

# CREATING THE VALUES – CENTRED SCHOOL

## CHALLENGES FOR THE FOUNDATION STAFF

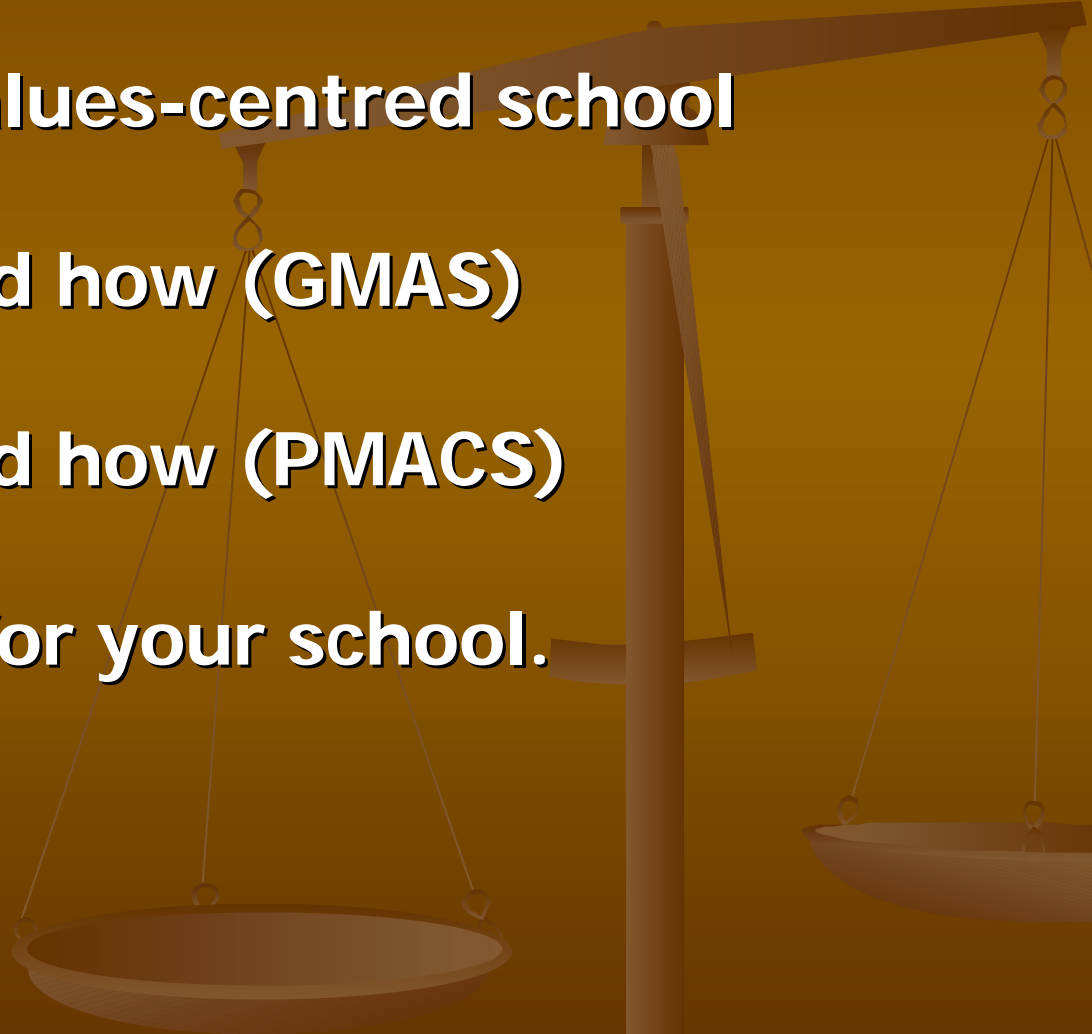
**Allan Shaw**

Foundation Principal Peter Moyes Anglican  
Community School – Perth WA

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Foundation Principal Georgiana Molloy  
Anglican School – Busselton WA

# WORKSHOP OUTLINE

- **Why create a values-centred school**
  - **What we did and how (GMAS)**
  - **What we did and how (PMAACS)**
  - **Practical ideas for your school.**
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# WHY CREATE A VALUES - CENTRED SCHOOL?

“Values are the ideals that give significance to our life, that are reflected through the priorities we choose, and that we act on consistently and repeatedly.”

