

Case study / project profile: Living Values ALIVE

Association for Living Values Education International ("ALIVE") is a worldwide community of values educators working under the umbrella of an international association of independent, locally-run, non-profit organisations committed to promoting values in education.

The *Living Values* series offers a variety of experiential activities for teachers and parents to help them teach children and young adults to develop twelve critical social values: cooperation, freedom, happiness, honesty, humility, love, peace, respect, responsibility, simplicity, tolerance and unity. In a series of activity books, these twelve values are explored using age-appropriate lessons that incorporate group discussions, reading, quiet reflection time, songs, artwork and action-oriented.

www.livingvalues.net

Empowering Children through Values

A more explicit focus on values in the classroom can offer a way of empowering children to make a real difference. By structuring activities so that pupils have the opportunity to unpack their values, think about why they think the way they do and consider how their values inform responsible action, pupils can develop a sense of self-worth and self-awareness and gain respect for diversity of life choices of others.

For ideas see: www.time2think.org.uk and www.learningthroughvalues.org

Values in the new Curriculum 2014

The Department for Education currently states:

"The curriculum should reflect values in our society that promote personal development, equality of opportunity, economic wellbeing, a healthy and just democracy, and a sustainable future.

These values should relate to:

- ourselves, as individuals capable of spiritual, moral, social, intellectual and physical growth and development
- our relationships, as fundamental to the development and fulfillment of happy and healthy lives, and to the good of the community
- our society, which is shaped by the contributions of a diverse range of people, cultures and heritages
- our environment, as the basis of life and a source of wonder and inspiration that needs to be protected."

www.education.gov.uk



Values Education

Introduction

Values Education aims to put values at the heart of learning. It has been around for over 20 years and is practiced in many countries world-wide. Many teachers feel it informs every aspect of their role as educators - ethical, spiritual and moral guide, pastoral care and inspirational role model.

Our values determine lifestyle choices and our actions, large and small, in our professional and personal lives. The chance to explore our values is seen by many as a crucial element of a fully rounded education - the impact they have on well-being and consciousness, the contribution they make to feeling connected to others and the role they play in purposeful agency and decision-making.

Values Education can take many forms, such as global learning, education for sustainable development, peace education, development education, education for diversity and controversial issues, to name a few. The key to understanding what constitutes Values Education is that it is concerned with issues requiring judgement as opposed to 'facts and figures'. It combines critical thinking, modelling values-led behaviour and engagement with 'bigger than self' issues, such as social justice, human rights, conflict resolution and sustainability.

Many of these big issues of life, with no easy answers, arise in the course of school life. Conflict resolution in the playground, caring for others, respecting diversity and rights and responsibilities will all contain aspects of Values Education. In less immediate terms preparing pupils adequately for the future may also require engagement with 'bigger than self' issues such as poverty reduction, climate change and technological change.

The Department for Education advises that the National Curriculum 'should reflect values in our society that promote personal development, equality of opportunity, economic well-being, a healthy and just democracy, and a sustainable future.' A big ask! For teachers this raises many questions about how this can be done.

Imparting values to a new generation is a tricky business. Care needs to be taken to ensure that pupils are given the opportunity to consider, explore and 'unpack' values, both their own and those of others. This reflective process needs to be undertaken from a firmly education stance, where pupils can critically engage with a variety of perspectives on a range of values and ultimately be supported in the process of making up their own minds about the values they hold dear.

Global learning methodologies and dialogue-based learning can play a central role when negotiating the tightrope of the legitimate place of values in education. A customary dichotomy approach of right or wrong, 'universal truths', the 'House of Commons' style argument falls very short of what is required. In contrast, dialogic learning offers a way to discuss values without the need to find the 'right answer'. By exploring the big issues of life in the safety of educational settings, pupils can become more aware of their own views and the underlying assumptions informing their thinking, take on new thinking and learn how to cope with alternative points of view.

Educational Opportunities:

- Encourages spiritual development and global awareness
- Can underpin the school ethos and community engagement
- Links to SEAL—Social and Emotional Aspects of Learning and SMSC provision
- Is cross-curricular and involves the whole school.

Learning Outcomes for Pupils:

- develop self-worth and the valuing of others
- identify and express feelings
- listen, debate and express opinions appropriately
- learn to co-operate and work together in a team
- be positive and optimistic for the present and future
- make decisions based on carefully considered information
- develop an appreciation of diversity in all forms
- inculcate a sense of injustice and a commitment to tackling it
- grow an understanding of how local and global are interconnected, and of the impacts that actions have at both levels
- develop the skills of dealing with complexity, uncertainty and change
- encourage a commitment to sustainable development and care for the environment
- develop a good understanding of their own and others' identities

Useful web links and Resources

Oxfam Education offer support to embed Values Education in school ethos, curriculum planning and food for thought. www.oxfam.org.uk/education

Woodcraft Folk is for children and young people, offering a place where children will grow in confidence, learn about the world and start to understand how to value our planet and each other. www.woodcraft.org.uk

