



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

Introduction

1. Curriculum Direction
2. Managing Implementation
3. Curriculum Fluency
4. Dimension 1: Vision
5. Dimension 2: Principles
- 6. Dimension 3: Values**
7. Dimension 4: Key Competencies
8. Dimension 5: Learning Areas
9. Teaching/Pedagogy
10. Assessment
11. Putting it all together



VALUES

The Requirement

The values, NZC p 10, are **encouraged, modelled and explored** by students.

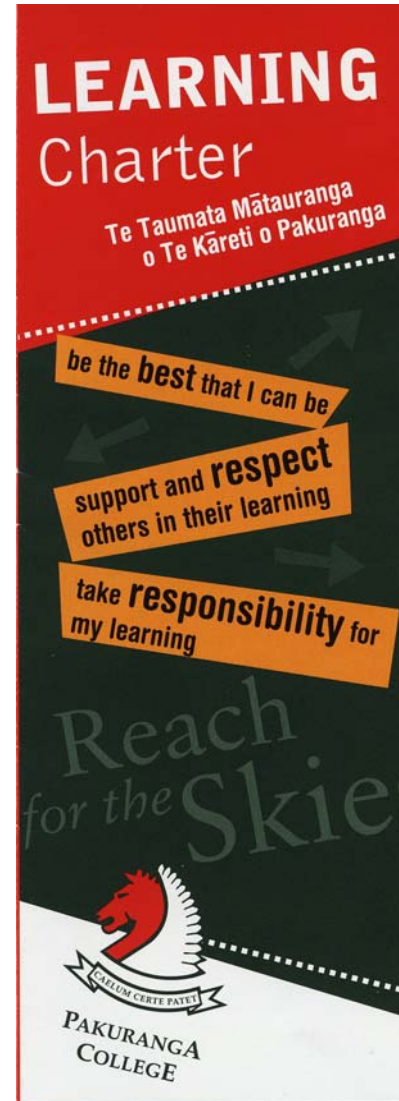
NZC p. 44

There is an important distinction between *values education*, and *teaching values*. The latter is a highly disputed idea.

The school should be able to show and explain how it goes about ***encouraging, modelling and exploring*** the values. 'Evidence in practice', rather than 'evidence on paper', will always be the best way of judging of the effectiveness of the school's approaches.

The values should be evident in the school's philosophy, structures, curriculum, classrooms and relationships.

NZC p.10



What *are values*?

Values are “the priorities individuals and societies attach to certain beliefs, experiences and objects, in deciding how they shall live and what they shall treasure”.

Hill, B.V. 1994. Teaching Secondary School social studies in a multicultural society. p. 4.

Values are “... the principles and fundamental convictions which act as general guides to behaviour, the standards by which particular actions are judged to be good or desirable.”

Halstead, J. and Taylor, M. “Learning and teaching about values: A review of recent research’. Cambridge *Journal of Education*, Vol.30, No. 2, 2000, pp. 169-202.

What is Values Education?

Values Education helps us make our unconscious values conscious. It encourages us to develop integrity and confidence in life by getting to know and state the values that dictate our actions. It helps us to close the gap between what we say and what we do.

Lawley, J. www.nzpf.ac.nz/resources/magazine/2001/mov/values

Values in The New Zealand Curriculum

1. Excellence
2. Innovation, inquiry, and curiosity
3. Diversity
4. Equity
5. Community and participation
6. Ecological sustainability
7. Integrity



This list is neither exhaustive nor exclusive.

NZC p.10

An interesting comparison: values TransTasman

New Zealand

1. Excellence
2. Innovation, inquiry, and curiosity
3. Diversity
4. Equity
5. Community and participation
6. Ecological sustainability
7. Integrity



Page 10

Australia

1. Care and compassion
2. Doing your best
3. Fair go
4. Freedom
5. Honesty and trustworthiness
6. Integrity
7. Respect
8. Responsibility
9. Understanding, tolerance and inclusion



QUESTION

Should the school simply adhere to the set of values given in the NZC, or can it identify its own set?

AN ANSWER

One of the directions of the NZC is ***school ownership***. It is good school practice to identify those values that its community of students, teachers and parents agree to be their priorities. There is no one definitive set of values, or way of stating them.

QUESTION

How can the school go about identifying its priority values?

AN ANSWER

The school on its own can never hope to have the ultimate influence over the values that children live out in their lives. The home and the community are powerful influences. It makes sense, therefore, that the values emphasised in a school are the values that are jointly supported by the school, families/whānau, and the community. But this is not so much a matter for “consultation”, but rather one of “engagement”.

QUESTION

How can the school go about identifying its priority values through processes of *engagement*?

AN ANSWER

Ask the children to talk with someone else at home to make a list of their most important family values, and what they think should be the important values to be *encouraged, modelled, and explored* at school. Not the whole 40 or 50, or 14 or 15 values they can think of – the priority 4 or 5 values!

The children, led by their teacher, can share their lists in the classroom and together identify those that are common priorities. In turn, the priority values from each classroom can be brought together from across the school to reach a school-wide set of priority values. This process *engages* a wide constituency and offers the validity and benefits that derive from ownership.

