The Global Context – UNESCO

UN Decade for Education for Sustainable Development

To integrate the values inherent in sustainable development into all aspects of learning to foster changes in behaviour that enable a more sustainable and just society for all.

UNESCO definition of Quality Learning

A new approach to quality education based on the acquisition of values, attitudes and skills needed to face the challenges of contemporary society & globalization, in particular for peace, human rights, cultural & linguistic diversity & a sustainable future.
Values in UN Decade for ESD
Respect, Responsibility, Equity, Commitment

**Economic Development** - economic viability & sufficiency, economic justice, poverty alleviation, just/fairness, accountability, transparency, efficiency

**Human Rights** - human dignity, social justice

**Equity** - access, gender equity, intergenerational equity

**Culture** - valuing human diversity, social tolerance, inclusion

**Peace** - security

**Environment** - valuing biodiversity, environmental integrity, conservation of natural resources, care & restoration

**Civic** – democratic participation, collective ownership, networking, linkages, exchange, interaction, partnership, alliance, coordination, cooperation

**Education** - quality basic education, mutual learning, creativity, imagination, innovation
WHAT ARE VALUES?

Values are what we care about most.
Our choices and decisions are based on them.

Values reflect the priorities we choose & that we act on consistently & repeatedly.

Values are ideals contained in our VISION of the future.
Values-Based ESD

Shared/agreed values reflected in the formal curriculum:

- the curriculum & learning resources
- the teaching/learning process, methodology, pedagogy

and also in the “hidden” curriculum in:

- all school/TEI policies and guidelines
- the actions of students, teachers, staff, parents
- the school/TEI mission/vision, purpose & values
- the whole school/TEI ethos, culture & environment
VALUES ACROSS SUBJECTS

Language – Critical Literacy & reflection to examine values expressed in language, literature, poetry, stories, media

Health/Physical Ed – Self care, fair play, cooperation, teamwork. Reflect on impact of actions on others.

Mathematics – statistics & measurement to explore values - equity, eco-footprints, energy usage & efficiencies etc

History, Geography – Understanding peoples, cultures, environments – comparing/contrasting values differences

Science – Ethical application of scientific discovery, constructive/destructive uses. Contribution to quality of life.

Design/Technology – Design technology to benefit society & quality of life

Arts – Express values through the arts. Interpret environments & socio-cultural issues.
UNESCO FOUR PILLARS OF LEARNING

Values integrated across all four pillars

Learning to Know  HEAD  Knowledge

Learning to Be  HEART  Awareness
Understanding

Learning to Do  HAND  Skills, Actions

Learning to Live Together Sustainably

LEADS TO TRANSFORMED BEHAVIOURS & LIFESTYLES
COGNITIVE LEVEL

KNOWING
about oneself, others, their behaviour, culture, history, country etc

BEHAVIOURAL LEVEL

ACTION
decision making, taking choices,

CONCEPTUAL LEVEL

UNDERSTANDING
oneself and others, key issues and processes,

AFFECTIVE LEVEL

VALUING
experiencing, reflecting, accepting, respecting, appreciating oneself and others
6 Steps in The Valuing Process

• Identify and clarify values (own & others)
  Introduce students to different points of view & help to understand their own & others’ values positions
• Compare and contrast values
• Explore & understand feelings that motivate action
• Explore conflicting values
• Consider alternatives and their implications when put into action
• Make choices & decisions, solve problems & take action based on chosen values.
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Cultivate self-reflection, critical inquiry & a capacity for moral judgement or discernment in students. (Dewey)

Critical knowing and self-reflection leads to transformation & service to others. (Habermas)

Critical reflection about conflicting values deepens understanding.
Layered Curriculum (Kathy Nunley, USA)

Deepen learning in 3 increasingly complex layers:

Layer C - a basic understanding of facts, skills, vocabulary & techniques

Layer B - applying the knowledge, understandings & skills developed in layer C.

Layer A - most challenging - students critically analyse current issues/scenarios in the real world related to their area of study, based on values.

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BUILD ON EXISTING PRACTICE

DE BONO’S 6 THINKING HATS - White, Green, Black, Blue
Red Hat Thinking - Emotions, feelings, intuition
Yellow Hat Thinking - What are the benefits?

BLOOM’S TAXONOMY for planning lessons
Knowledge, Comprehension, Application, Analysis, Synthesis
Evaluation - Valuing priorities, appreciation, weighing up ethical issues, making values-based choices/decisions

GARDENER’S MULTIPLE INTELLIGENCES
Logical-mathematical, Musical, Bodily-kinesthetic, Spatial
Interpersonal, Intrapersonal, Naturalist
Spiritual, Existential, Moral
Values-based Learning Environment

Reflects the shared values
Promotes relationships & connectedness
Safe, secure, supportive, respectful, valuing
Participative, equitable, inclusive, student–centred
Integrated and holistic approaches to learning
Fosters full development & potential of the whole child
Provides a wide range of learning opportunities/experiences
Accommodate diverse learning styles, preferences, abilities
Involves learner’s experience & builds on their interests
Emphasises teacher as role model, facilitator, co-learner
Encourages critical reflection, discussion, questioning
Involves community & learners in shared decision-making
The Role of the Teacher

• Teacher as role model – always lives the values
• Students learn mostly by what they see and experience and by how they are treated
• Teacher as guide and facilitator to draw out the inherent values from within the learner towards integration and action
• Commitment of teacher to self observation and continuous self development
Values & the Quality Teacher

Recent research shows clear links between teacher quality and a values-laden teaching environment.

Student achievers value trustworthy, caring teachers who have student’s best interests at heart  Row (2004)

Positive relationship between teacher & student far outweighs content, pedagogy & teaching practice  Louden et al. (2004)

Respect for students top of list for best teachers  Hattie (2004)

Relationship between teacher & student at least as significant as technical proficiency to draw out best  Brady (2005)

RELATIONSHIP RELATIONSHIP RELATIONSHIP RELATIONSHIP
Teacher-Student Relationship

“Values Education has the potential to go to the very heart of Quality Teaching by focussing teacher attention on what has the most impact, namely the relationship of due care, mutual respect, fairness and positive modelling established with the student and the ‘relational trust’ that results.”
Prof T. Lovat, University of Newcastle May 2006

“To reach a child’s mind, a teacher must capture his heart. Only if a child feels right can he think right.”
H. Ginott 1969
Implications for Teacher Education

• Awareness & focus on one’s own values development
• Ability to identify, clarify, develop & live the values
• Understand the Values formation process & apply it
• Ability to guide/facilitate learner values development
• Develop skills in values-based teaching/learning methodologies to integrate values in school curricula, classroom practice & across whole school
• Develop communication, values clarification & consensus skills with students, & parents
• Able to locate/develop suitable values-based resources
ESD-Net Training Workshop

Thailand, 21 - 24 August 2007

ESD and Values-based Learning

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