CAFOD have a wide range of resources exploring Catholic values: www.cafod.org.uk
Common Cause have produced comprehensive research into values and aim to build a more sustainable, equitable and democratic world through a better understanding of how values influence everybody. www.valuesandframes.org

Lifeworlds Learning have a new project exploring how values connect to learning and teaching in schools. www.learningthroughvalues.org



Global Learning Centre

Tower Hamlets PDC
229 Bethnal Green Road, London E2 6AB
T. 020 7364 6405 E. hec@gn.apc.org
@hecglobal

Details of current teacher training, information on global learning and examples of HEC's work www.globallearninglondon.org.uk

Join the London Global Teacher Network - LGTN offers London teachers the chance to connect around global learning. www.lgtn.org.uk



Learning in a Global Context is a framework for supporting schools in preparing young

Every now and then....

One walks into a school which is special. One knows this place is different; there is a hum of activity; people are glad to be there; there is a sense of purpose and well-being; people are relating to one another with confidence and respect; there is an openness, an aliveness and the wider world is there. There are many elements at work in such a school but the valuing of self, others and the earth provides the bedrock. Such schools offer a glimpse of a future world that works for all. Values Education can support your school in being part of this.

Taken from *Initial Guidelines for Values and Visions*. Georgeanne Lamont and Sally Burns, DEP 1993.

Self- Reflection for teachers

We form our values through a complex and life-long process of engagement with issues, experiences and reflection. What makes you think the way you do? What shapes your understanding? What are your values? Who has influenced you?

In order to 'unpack' your value system reflect on the following questions:

Where do your values come from?

What part have the following played:

- External forces - culture, up-bringing, media, religion, education?
- Internal forces - personality, reactions, conflicts?
- Your experiences, encounters and relationships?

How do your values inform the way you teach? How are your values reflected in your approach?

Understanding Values and Values Education

The Common Cause Handbook maps values and how they relate to one another. This map shows commonly-held values, which mainly fall under two headings: Intrinsic Values and Extrinsic Values. Every person holds a complex set of values embracing both intrinsic and extrinsic values. It is not a matter of 'good' or 'bad' values, rather a balance of the things a person values in life in terms of self, others and society. What is important to you?



Taken from The Common Cause Handbook available at www.pirc.info

Questions for Reflection and Evaluation

'Our lives are inextricably linked by the common thread of humanity and human values. If we break it, we are all undone.'

'one of the most powerful ways of children and young adults acquiring values is to see individuals they admire and respect exemplify those values in their own being and conduct. Parents or educators or politicians or priests who say one thing and do another send mixed messages to those in their charge... The question of leadership, generally, and in the education sphere particularly, is therefore of vital importance.'

Nelson Mandela

The Human Values Foundation identifies 5 Human Values: Truth, Love, Peace, Right Conduct and Non-violence. What do you identify as Human Values?

'..values cannot be taught in any direct fashion. Values are assimilated and adopted. The manner in which we teach probably does more to instil values than the subject matter of what we teach.'

Justice Kate O'Regan

'Storying is a powerful way to offer insights into human experiences.... Stories well told touch people; they resonate within people, because in the telling of something deeply human, that which is human is touched.'

Ted Aoki

If you could give your child one gift or quality when they leave school, what would it be? This is what some parents, governors and teachers said when asked this question:

Tolerance Happiness Wisdom
 Love Sensitivity Thoughtfulness
 Joy Respect Education Truth
 Selflessness Compassion Spirit
 Self-Value Hope Honesty
 Stability Sense of Self
 Thankfulness Freedom Wonder
 Peace Security Courage
 Well-Being Openness
 Perseverance Integrity Confidence
 Kindness Friendship Curiosity
 Optimism Initiative

What would you suggest or choose?
 Taken from *Initial Guidelines for Values and Visions*. Georgeanne Lamont and Sally Burns, DEP 1993.

Dialogue-based methodologies: dig deeper, linger longer and cross boundaries.....

Philosophy for Children aims to encourage children (or adults) to think critically, caringly, creatively and collaboratively. It helps teachers to build a 'community of enquiry' where participants create and enquire into their own questions, and 'learn how to learn' in the process.
www.sapere.org.uk

The **SEAL and the global dimension project** provides clear pathways for embedding the Global Dimension within the Social & Emotional Aspects of Learning (SEAL) programme, engaging schools in the personal, political and planetary implications of development. Many dialogue-based resources free-to-download. www.sealqd.org.uk

Open Spaces for Dialogue and Enquiry (OSDE) provides a framework for critical engagement with global issues for adults and secondary pupils. Free-to-download activities and power-point presentations for the classroom. www.osdemethodology.org.uk

Time 2 Think supports teaching and learning around how we can better understand *self, others and the wider world*. A bank of classroom and CPD resources, many dialogue-based, that you can pick up and use straight away. www.time2think.org.uk