



UNPACKING THE NATURE OF VALUES EDUCATION
IN PRIMARY SCHOOL SETTINGS

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THE VALUES EDUCATION DILEMMAS AND DEBATES

- Should schools be responsible for teaching values? Why or why not? If not schools, then who?
 - Is there such a thing as a set of “common values”? If so, what are they? If not, which values do we choose to teach, and who decides?
 - Can we educate students about values without indoctrination?
 - Can a teacher effectively teach values that go against his/her own values orientation or belief system?
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THE NATURE OF VALUES DEVELOPMENT


- Occurs over a lifetime and is ongoing
 - Developed by hearing, seeing, experiencing, feeling, thinking
 - Not all values are equal all the time
 - Explicit and Implicit
 - Nature vs. nurture (love, caring)
 - Influenced by social norms and context (respect, honor, integrity)
 - Personal and individualized
 - Developmental
 - Interconnection among traits
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GOOD VS. BAD VALUES

A specific value can be good or bad (appropriate or inappropriate) depending on:

- Culture, social, religious customs and norms
 - Age
 - Circumstances and situation
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The Australian National Values Education Framework

- Evaluative case studies of “good practice”
 - Be based on “a more rigorous, evidence based approach to developing good practice in values education” (DEST)
 - Integrate values education into core teaching
 - Incorporate dimensions of quality teaching
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The Australian National Values Education Guiding Principles

Effective values education:

- Helps students **UNDERSTAND** and be able to **APPLY VALUES**
 - Is an explicit goal of schools that **PROMOTES DIVERSITY** and Australia's democratic way of life
 - Articulates values of **SCHOOL COMMUNITY** and applies these consistently in school practice
 - Occurs **IN PARTNERSHIP** with students, families, and community as part of a **WHOLE SCHOOL APPROACH** that enables students to exercise responsibility and resilience
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The Australian National Values Education Guiding Principles

- Is presented in a safe and supportive environment in which students are **ENCOURAGED TO EXPLORE** their own, their schools, and their community's **VALUES**
 - Is delivered by **TRAINED AND RESOURCED TEACHERS** able to use a variety of **DIFFERENT MODELS, MODES, and STRATEGIES**
 - Includes provision of the curriculum that meets the **INDIVIDUAL NEEDS OF STUDENTS**
 - **REGULARLY REVIEWS** the approaches used to check that they are meeting the intended outcomes
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Key Elements of Values Education


- A. **SCHOOL PLANNING**: values are explicit in and connected to school planning
 - B. **PARTNERSHIP WITH THE SCHOOL COMMUNITY**: draws on shared democratic values, involves community in monitoring and implementation of program
 - C. **WHOLE SCHOOL APPROACH**: tied to the overall curriculum, funding priorities, and is part of school culture
 - D. **SAFE AND SUPPORTIVE LEARNING ENVIRONMENT**: positive and supportive school climate; reflects good practice pedagogy; introduced at appropriate times
 - E. **SUPPORT FOR STUDENTS**: empower students to develop responsibility, resilience, and engagement
 - F. **QUALITY TEACHING**: Skilled teachers; values integrated with key learning goals
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Moral Development Perspectives for Character Education

Framework	Theorists	Essence of Questions	Salient Elements of a Response
REASONING PERSPECTIVE	Kohlberg, Piaget, Turiel, Smetana, Killen, Helwig, Wainryb & Nucci	What are you thinking about in making decision your decision?	Looking for elements of domain distinctions among morality (harm, welfare, and rights), convention, and personal domains; high character involves effective coordination among these domains within the boundaries of likely developmental considerations.
CARING	Noddings	In what ways are you taking into account your relationship with others in making your decision?	Looking for evidence of focusing on other person's perspective and doing the necessary work to see the other person's perspective (walk in their shoes); high character
COMMUNITY OF PRACTICE PERSPECTIVE	Etzioni, Bellah, Dunn, Tappan and Miller	What do you think would be expected by your community (e.g. classroom) of you to do?	Looking for evidence that the child sees the community as providing the means to have good character; measuring both how the child perceives the community and the quality of the community in the classroom.
EMOTIONAL PERSPECTIVE	Hoffman, Zahn-Waxler, Eisenberg, Arsenio and Tisak	How do you feel about the situation and what is your understanding of how others feel about the situation?	Looking for evidence of feelings (sympathy/ empathy/ compassion) and the lack of anti-social emotions (feeling happy that someone is sad).
COMPETENCE PERSPECTIVE	Freud, Bandura, Kuczunski, Grusec, Thompson	To what degree do other people's expectations affect your decision and how well do you feel you will be able to meet those expectations?	Looking for evidence that their actions are not dependant on the expectations of others because of sufficient self- efficacy.




