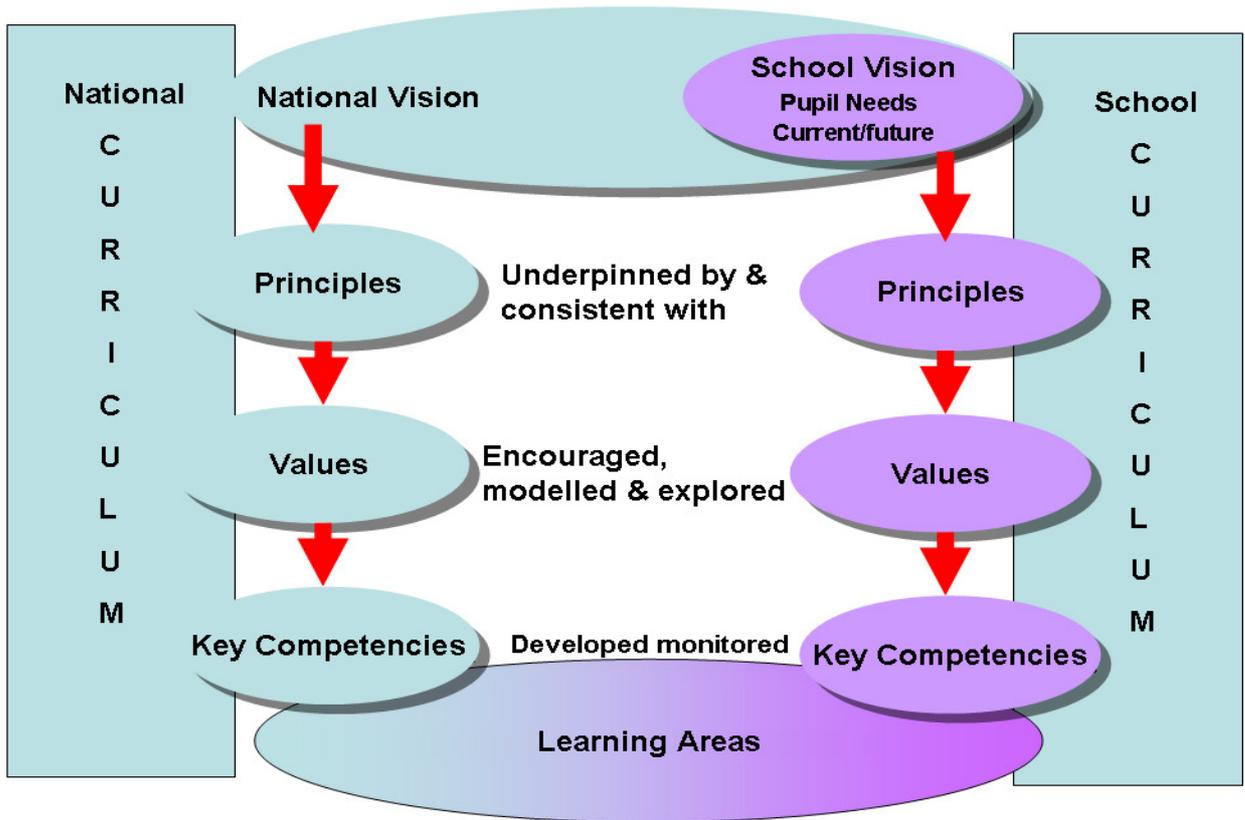


Get a grip on Values



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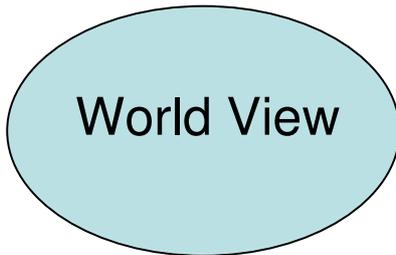
"Each board of trustees, through the principal and staff, is required to develop and implement a curriculum for students in years 1–13:

- that is underpinned by and consistent with the principles set out on page 9;
- in which the values set out on page 10 are encouraged and modelled and are explored by students."

