



# Values Booklet Term 1 2019



*Developing the Profile of the Learner  
as outlined in our  
School Business Plan*

Values provide the framework for our whole lives – they shape our thoughts, feelings and actions. The development of values is a complex, ongoing process but the formative stages occur early in our lives through the influence of home, family, school, community and world issues. Our school focuses on a value each fortnight and students demonstrating that value are recognised at our Thursday assemblies. A Values Tree where students have their name and the Value written on a leaf is located in the School Foyer. This table focuses on the fortnightly value and has some tips for adults to support children to develop their values.  
Kind regards Shelley Smith Values Coordinator

Weeks : Focii	Strategies
<p><b>One and Two</b></p> <p>Friendliness</p>	<p><i>The ability to make and keep friends. An awareness that being kind, considerate helpful and cheerful is admirable. The tendency to understand rather than confront.</i></p> <p>Adults can model friendly behaviour and acceptance of others. They can encourage children to look for the positive attributes of others and be accepting of difference. Adults can encourage children to act in a friendly manner at all times and to look out for others who may not have friends. Adults can have discussions and role plays on how to behave and talk in a friendly way-particularly if the child has difficulty with this.</p>
<p><b>Three and Four</b></p> <p>Communication: Active Listening and Speaking</p>	<p><i>Students will actively listen to instructions, follow them without needing them repeated and communicate respectfully.</i></p> <p>Adults model active listening and not ignore a child. Gain child's attention, talk to them and ask for the instructions to be repeated. Instructions should be given in short amounts to assist development of active listening. Adults must not repeat instructions.</p> <p>Speak clearly with respect, make eye contact and use whole body listening.</p>
<p><b>Five and Six</b></p> <p>Resilience</p>	<p><i>The ability to recover quickly from discouragement or criticism and to 'bounce back' and get on with life.</i></p> <p>Adults can model resilience by having a positive attitude– model a 'you can do it attitude'; accepting day to day happenings and moving forward in a positive manner.</p> <p>Examples where people need to be resilient can be discussed with children. Some further suggestions– don't accommodate every need; encourage them to take age appropriate risks; teach them to problem solve; don't provide all the answers; let children make mistakes.</p> <p>Promoting resilience takes time and requires adults to be supportive and empathetic.</p>
<p><b>Seven and Eight</b></p> <p>Co Operation, Understanding, Tolerance and Inclusion</p>	<p><i>Students will be understanding of others and their cultures and include and be co operative with them in their activities.</i></p> <p>Adults need to ensure children are treated equally and justly. Adults can model this value by being nondiscriminatory towards others and showing tolerance and understanding of people in the community.</p>
<p><b>Nine and Ten</b></p> <p>Organisation</p>	<p><i>A person having a systematic approach to their lives and ensuring there is structure to avoid chaos and leaving things to the last minute.</i></p> <p>Model organisation and keep your house and grounds organised and without chaos. If this is difficult for you as an adult seek help through the Internet and support groups. Demonstrate how to be organised eg lists, getting ready the night before, working with your child to organise their room and possessions.</p>