Character Education in U.S. Schools

- **About 20 years old**
 - **Number of different programs and curricula exist**
 - ❖ **DIFFER**
 - ✓ **Traits emphasized**
 - ✓ **Kinds of Activities**
 - ✓ **Intensity**
 - ✓ **Emphasis on Knowledge, Skills, or Behaviors**
 - ✓ **Unit of analysis**
 - ❖ **SIMILAR**
 - ✓ **most are tangential or peripheral to academic curriculum**
 - ✓ **not well studied**
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Character Education in U.S. Schools


U.S. Department of Education Programs and Grant

- **4-year grants up to \$2,000,000**
 - **Encourages links of Character Education to other educational efforts (service-learning, socio-emotional learning)**
 - **The call for “evidence” and search for most promising programs**
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Project Heart, Head, Hands (H³)

Shaping Capable, Caring, Socially Responsible Youth through Character Education and Service-Learning

- **Currently serving 33 schools, over 1,000 teachers and 20,000 students in three districts near San Francisco, California**
 - **Primary school curriculum**
 - **Values Education through language arts, with social-emotional learning and service-learning**
 - **Integrated in the language arts Curriculum at each grade level**
 - **Reinforces reading comprehension and higher order analytic thinking skills**
 - **Allows teachers to address language arts content standards while developing character**
 - **Based on three frameworks: Moral Development, Youth Developmental Asset, and Experiential Learning**
 - **School-wide**
 - **Intensive teacher training**
 - **22 “characteristics” categorized into 8 “traits”**
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AUSTRALIAN VALUES EDUCATION

H³ EIGHT GREAT TRAITS

1. Care and Compassion	1. Caring for others
2. Doing Your Best	2. Planning and Decision Making
3. Fair Go	3. Problem Solving
4. Freedom	4. Citizenship
5. Honesty and Trustworthiness	5. Honesty
6. Integrity	6. Integrity
7. Responsibility	7. Responsibility
8. Respect	8. Respect for others
9. Understanding, Tolerance and Inclusion	



Implementation Model

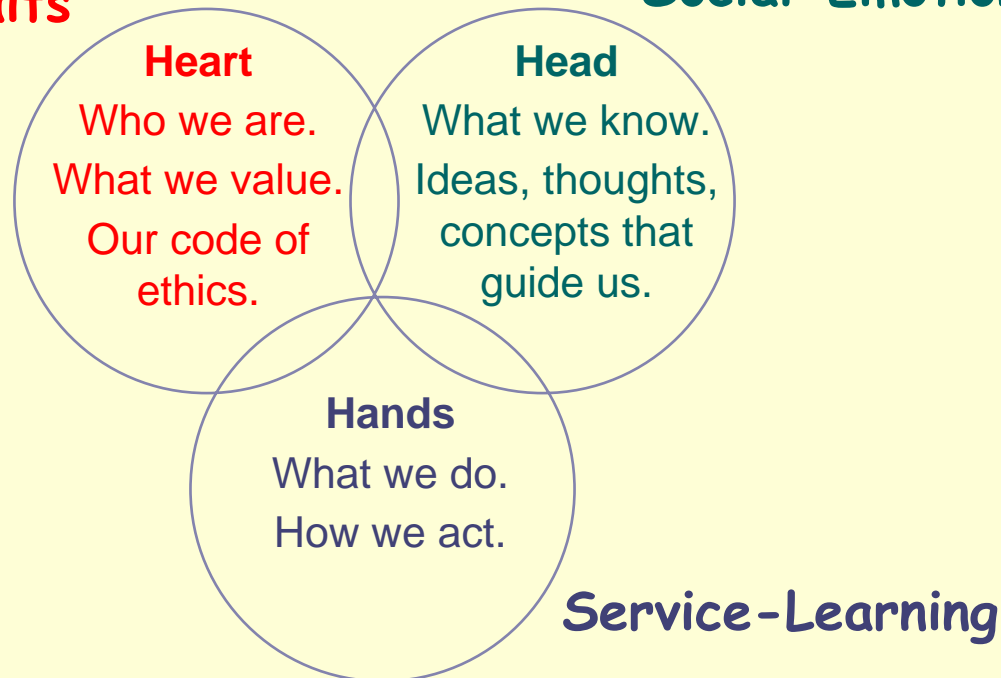
- Sites elect to have **whole-school implementation** (K-6).
 - Teachers attend a **two-day Summer Institute** to prepare them to use the program.
 - H³ staff and consultants conduct **monthly site-based meetings** to support teachers during year 1 of implementation.
 - H³ staff provide **coaching to site support teams** (3-6 teachers each) during years 2 & 3 of implementation to achieve site capacity to continue to use the program effectively.
 - **Sites submit data** concerning program usage and administer teacher and student pre-post surveys.
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H³: An Integrated Approach

