Master Classes bring a new dimension to the L3CTA.

President’s Report - end of Term 3 2009
Dear Members,
I hope you are all enjoying the holidays and catching up on some well earned rest!
Third term has been a busy one with many of you assessing Portfolios and some doing the Reflective Practice sessions running these holidays. Your support of the L3CT process is valued by all! We have been busy this term with the AGM and linked art gallery workshop, the Twilight seminar and planning for the Welcome function for newly appointed L3CT coming up later in Term 4.

AGM at the Art Gallery workshop 8 August
I would like to welcome Miriam, Heather and Merrilee to the L3CTA committee and look forward to working with them this year. I would also like to thank Mandy, Marg M, Marg P, Rama and Wayne for signing up for another year! We could not do the things we do without the support of everyone on the committee. The workshop at the Art Gallery that followed the AGM was also a great success. We have decided that we will invite partners to attend next year as it is a great way to meet those important people who put up with all of our L3CTA phone calls and meetings! Keep this in mind for next year!

Twilight Seminar and Welcome function for new L3CT
Allan Blagaich spoke at our first Twilight seminar on perspectives on teacher leadership. This event was held on Thursday September 10 at the Graduate School of Education at the University of WA. There is strong interest in running the Master Classes again next year and we are looking for people interested in assisting us in these initiatives with the Department. Please let me know if you are interested in participating in these events. Work is also continuing on developing the website and we will let you know when it is up and running. We are also developing an information booklet for principals on developing the Level 3 role at school as well as revamping the booklet for Level 3 classroom teacher association members. We will let you know when these are published. All the best for Term 4.

Megan Ewing

Dates for your Diary!
- Website coming in fourth term!
- Welcome Function for newly appointed L3CT. It will be held on Monday 30th November at the UWA club.

Have you ever considered applying for a Churchill Fellowship?
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http://www.churchilltrust.com.au
We have fantastic representation on a number of high level committees and boards in the realm of education. Veronica Morcom is just one member who is involved in an exciting educational project at this time. Take a few moments to read about what she is doing.

**Values in Action School Project**

**Reporting Values to Parents Cluster**

The Values in Action Schools Project (VASP), initiated by the Australian Government, aims to support teachers in evaluating effective values education in Australian schools and to share this information with school communities. Our project ‘Reporting Values to Parents’ involves three primary schools, Davallia, Glengarry and Duncraig, which is reflected in our logo. The two objectives of the project are: to develop a shared values language with parents and an appreciation of the importance of values education as fundamental to a good education. The success of the project is due to the collaborative energy of eight cohort teachers: Kathy Nelson & Jessica Ferguson (Davallia PS); Karen Garcia & Angela Coombes (Duncraig PS); Maree Longman & Barbara Pack (Glengarry PS); Pam Algar (deputy coordinator- Glengarry PS) & Veronica Morcom (project coordinator from the lead school, Davallia PS).

Due to the nature of this project we have trialled different foci to engage all participants in authentic activities that can be translated across the school and community contexts. The teachers have met to negotiate rich examples of values education already happening at our school. Students have reflected on how they are members of an ‘audience’ as well as ‘performers’ in a school and community context. We have established ‘criteria for assessment’; self evaluated our progress and sent similar tasks home to be completed by parents. Comparable processes have been implemented for ‘friendships’ and ‘classroom rules/agreements’ and ‘family rules’. We have organised two community values events at the cluster schools, where the students were placed in small ‘multi aged’ groups, using a drama theme ‘fantasy machines’ (term 2) and ‘home grown heroes’ in (term 3). These are two parent comments that reflect a general shift in attitude about values education.

Being involved in this project has allowed me to consolidate my values. I now feel strongly about explicit values education. Previously I thought the implicit stuff was enough. I think the values driven behaviour becomes instinctive, but I can now see that it is really important to teach children how to articulate values and communicate using a values language (Parent 1, 28.8.09).

Values education is a process/responsibility of both schools and parents and very important for emotional intelligence. Teachers are always teaching values and sometimes ‘unconsciously’. They are great life teachers to our children. (Parent 2, 28.8.09)

These activities have provided, in a concrete way, shared understandings and appreciation of how values are enacted in a school context and that values education is a partnership between the home and school.

Veronica Morcom, VASP project coordinator, Davallia Primary School.