Given this requirement it is important first to gain a clear picture of:

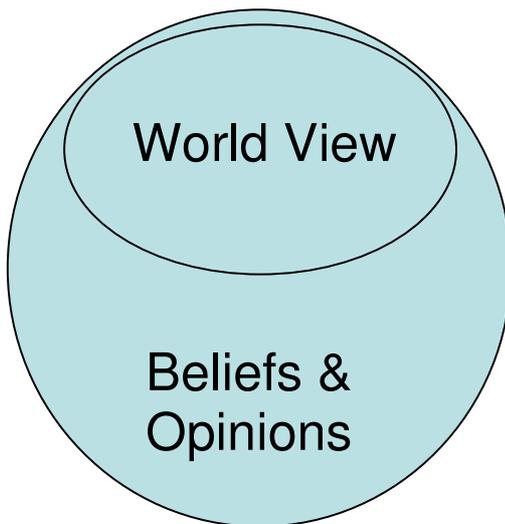
- what 'values' are,
- how values fit into a bigger picture,

before we start spending a lot of time and energy trying to implement them.



World View:

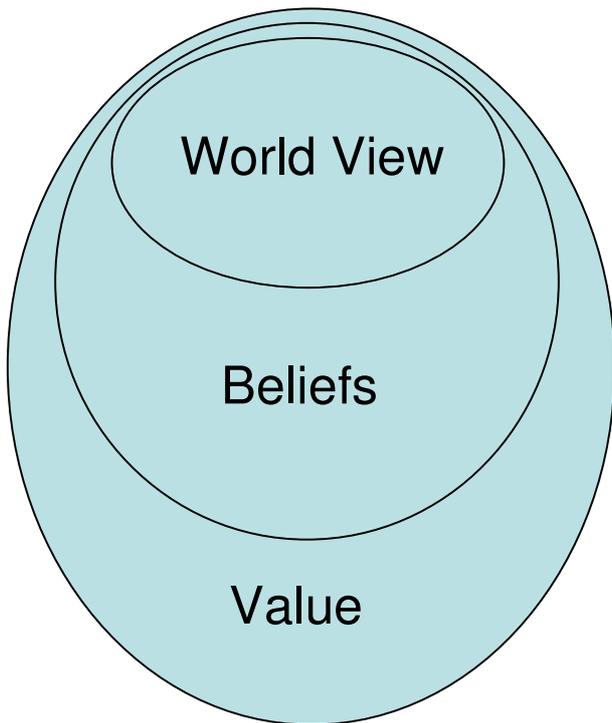
Each of us has our own individual world view. It is how we see ourselves and the world around us. Our world view is shaped by my experiences, culture, knowledge and understanding



