Story 12: Parent story

...I’ve given a lot of thought to the whole notion of values since I’ve been involved in this project and I think that’s been really good, a good opportunity for me to think about these sort of things in a structured way. I think I had quite strong views at the beginning of the project that values was obviously an important part of education but it was mostly a responsibility for parents and that school was about reinforcing what we teach our children at home, in a more implicit way. And I think that had been validated for me because Emma’s* teacher in year one is really good at that implicit sort of values education. I’ve seen her do it myself and the stuff that Emma talks about at home about school reflects that as well.

But I think having been involved in the project and having spoken to parents and teachers and seen the children interact, and the different activities they’ve been involved in, I’ve realised that the explicit side is equally important because I think children do develop an inherent ability to differentiate between right and wrong behaviour. And they tend to know when they’ve made the wrong choice, but they can’t always articulate that in terms of values. So to be able to teach children to communicate in terms of values, and to be able to link their behaviour to a particular value, is just such a fantastic tool for them as they grow up and become citizens. Because that’s quite a hard thing to do.

So I’m now clearer in my mind that explicit values education is as important as the implicit stuff. I think they go together, and I think I’ve got a clearer picture of how our responsibility as parents in terms of values education, can connect with what happens at school, and I suppose the challenge and we were discussing this before is how you continue to facilitate that cooperation and that commonality in terms of values language, yeah. But it’s been an enjoyable process for me. So, yeah. Thank you.

*names have been changed