Hall B.P. (1994) Values Shift: A Guide to Personal and Organizational Transformation, Rockport, MA: Twin Lights Publishers, Inc

# CREATE THE VALUES-CENTRED SCHOOL TO:

- Give significance to the lives of:
- Be reflected through the priorities chosen by:
- Be acted upon consistently and repeatedly by:

**STUDENTS**  
**STAFF**  
**PARENTS**  
**LOCAL COMMUNITY**





- **RHETORIC MUST MATCH REALITY**

- **WALK THE TALK**

# WHAT WE DID AND HOW (GMAS)

## Values Planning – Before Opening Day

- . What values do we desire at GMAS
- . SWOT Analysis of GMAS Values
- . Actual Embedding GMAS Values from Day 1

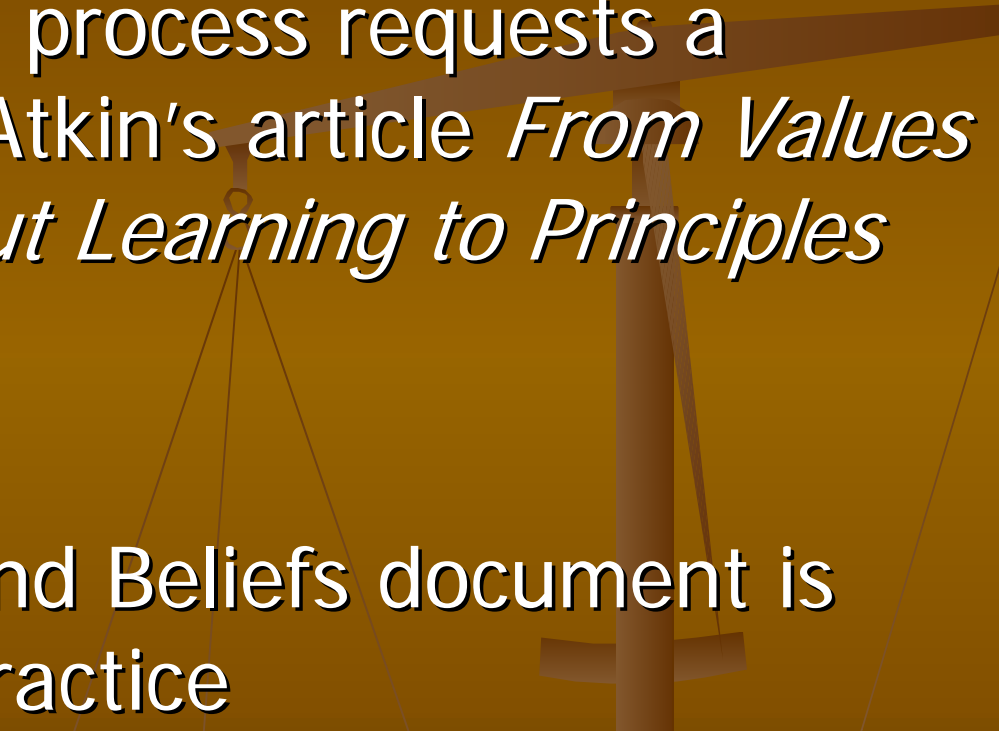
# WHAT WE DID AND HOW (PMAACS)



- Foundation School Council and Staff Values ranking process
- Foundation School Staff and Staff Beliefs about Education ranking process