From our World View we form our beliefs and opinions

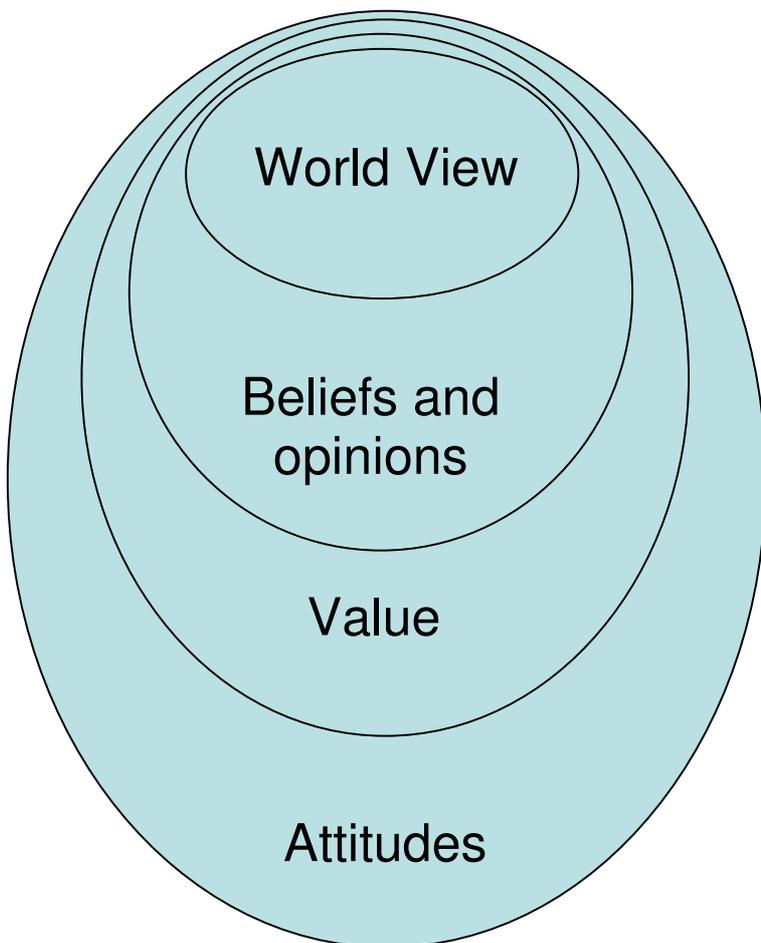
Belief: A strongly held conviction based on experience, knowledge, understanding and perhaps including an element of faith.

Opinion: a lightly held belief.



Our beliefs will lead us to value a range of concepts, attitudes, behaviours and skills

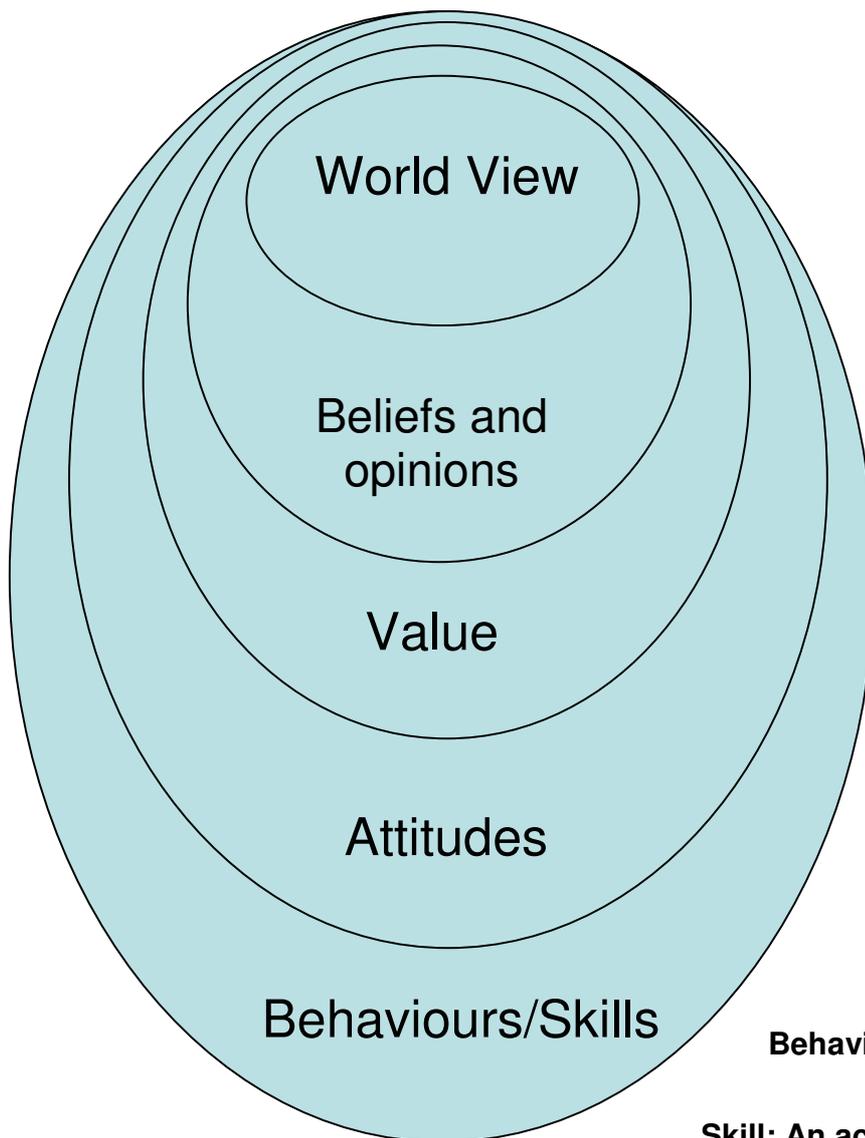
Value: A measure of importance given to concepts, attitudes, behaviours, skills people, relationships or objects



