Values - whose values?
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At a recent departmental workshop on curriculum review, several colleagues presented their 'overview' of their students' curriculum by reference to the values and ethos of the community within which that curriculum unfolds. The curriculum, of which these colleagues are identified as guardians and providers by their institutional job descriptions, is best explained by them not in terms of indicative content, learning outcomes and timetable, but in terms of community, dwelling, and caring. Listening to these colleagues prompted something akin to Baxter-Magolda's idea of "*moments of epistemological transformation*" (Baxter-Magolda, 2004a).

This is not to suggest that curriculum is solely concerned with affect; it has substance which is reflected in the outcomes from student engagement with it and with each other. However, it is also a place where ideas form and are tested, and out of which identities take shape. It is an engine of self-authorship (Baxter-Magolda 2004b), and of the development of people, defined by Jackson (2013) as "*the gradual advancement or growth of individuals' intellectual, emotional, spiritual and physical capability brought about through formal education or informal learning experiences*".

An important premise here is that the development of the teacher is as relevant as the development of the student. The curriculum as community involves staff and students together, and the identity development of both is essentially integrated.

This paper explores the role of values in academic identity formation of staff, in the context of the role they play in shaping curriculum as a site for development. It considers two models of value adoption: an intrinsic and deliberate model, whereby the academic explicitly reflects on value options and selects an interpretation which shapes the values component of his or her identity; and an extrinsic, reactive model, whereby the academic embraces given values sets, insofar as they are consistent with his or her given behaviours and pedagogic models.

Values are important to identity because they shape the way we integrate with our environment and with others in our communities of practice. For educational practitioners who may summarise the purpose of education as the transformation of identities, values are therefore particularly important. There is a tension between the idea of values which help 'me' to define 'myself', and values which I am expected to adopt as a member of a professional community. Many questions arise from the interrogation of the relationship between curriculum and values: can curriculum really be defined and described in terms of values? Whose values should shape the curriculum? How should tensions between values of individuals and values inherent in the curriculum be resolved? These questions touch on several of the conference themes: the role of emotion and affect; critical engagement with instrumentalism; and power and powerlessness in identity-making.

After presenting these constructs of values, participants will be invited to propose additional questions which arise from the discussion, and to offer their own insights into the relationship between values, curriculum and identity.

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