Reorienting Teacher Education to address Sustainability & International Understanding

22-25 August 2006, Penang, Malaysia

Values within EIU/ESD

Joy de Leo
President,
UNESCO APNIEVE Australia
VALUES RAISE MANY QUESTIONS

What are values? (Confusion with beliefs)
Where do they come from?
Types of values (Personal, Civic, Social, Environmental)
Are values taught or caught? Do values change?
Values implied in international instruments
Values in World Faiths
Are values culturally bound or are they inherent to the human condition (ie universal)?
Universalism vis a vis cultural relativism
Shared values – Path to a peaceful, sustainable world
Unity through shared values within diversity
WHAT ARE VALUES?

Values are the ideals that give meaning to our lives that are reflected through the priorities we choose & that we act on consistently & repeatedly.  

Brian Hall “Values Shift”

VALUES are linked to VISION

Values are powerful mental images of what we want to create in the future. They reflect what we care about most & are harmonious with our values & sense of purpose. The tensions we feel from comparing our mental images of a desired future with today’s reality is what fuels a vision.

M. Parker ”Creating Shared Vision
Values-Based ESD/EIU based on Universally Shared Values

These Values are implied in:

- International instruments and agreements (eg. UDHR)
- Existing publications identifying universally shared values
- Core Values underpinning World Faiths (A Global Ethic)
- Personal Qualities and Virtues advocated for millennia
- Eastern, western and indigenous world views

These are the values we need to share to live together peacefully, inclusively and sustainably, while observing human rights and respecting diversity.
Towards a Global Ethic
(1993 Parliament of the World’s Religions)
Affirms that:
“a common set of core values is found
in the teachings of the religions,
and that these form the basis of a global ethic.”

“Our Creative Diversity” *
World Commission on Culture and Development
Calls for:
“cooperation based on a core of
shared ethical values and principles”
drawn from cultural and spiritual orientations

* www.unesco.org/culture/policies/ocd/index.shtml
What are these Universally Shared Values?

Inherent to the human condition?
May enable us to transcend cultural/religious differences:

Equality, Equity, Justice, Fairness
Freedom, Participation, Inclusion
Peace and Non Violence
Respect, Diversity, Tolerance, Acceptance, Understanding
Mutual Respect – treat others as we wish to be treated (all life)
Human Dignity, Individual Worth
Responsibility – personal, social, civic, environmental
Care and Concern for others, Compassion, Collective well being
Honesty, Integrity, Transparency, Accountability
Reconciliation, Truth, Forgiveness
The Golden Rule - Common to Spiritual Traditions

Islam
*Desire for your brother that which you desire for yourself.*

Buddhism
*Hurt not others in ways that you yourself would find hurtful.*

Christianity
*Do unto others as you would have them do unto you.*

Judaism
*What is hateful to you, do not to another.*

Confucianism
*Do not unto others what you would not have them do unto you.*

Sikhism
*No one is my enemy nor is anyone a stranger to me.*

Brahmanism
*Do nothing to others which would cause you pain if done to you.*

Taoism
*Your neighbour’s gain is your gain & your neighbour’s loss is your loss.*
VALUE LEVELS & DEVELOPMENT

Foundation Values - Past
Acquired from the past, these represent our basic needs as the foundation to act upon daily. These need to be strong as we fall back on them during crisis, threat or stress.

Focus Values - Present
Values priorities in daily lives that describe current world view, criteria for decision making, attitude towards relationships and issues, and the focus of most energy and attention

Aspirational Values – Future Vision
A vision of future possibility motivating us and drawing us forward towards an ideal, giving meaning to the present

From Hall Tonna – “Values Shift”
VALUES & SKILL DEVELOPMENT

To act upon aspirational values requires:

- Awareness
- Relevant knowledge
- Understanding
- Commitment
- Courage
- Appropriate skills

WHOLE PERSON LEARNING
WHOLE BRAIN THINKING & LEARNING
VALUES EDUCATION PROCESS

An Integrative Pedagogy for the Whole Person

An *integrative, holistic methodology* brings together:

cognitive – intellect – knowledge & awareness
affective – emotions – attitudes, values
behavioural - physical skills – actions & behaviours
spiritual – inspiration – commitment to transform & to bring about change (all)
The APNIEVE Teaching and Learning Cycle

**Cognitive Level**

**KNOWING**
about oneself and others;
their behavior, culture,
history, country, etc.

**ACTION**
non-violent conflict-resolution
decision-making,

**Conceptual level**

**UNDERSTANDING**
one self and others, concepts,
key issues, and processes

**Behavioral level**

**VALUING**
experience-reflection
accepting, respecting,
appreciating oneself and others

**Affective Level**
W.I.S.E. MODEL – Map for the Process of change
W.I.S.E. Model – Wholistic Integrated Science & Education Research Institute

Learning to Transform

1. Learning To Lead
   Strategic Thinking
   PRINCIPLES

2. Learning To Be
   Reflective Thinking
   AWARENESS

3. Learning To Know
   Critical Thinking
   KNOWLEDGE

4. Learning To Create
   Creative Thinking
   VISION

5. Learning To Learn
   Grow, Develop
   Constructive Thinking
   ETHICS

6. Learning To Care
   Relational Thinking
   UNDERSTANDING

7. Learning To Do
   Applied Thinking
   SKILLS

8. Learning To Live Together
   Harmonious Thinking
   VALUES
INTEGRATED approach to ESD/EIU

Integrating Values across the curriculum:

Vertically for all ages, from birth to the final year of schooling, using pedagogical approaches appropriate to the age group.

Horizontally across all subject areas, by reflecting the values and taking a systems, transdisciplinary approach.

There are considerable implications for education policy, curriculum development, pre service/in-service teacher training, for teachers to integrate values across subjects and learning areas for a holistic, integrated approach.
Transdisciplinary Approach

Based on Universal Values & Principles
Values-Based ESD/EIU

Education based on Fundamental Human Values implied in international documents

**Values reflected across the whole school in:**

- all school policies and guidelines
- the behaviour of students, teachers, school staff & parents
- the articulated school mission, purpose and values
- the curricula and learning materials in all subject areas
- the teaching/learning process, methodology, pedagogy
- the whole school culture and environment
Integrating Values into the school environment by:

- integrating learning thematically across curriculum
- quality of respectful relationships within the school
- school rules, guidelines, policies, administration & decision making processes, reflecting the shared values of the school community
- interface with the surrounding local culture & all aspects of community life
- community partnerships - taking responsible civic action together for a caring community
- inviting local community members to speak at school
- using various forms of media & information technology
- undertaking community projects
Implications for Teacher Training

- Awareness & focus on one’s own values development
- Ability to identify, clarify, develop and live the values
- Understand the Values formation process & apply it
- Ability to guide & facilitate learner values development
- Develop skills in appropriate teaching/learning processes & methodologies to integrate relevant values in school curricula, classroom practice & across the whole school
- Develop communication, values clarification & consensus skills with students, parents & community
- Awareness of available materials & resources & ability to develop resources relevant to Values for ESD/EIU
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