Our values drive our attitudes. What we value allows us to define and choose our attitudes

Attitude: A choosable state of mind which governs how we react and behave in any given situation





Our attitudes drive our behaviour.

Behaviour: An action or lack of action

Skill: An action, or set of actions, deliberately improved over time through applied knowledge, understanding and practice

This complete diagram now gives us a tool that helps us, and our students, to understand the links between World view, beliefs, opinions, values, attitudes, behaviours and skills. With this understanding and the tool to utilise we are in a sound position to analyse, critique and determine how we will approach the values aspect of the curriculum document.

Using language, symbols and texts

Using language, symbols, and texts is about working with and making meaning of the codes in which knowledge is expressed. Languages and symbols are systems for representing and communicating information, experiences, and ideas. People use languages and symbols to produce texts of all kinds: written, oral/aural, and visual; informative and imaginative; informal and formal; mathematical, scientific, and technological.

Students who are competent users of language, symbols and text can interpret and use words, number, images, movement, metaphor, and technologies in a range of contexts. They recognise how choices of language and symbol and text affect people's understanding and the ways in which they respond to communications. They confidently use ICT (including where appropriate, assistive technologies) to access and provide information and to communicate with others.

Attitudes and Values: ■

Key Understandings: ■

They can recognise how choices of language, symbols and text affect people's understanding and the ways in which they respond to communications

Key Skills: ■

They can interpret and use words, number, images, movement, metaphor, and technologies in a range of contexts

They can use ICT confidently to access and provide information and to communicate with others.

Go deeper:

Probe deeper into the competency and identify any further essential understandings, attitudes and skills that may not be specifically mentioned in the competency

Explore the Learning areas: Extract a set of key understandings, attitudes and skills from each learning area.

Prioritise:

From the resulting set of understandings, attitudes and skills define what the school sees as being core for its pupils.

During each year teachers will:

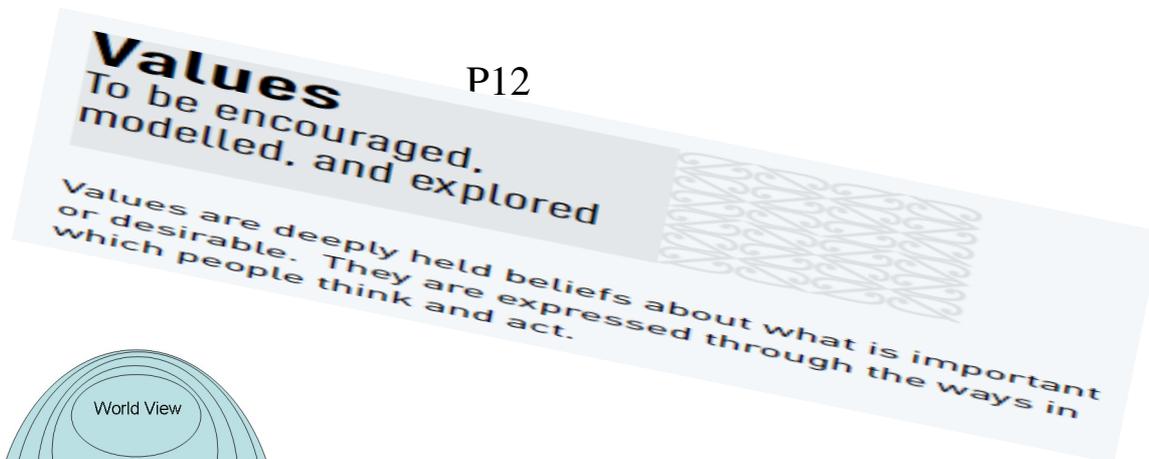
- use curriculum contexts to expose students deeply to a range of key understandings and attitudes drawn from the competencies and curriculum areas
- Facilitate the students to self reflect, assess and share their development in attitudes, values. and understandings
- work with and assess pupils against a group of skills, identified as core or foundational, drawn from the competencies and the curriculum areas.
- support students to reflect on their attitudes values and understandings.