- Fostering development of **character traits** (e.g., honesty, respect, responsibility)
- Building **social-emotional skills** (e.g., effective communication, conflict resolution)
- Engaging students in **service-learning** (practicing values through service to their communities)


Character Traits

Social-Emotional Skills





Language Arts Integration

- Built into Open Court and Houghton Mifflin Reading units at each grade level.
 - Incorporate skills in reading, writing, listening, and speaking, and link with content standards in other areas as teachers use selections to highlight the Eight Great Traits.
 - Homework activities that provide opportunities for parents and students to communicate about positive character, social-emotional skills, and service-learning.
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Gloria, Who Might Be My Best Friend

Key Trait: Caring

Lesson Placement	Activity						
Build Background/ Preview and Prepare TE 14O-P	<ul style="list-style-type: none"><input type="checkbox"/> Choose and discuss a quotation from the overview page. You may want to post it on the Concept/Question Board.<input type="checkbox"/> Define and discuss caring [valuing others, being aware of others' needs and feelings].<input type="checkbox"/> Brainstorm with the students the different ways people can show they care. After listing their ideas, have students put them into categories.						
Discussing the Selection TE 25A	<ul style="list-style-type: none"><input type="checkbox"/> Discuss how Julian and Gloria show they care about each other and want to be friends.<input type="checkbox"/> Have students complete the following chart: <table border="1" data-bbox="500 1206 1538 1320" style="margin-left: 20px;"><thead><tr><th colspan="3" style="text-align: center;"><i>Being a Good Friend</i></th></tr></thead><tbody><tr><td style="width: 33%;">What I Can Say</td><td style="width: 33%;">What I Can Do</td><td style="width: 33%;">Other Ways</td></tr></tbody></table>	<i>Being a Good Friend</i>			What I Can Say	What I Can Do	Other Ways
<i>Being a Good Friend</i>							
What I Can Say	What I Can Do	Other Ways					

Sample Language Arts Materials: OCR, G3, U1

Grade 3, Unit 1: Friendship

Unit Overview

Lesson	Key Trait
<i>Gloria Who Might Be My Best Friend</i>	Caring
<i>Angel Child, Dragon Child</i>	Caring
<i>Teammates</i>	Integrity

Quotations to Use with This Unit

Caring

- ***No act of kindness, however small, is ever wasted.***
Aesop


Integrity

- ***Never bend your head. Always hold it high. Look the world straight in the eye.***

Helen Keller




Social-Emotional Skill Lessons

- **Five “Getting Started” Lessons**
 - Getting acquainted, put-ups, vision, class agreements
 - **12 additional lessons**
 - Listening, Perspective-Taking
 - Assertion, I-Statements
 - Conflict, Win-Win Conflict Resolution
 - Cooperation
 - Diversity, Appreciation, Prejudice/Bias
 - Peacemaking
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Service-Learning Component

- Schools/grade levels identify and complete at least one service-learning project.
 - service-learning activities are aligned with language arts curriculum based on the literature content of the unit and the overarching theme.
 - Many students and teachers consider this a highlight of their experience with the program.
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Book Drive for Student of Migrant Farmworkers

(Goldberg, 2007)

- **Every class, collected books**
- **Students wrote reviews of books**
- **Reviews of book were put in sleeves**
- **Personal messages to book recipients (“I really hope you enjoy the book”)**
- **School-wide assembly**; every class brought books and presented to each other on importance of reading (celebrating reading at same time, plays, skits, musical performance)

TRAITS: Caring for others, responsibility, planning and decision making, citizenship, respect for others, problem solving





Waste Reduction Service-Learning Project


- Integrated with Science, Language Arts, Mathematics and Arts
- Conduct recycling
- Plan and develop recycling plans for their school
- Teach other students about the importance of recycling and how to recycle.
- 2000 lbs of paper saved equals 17 trees.
- Weighed paper and graphed results; when they saved something they would graph results to monitor progress.