Led to

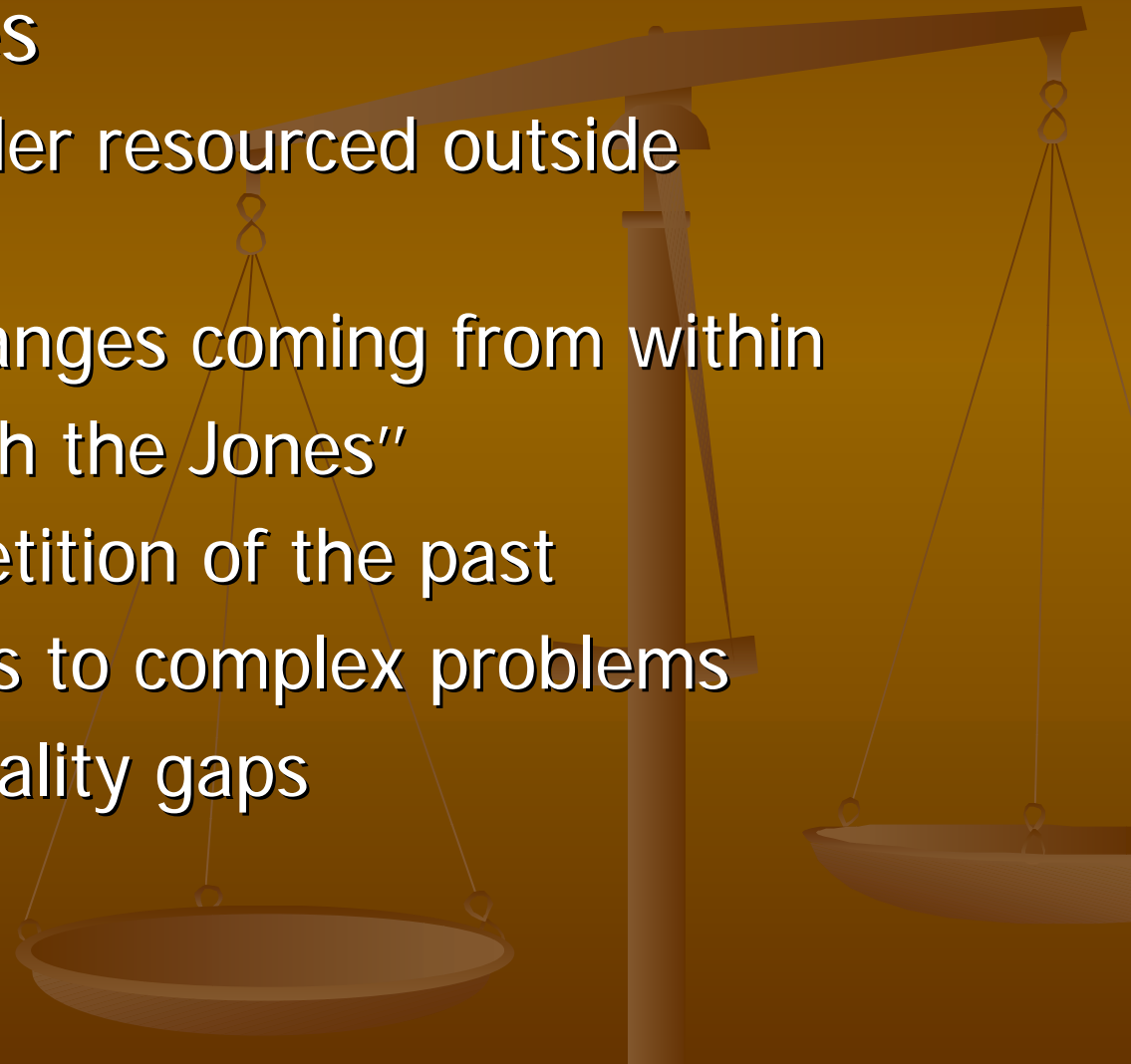
- *Vision, Values and Beliefs* document

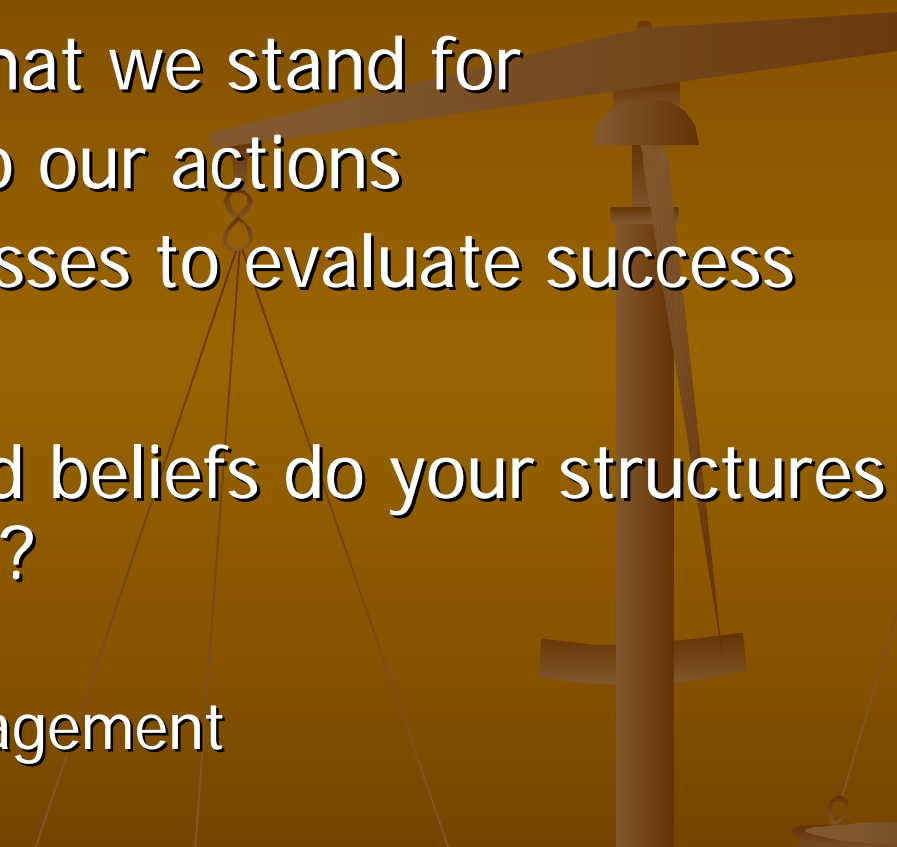
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- Staff application process requests a response to Dr Atkin's article *From Values and Beliefs about Learning to Principles and Practice*
  - Vision, Values and Beliefs document is used to judge practice