This, is proving to be a workable approach and assists schools in meeting the curriculum requirements in terms of key competencies, learning areas, values, attitudes, strands and achievement objectives.

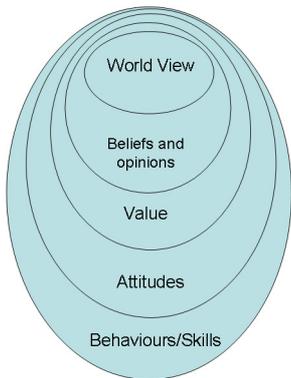
Recommendation 2: Ensure that all teachers understand how the competencies interact and their relationship to the learning areas



Documenting and implementing values at a school level.



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Based on the diagram, and the bigger picture, I disagree with this statement. Values are not ‘deeply held beliefs’, but it is our beliefs and opinions that dictate what we value in any given situation.. On this basis I would suggest that schools, in their own documentation modify this statement

Suggestion:
“What we value is derived from our beliefs and opinions. The best indicator of what we value is how we act and interact in different circumstances.”

Where to next?

Values
 To be encouraged, modelled, and explored

Values are deeply held beliefs about what is important or desirable. They are expressed through the ways in which people think and act.

Every decision relating to curriculum and every interaction that takes place in a school reflects the values of the individuals involved and the collective values of the institution.

The values on the list below enjoy widespread support because it is by holding these values and acting on them that we are able to live together and thrive. The list is neither exhaustive nor exclusive.

Students will be encouraged to value:

- **excellence**, by aiming high and by persevering in the face of difficulties;
- **innovation, inquiry, and curiosity**, by thinking critically, creatively, and reflectively;
- **diversity**, as found in our different cultures, languages, and heritages;
- **equity**, through fairness and social justice;
- **community and participation** for the common good;
- **ecological sustainability**, which includes care for the environment;
- **integrity**, which involves being honest, responsible, and accountable and acting ethically;

and to **respect** themselves, others, and human rights.

The specific ways in which these values find expression in an individual school will be guided by dialogue between the school and its community. They should be evident in the school's philosophy, structures, curriculum, classrooms, and relationships. When the school community has developed strongly held and clearly articulated values, those values are likely to be expressed in everyday actions and interactions within the school.

Through their learning experiences, students will learn about:

- their own values and those of others;
- different kinds of values, such as moral, social, cultural, aesthetic, and economic values;
- the values on which New Zealand's cultural and institutional traditions are based;
- the values of other groups and cultures.

Through their learning experiences, students will develop their ability to:

- **explore their own values**;
- **explore, with empathy, the values of others**;
- **critically analyse values and actions based on them**;
- **discuss disagreements that arise from differences in values and negotiate solutions**;
- **make ethical decisions and act on them**.

All the values listed above can be expressed in clusters of related values that collectively suggest their fuller meanings. For example, **community and participation** for the common good is associated with values and notions such as peace, citizenship, and manaakitanga.