TRAITS: responsibility, honesty, planning and decision making, citizenship, respect for others, problem solving






RESEARCH QUESTIONS

- 1) Is there a difference in character development, as measured by the *Character Asset Survey*, between students participating in the H3 curriculum and comparable students not participating in the H3 curriculum?
 - 2) Among students who participate in the H3 curriculum, is grade (**level in school**) a significant factor in determining the level of character asset development achieved?
 - 3) Among students who participate in the H3 curriculum, is **gender** a significant factor in determining the level of character asset development achieved?
 - 4) Among students who participate in the H3 curriculum, is the school (**where a student is enrolled**) a significant factor in determining the level of character asset development achieved?
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RESEARCH QUESTIONS, continued

- 5) Among students who participate in the H3 curriculum, is amount of H3 participation (**curriculum dosage**) a significant factor in determining the level of character asset development achieved?
 - 6) Which **variables** are the **strongest predictors** for character asset development among H3 participants?
 - 7) Beyond asset development, what are **other theoretical perspectives** that are key to character development, as it relates to the H3 curriculum?
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Methodology

- **DATA FROM STUDENTS (n = 7,567, levels 2-6):** pre-post character asset survey (w/comparison group) and a set of scenarios
 - **DATA FROM TEACHERS:** focus group interviews, monthly reflections, activity logs; focused on implementation issues and outcomes for teachers and students
 - **RESEARCHER OBSERVATIONS:** Classroom and school visits, participation in selected monthly meetings, discussions with program coordinators
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QUESTIONS AND INSTRUMENTS

Other Outcomes	Research Questions	Instrument
Character Asset Development	<ul style="list-style-type: none"> • <i>Are there differences in character asset development between students (grades 3-6) who engage in the H3 program and students who do not?</i> • <i>To what extent does gender, ethnicity, and grade influence students' development of character assets?</i> 	Pre-post Character Asset Survey (25 items, 4-point Likert scale) and character scenarios
Language Arts Outcomes	<ul style="list-style-type: none"> • <i>Do students who participate in the H3 program show statistically significant gains in reading comprehension over the course of the year?</i> • <i>Do students who participate in the H3 program show statistically significant gains in reading fluency?</i> 	Language Arts Assessments and Course Grades
Social and Other Academic Outcomes	<ul style="list-style-type: none"> • <i>What do teachers report to be the outcomes of H3 for students?</i> 	Teacher pre-post survey

QUESTIONS AND INSTRUMENTS

Other Outcomes	Research Questions	Instrument
Teachers' Sense of Collegiality	<ul style="list-style-type: none"> • <i>How do teachers describe the level of collegiality among the faculty</i> • <i>Does teachers' sense of collegiality change over the course of year? To what extent does H3 contribute to any noted change?</i> 	Pre-post Teacher Survey
Depth of Implementation	<ul style="list-style-type: none"> • <i>In what ways do teachers implement the H3 curriculum?</i> • <i>Which lessons and activities do teachers use in the various units of the curriculum?</i> 	Teacher Implementation Log
School Climate	<ul style="list-style-type: none"> • <i>To what extent does the school-wide implementation of the H3 curriculum improve discipline at participating?</i> <p><i>To what extent does the school-wide implementation of the H3 curriculum improve attendance at participating schools?</i></p>	Discipline and Attendance Data

FINDINGS

1. There appears to be a maturational effect in the retention of character assets.

NON H-3 GROUP

Grade Level	n	Pretest Mean	Posttest Mean	Pre-Post Change
2	84	3.2564	3.1963	-0.0601
3	140	3.2048	3.1437	-0.0611
4	136	3.2676	3.1340	-0.1336
5	187	3.1765	3.0678	-0.1087
6	114	3.0766	2.9784	-0.0983
Total	661	3.1942	3.0984	-0.0958

H3 GROUP

Grade Level	n	Pretest Mean	Posttest Mean	Pre-Post Change
3	1,966	3.1155	3.1208	0.0053
4	1,889	3.1123	3.0744	-0.0379
5	1,997	3.0209	2.9740	-0.0469
6	1,936	2.9642	2.9060	-0.0581
Total	7,788	3.0528	3.0189	-0.0339

FINDINGS

2. *Students who participate in H3 show greater asset retention than students who do not.*

Dependent Variable: Overall Change Pre-Post

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.136	2	1.568	10.748	0.000
Within Groups	1,088.856	7,464	0.146		
Total	1,091.992	7,466			

Post Hoc Tests (dependent variable: Overall Change Pre-Post Test)

