-up learning community.

Details and Registration Forms at <http://www.acsso.org.au/conf09/>



[< top >](#)

ACSSO EMAIL NEWSLETTERS

Australian Education Digest : <http://www.acsso.org.au/aed.htm> (weekly)
International News Roundup : <http://www.acsso.org.au/roundup.htm> (monthly)
Values Education : <http://www.valuesineducation.org.au/news.htm> (monthly)
Languages Education : <http://www.languageseducation.com/news.htm> (monthly)
Ensemble - Music Education : <http://www.ensemble.org.au/news.htm> (monthly)
Family School Partners : http://www.familyschool.org.au/?page_id=6 (monthly)
Public Education Voice : <http://www.acsso.org.au/pev.htm> (quarterly)

Do you know of an event or resource that schools should know about? Email us at letters@acsso.org.au

Details of products, services, events, resources or points of view are provided for information only; publication does not imply endorsement or recommendation. No warranty is provided nor liability accepted by ACSSO, its members or employees.

To unsubscribe from Values Education in Australia click here: <mailto:webmaster@acsso.org.au?subject=unsubscribeVAL>

To unsubscribe from all ACSSO mailings click here: <mailto:webmaster@acsso.org.au?subject=unsubscribeALL>