Through their learning experiences, students will develop their ability to:

- express their own values;
- explore, with empathy, the values of others;
- critically analyse values and actions based on them;
- discuss disagreements that arise from differences in values and negotiate solutions;
- make ethical decisions and act on them

This is the most powerful section of the Values documentation. If we can do this well with our students we have done something that will have long lasting value for their lives.

This approach to values does not centre on developing a particular set of values in our students but rather focuses on enabling our students to:

- understand themselves
- identify and express what they value
- identify what others value
- find ways to work through conflicting values
- establish integrity between what they value and how they act.

Again I suggest a slight re-wording so it makes a bit more sense in terms of the diagram.

Suggestion:

Through their learning experiences, we will support and facilitate our students to develop their ability to:

- identify and express what they value;
- explore, with empathy, what others value;
- critically analyse what people value and the resultant actions;
- discuss disagreements that arise from differences in what people value and negotiate solutions;
- make ethical decisions and act on them ensuring their behaviours and actions have integrity in terms of what they value.

Some of schools I have worked with then follow this with further documentation along these lines:

Sample:

Recognising that this list is neither exclusive or exhaustive....

Students will be encouraged to value:

- **curiosity**, a driving force of learning
- **questioning**, an attitude and skill central to learning and thinking
- **excellence**, by aiming high and by persevering in the face of difficulties;
- **innovation**, inquiry, and curiosity, by thinking critically, creatively, and reflectively;
- **diversity**, as found in our different cultures, languages, and heritages;
- **equity**, through fairness and social justice;
- **community** and participation for the common good;
- **ecological sustainability**, which includes care for the environment;
- **integrity**, which involves being honest, responsible, and accountable and acting ethically;

and to respect themselves, others, human rights and the natural environment in which we live and interact.



Note the addition of “Curiosity”.

As a community of learners whose prime focus is learning, it makes little sense to me if the things you value as a school do not include the attitude of curiosity which is the driving force of learning.

Note the addition of “Questioning”.

As a community of learners whose prime focus is learning, it makes little sense to me if the things you value as a school do not include the skill of questioning which is at the core of thinking and learning.

?? Are there other things you value highly that you would not normally include in a list of ‘values’ ??

I think we need to look carefully at what we value as we build our list of the ‘values’ we are going to model and explore with our students.

Documentation:

KISS keep it simply simple

I visited a school recently who proudly showed me their ‘Values’ documentation. It was a 30 page document that outlined 120 values and a programme to have one value focussed on each week.

I can’t think of anything worse that would turn of me as a teacher and ensure that students wouldn’t ever want to talk about values again during their lifetime. I also don’t see how this would impact positively on what students value, their understanding of themselves, or their long term behaviour.

The following page (nb.... 1 page) is a sample of the ‘Values’ documentation from one of the schools that has taken this approach.



Values:

At xxxxx school exploration and understanding of values will be an integral part of the interactions that occur within our classrooms. The World View diagram will be utilised to as a tool to allow students to explore values and the links between beliefs, values, attitudes and behaviour.

P10, New Zealand Curriculum

Through their learning experiences, students will learn about:

- what they and others value;
- the different things we can value, such as attitudes, behaviours, concepts, people, relationships and objects.
- the things that are valued by New Zealand's culture, institutions and groups.
- what other groups and cultures value.

Through their learning experiences, we will support and facilitate our students to develop their ability to:

- identify and express what they value;
- explore, with empathy, what others value;
- critically analyse what people value and the resultant actions;
- discuss disagreements that arise from differences in what people value and negotiate solutions;
- make ethical decisions and act on them ensuring their behaviours and actions have integrity in terms of what they value.

Recognising that this list is neither exclusive or exhaustive....

Students will be encouraged to value:

- **curiosity**, a driving force of learning
 - **questioning**, an attitude and skill central to learning and thinking
 - **excellence**, by aiming high and by persevering in the face of difficulties;
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 - **ecological sustainability**, which includes care for the environment;
 - **integrity**, which involves being honest, responsible, accountable and acting ethically;
- and to respect themselves, others, human rights and the natural environment in which we live and interact..