# WHY?

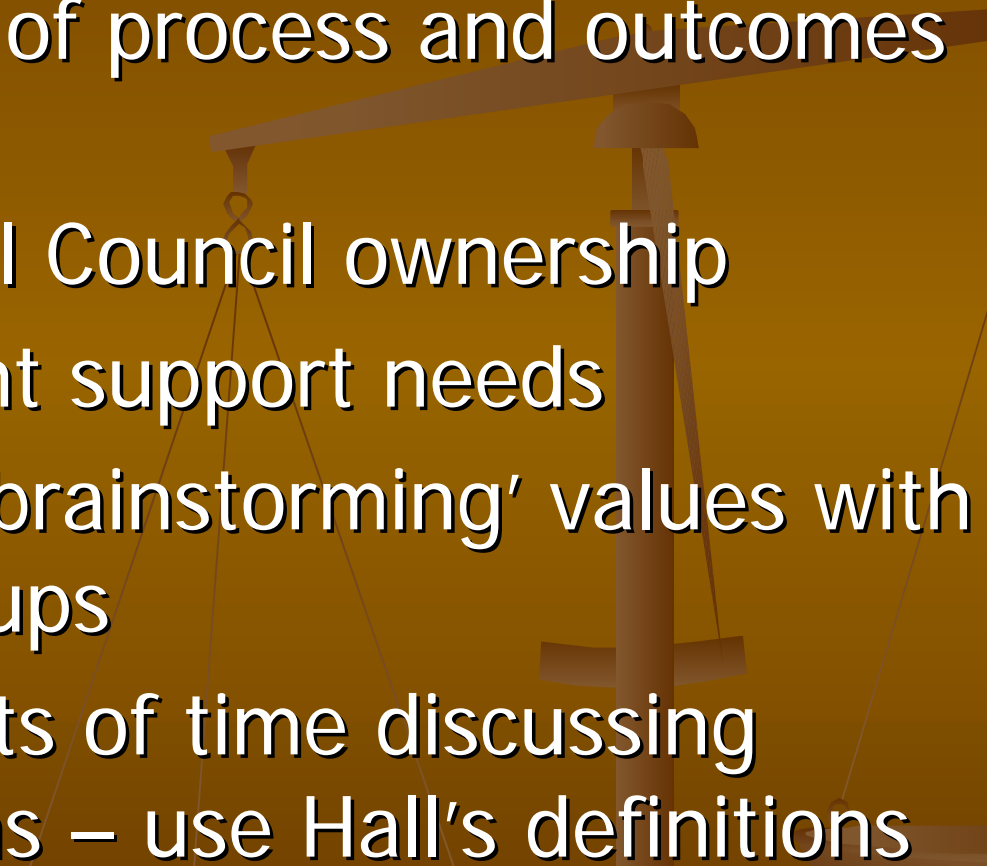
## ■ School Pressures

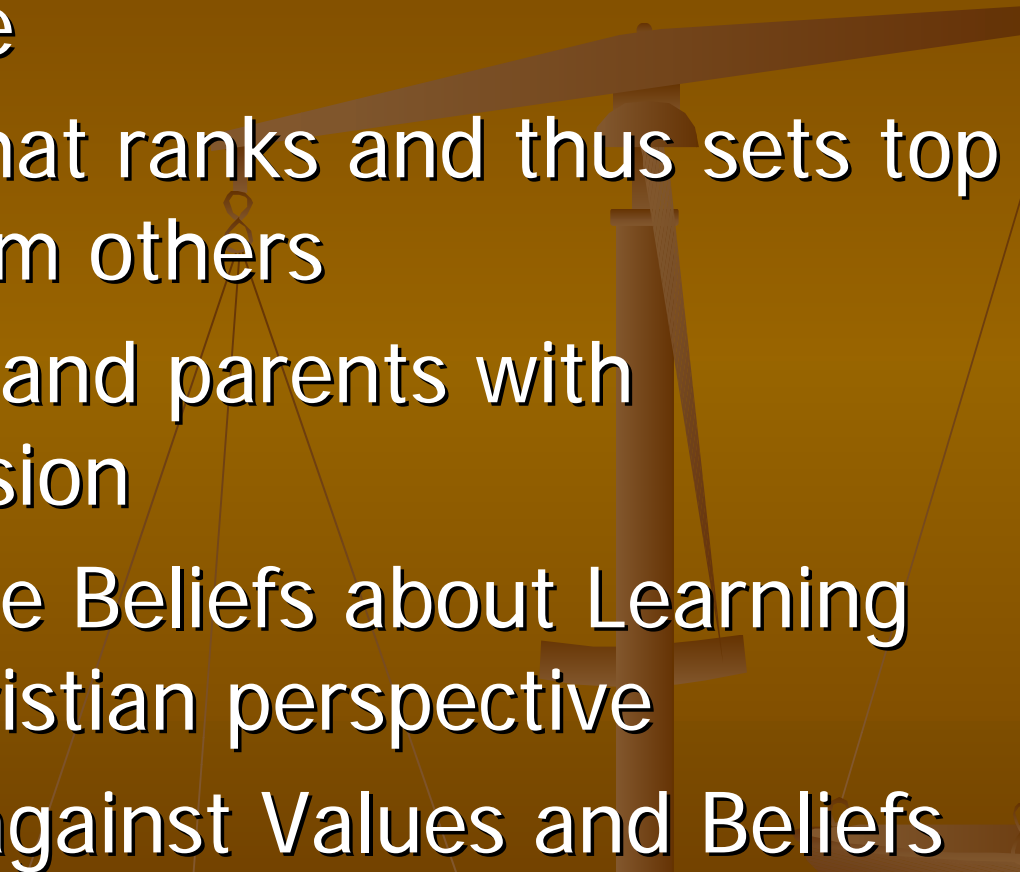
- Pressure of under resourced outside mandates
- Unaccepted changes coming from within
- 'Keeping up with the Jones''
- Unthinking repetition of the past
- Simple solutions to complex problems
- Rhetoric and reality gaps



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- Shift in Mindset Required
    - Avoid 'knee jerk' reactions
    - Define what is valued and believed
    - Make explicit what we stand for
    - Give direction to our actions
    - Feedback processes to evaluate success
  - Structures
    - What values and beliefs do your structures actually support?
      - Christian ethos
      - Behaviour Management
      - Learning

# PRACTICAL IDEAS FOR YOUR SCHOOL

- Staff ownership of process and outcomes are vital
  - Improves School Council ownership
  - Addresses parent support needs
  - Do spend time 'brainstorming' values with stakeholder groups
  - Do not spend lots of time discussing values definitions – use Hall's definitions
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- Acknowledge that many values are desirable but no more than 6 or 7 are useful, therefore
  - Use a process that ranks and thus sets top Values aside from others
  - Provide all staff and parents with abbreviated version
  - Do not forget the Beliefs about Learning informed by Christian perspective
  - Judge practice against Values and Beliefs