

Values Education Good Practice Schools Stage 2 National Briefing

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USA: Benninga et al., 2006

(Re Values Education) ... many schools hesitate to do anything that might detract from their focus on increasing academic performance. The authors present evidence that this may be misguided.
(Abstract)



Correlation between Academic Achievement and 'Values' Education, 121 Primary Schools in California

- Defined Academic Achievement via API tests
- Defined 'Values' Education via six criteria

The school:

- promotes core ethical values as the basis of good character
- promotes core values as the basis of all aspects of school life
- has staff commitment to model and teach values
- has active parent and community participation in values program
- fosters an overall caring community
- provides opportunities for students to practise values in and beyond the school



Result: Steady and Progressive Correlation over the Period of Implementation (= 3 to 4 years)

It is no surprise that students need physically secure and psychologically safe schools, staffed by teachers who model professionalism and caring behaviors and who ask students to demonstrate caring for others. That students who attend such schools achieve academically makes intuitive sense as well. It is in schools with this dual emphasis that adults understand their role in preparing students for future citizenship in a democratic and diverse society. The behaviors and attitudes they model communicate important messages to the young people in their charge.



UK: Hawkes, 2005; 2007

West Kidlington Case Study:

Does teaching values improve the quality of education in primary schools?

‘Values School’, defined by:

- The quality of its teaching and learning practices
- The attitudes and practices of its staff
- The ‘Values Curriculum’, explicit and embedded
- The physical, aesthetic and communal environment
- The involvement and support of parents and the community
- The over-arching focus on the holistic betterment of student achievement, defined in terms of:
 - **Academic**
 - **Affective**
 - **Moral**
 - **Spiritual**



Evidence demonstrates betterment in terms of students:

- Being more emotionally stable
- Having greater application to learning
- Being more at ease in relationships
- Having greater self-discipline
- Improving in academic performance

(Ofsted, 2007)



NATIONAL FRAMEWORK IN VALUES EDUCATION

Values Education reflects good practice pedagogy/ quality teaching

Values Education Good Practice Schools [VEGPS] (DEST, 2006):

Values education has a profound effect on the total educational environment of a school, affecting:

- Teacher practice
- Classroom climate and ethos
- Student achievement
- Student attitudes and behaviour
- Student resilience and social skills
- Intellectual depth of teacher and student understanding
- Improved relationships of care and trust
- Enhanced partnerships with parents and the community



- Quality teaching and pedagogy;
- Quality relationships within and between the schools of the cluster;
- Modelling, living out and practising the values that are being enunciated in the curriculum;
- Intellectual depth in teacher understanding;
- Intellectual depth among students demonstrated by a willingness to become involved in complex thinking across the curriculum;
- Greater levels of student engagement in the mainstream curriculum;
- Pedagogical approaches that match those espoused by 'Quality Teaching';
- The above seen apparently in demonstrations of greater student responsibility over local, national and international issues, greater student resilience and social skills, and improved relationships of care and trust;
- A measurable decline over the life of the project in the incidence of inappropriate behaviour ... in (the students') awareness of the need to be tolerant of others, to accept responsibility for their social interactions and their ability to communicate knowledge of the importance of values
- Enabled staff) to critically reflect on their teaching
- Offered (to students) a sense of belonging, connectedness, resilience and a sense of self
- (Students developed) a greater sense of awareness and a personal sense of right and wrong;



- (Values Education involves change ... (it results) in major development of curriculum and pedagogy;
- (Values Education) enabled teachers to develop what they had already been doing (ie. Implicitly) into something more explicit ... structured framework ... teacher buy-in and personal ownership;
- One of the biggest achievements is the development of the students' ability to articulate feelings and emotions ... emotional development of the students is clearly evident ... transference ... becoming evident in all aspects of classroom teaching and in the ... playground;
- Overall feeling in the class is calmer and more cohesive ... (has provided) a framework for our class to feel comfortable to discuss emotions and ... a specific language to talk about how they are feeling;
- Created an environment where (the agreed values) were constantly shaping classroom activity, student behaviour was improving, teachers and students were happier, and school was calmer;
- Developed higher order thinking skills;
- Difference in behaviour and expectations;
- My class is going to benefit because (it has made me) more confident with experimenting with new things in my class;
- Restorative practices have dovetailed neatly;



- Changes to teaching and learning, school practices, work with parents are all much easier;
- The way that most teachers model behaviour to the students has changed; the way many teachers speak to students has changed;
- Since curriculum and pedagogy are inextricably linked, teachers are also having to review their practices;
- I have learned the necessity of asking questions that evoke students' deep thinking, and I now value the need to create interpersonal intimacy and trust within my classroom;
- Values Education (is) concerned with educating our students to think well;
- Numerous positive spin-offs ... settled into their work more readily ... need to be taught and practised explicitly ... look to teachers for example;
- The 'ripple' or 'trickle-down' effect that Values Education is having across the school.



- *We ... found that by creating an environment where ... values were constantly shaping classroom activity, student learning was improving, teachers and students were happier, and school was calmer. (p. 120)*
- *There was the issue of time ... some teachers complained of already having too much to do! But for us, (Values Education) has meant that we have more time. Our school is a more peaceful place, we have less interruptions and discipline problems now, and this means we can do more teaching in all aspects of our classroom.*



So my 'WHY' questions?

- Why resistance from public sector?
- Why resistance from private sector?
- Why certain associations are assumed?

= confusion between two traditions



The Bifurcation of Values Education

- Philosophical/ Ideological/ Religious tradition
= 'moral education'
- Pedagogical tradition
= 'whole person education' (after Carnegie)



My 'HOW' questions

- How do we gather evidence that overcomes resistance?
- How do we go beyond the anecdotal?
- How do we do this without losing the grounded nature of teacher evidence?



Mixed Method/Triangulation

- Empirical/ Experimental: pre & post surveys
- Ethnography: observations, interviews (one on one and group)
- Document/Trend Data analysis: policy, records
- Action research: program implementation and evaluation
- Conceptual analysis: reflection and insight



My 'WHAT' questions

- What do we do about values conflict?
- What do we do about staff recalcitrance?
- What do we do about parent objection?



Thoughts

- Not the first contentious area of education
- Not indoctrinational and cannot be imposed
- Walks the tight line between direction and freedom
- Modern educational theory helps



VALUES EDUCATION and SERVICE LEARNING

- Learning through Outreach
- Middle ground between Service without Learning and Learning without Service
- Learning through Service
- 'Proof of the Pudding'
- Final demonstration of schools as holistic social agencies
- Fuelled by a Values approach to Quality Teaching
- Values Education and Service Learning, between them, lead to enhanced effects of Quality Teaching:
(Benninga et al, 2003, 2006; Hawkes, 2005, 2007; Furco, 2002; Lovat & Toomey, 2007)

Quality Teaching, Values Education and Service Learning

Troika (carriage pulled by 3 horses) of:

- Effective schooling
- Whole person learning
- Student success