(I) Participation in H3 by Year	(J) Participation in H3 by Year	Mean Difference (I-J)	Std. Error	Sig.
Comparison Group (n=661)	H3 Group 2005-2006	-0.07434	0.01605	0.000
	H3 Group 2004-2005	-0.06566	0.01649	0.000
H3 Group 2005-2006 (n=2,857)	Comparison Group	0.07434	0.01605	0.000
	H3 Group 2004-2005	0.00868	0.00938	0.624
H3 Group 2004-2005 (n=3,949)	Comparison Group	0.06566	0.01649	0.000
	H3 Group 2005-2006	-0.00868	0.00938	0.624

FINDINGS

3. The greater the exposure to the H3 curriculum, the higher degree of asset retention (2005-2006)

Overall Differences in Pre-Post Survey Change Scores
by Dosage (2005-2006 IB Only)

Dosage for 05-06	N	Mean	Std. Deviation
Low	617	-0.0546	0.38886
Medium	776	-0.0307	0.37448
High	891	-0.0055	0.39189

ANOVA

overallchange0506

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.893	2	0.446	3.007	0.050
Within Groups	338.510	2,281	0.148		
Total	339.403	2,283			

FINDINGS

3a. Continued...

POST HOC TESTS


Dependent Variable: overallchange0506

Tukey HSD

(I) Dosage for 05-06	(J) Dosage for 05-06	Mean Difference (I-J)	Std. Error	Sig.
Low	Medium	-0.02396	0.02078	0.482
	High	-0.04912	0.02018	0.040
Medium	Low	0.02396	0.02078	0.482
	High	-0.02516	0.01892	0.379
High	Low	0.04912	0.02018	0.040
	Medium	0.02516	0.01892	0.379




OTHER FINDINGS

4. **SIGNIFICANT VARIABLES:** *Gender and ethnicity were NOT found to be significant variables as they pertain to character asset development.*
 5. **INDIVIDUAL PERSPECTIVES:** *Students apply individual perspectives to making character-based decisions (emerging finding)*
 6. **PROFESSIONAL CLIMATE:** *H³ teachers have more positive perceptions of school professional climate than teachers at control sites.*
 7. **IMPROVED ATTENDANCE:** *H³ schools show decreased disciplinary action and increased attendance.*
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OTHER FINDINGS

8. **ACADEMIC ACHIEVEMENT:** *Reading comprehension, fluency of H³ students improved.*

 9. **SOCIAL-EMOTIONAL BEHAVIOR:** *H³ students demonstrate positive social-emotional growth and improved behavior:*
 - Increased empathy, tolerance, understanding.
 - Decreased playground fighting and increased respectful behavior.
 - Increased sharing and team work.
 - Greater willingness to tell the truth and accept responsibility for their actions.
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RESEARCH IMPLICATIONS

- **Development of character traits and values are difficult to measure as many of the constructs are amorphous**
 - **There is a strong developmental component to character and values asset development**
 - **The ability to measure character and values development in younger children through paper/pencil measures is limited (reading and comprehension abilities, focus and fatigue, social desirability, ceiling effects)**
 - **The highly contextualized nature of character/values education poses challenges in the quest for “evidence”**
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The Quest for Evidence

IDEAL	REALITY
2 or more groups compared (treatment and control group); if not randomly assigned then groups are closely matched on important variables to ensure the two groups are not different.	Important variables” are not known, only assumed. <i>(Gender, grade level, SES were assumed as important variable in this study; Population at each school was surveyed, post hoc matches were conducted)</i>
Subjects are assigned randomly to groups	Randomization of students and teachers to school sites was not possible. Viability of program dependant on teacher and administration agreement to adopt and implement program.

The Quest for Evidence?

IDEAL	REALITY
Treatment is implemented uniformly across the group	The character development needs of each classroom are unique; though anchored on eight traits, program is designed to give teachers flexibility to select lessons that best meet the needs of students. <i>(Variations in program dosages were assessed and applied to assess student outcomes).</i>
Treatment is offered at more than one “site”	“Site” was defined as the classroom, each of which was part of a larger unit (the school) which influenced how and to what extent the treatment was operationalized at the “site”.
The study is replicated (multiple cases) using the same procedures	First study using these instruments and outcomes.
External influences are controlled for in both treatment and comparison groups	Limited resources and limited access to data did not allow for controls of influences (e.g. parent influences, religious backgrounds of students, etc.) that might contaminate the findings; potential influences are assumed not known.