QUESTION

When schools individually develop priority values, won't they simply be coming up with similar values identified by other schools? Isn't it easier to just follow the list provided in the NZC?

AN ANSWER

If “easier” is your criterion, so be it! If you understand and have experienced the power of influence over practice that comes from *ownership*, “easiness” is unlikely to be the agenda. Moreover, *clarifying* the set of values to be ***encouraged, modelled, and explored*** at school can lead to the all important simplification of language so that it is widely understood, used, and able to be remembered.

A TIP!

If the priority values are to have portability (able to be carried around in the head without need to refer to printed texts) the shorter list the better.

Mt Cook School in Wellington has identified **four** (not fourteen) priority values. Each priority value comprises a number of associated values – but these are not exhaustive. The main point is that everyone is capable of holding and carrying around the four major values in their heads.



*PLEASE do not copy Mt Cook's values.
They came from their engagement – not yours.
They "own" them!*

“A” School spent some time in discussion with its community clarifying and reaching shared agreement on its core values *before* the NZC values were published. The school arrived at two over-arching values: **respect and responsibility**.



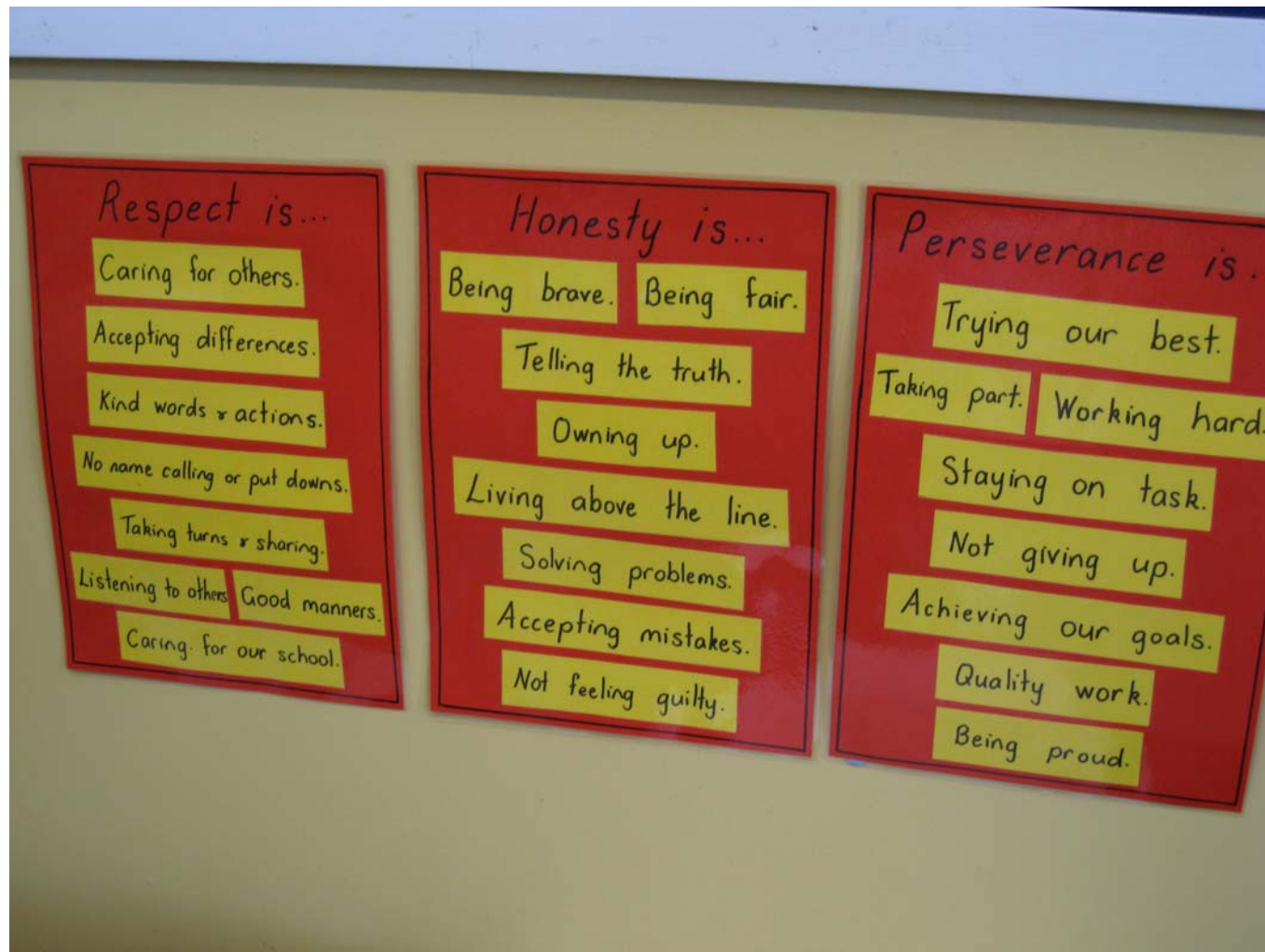
QUESTION

With a revised NZC, should “A” School put its core values aside, and turn to the values given in the NZC?

AN ANSWER

No! But it should be able to demonstrate how it is ***encouraging, modelling, and exploring*** NZC values through its own core values of respect and responsibility.

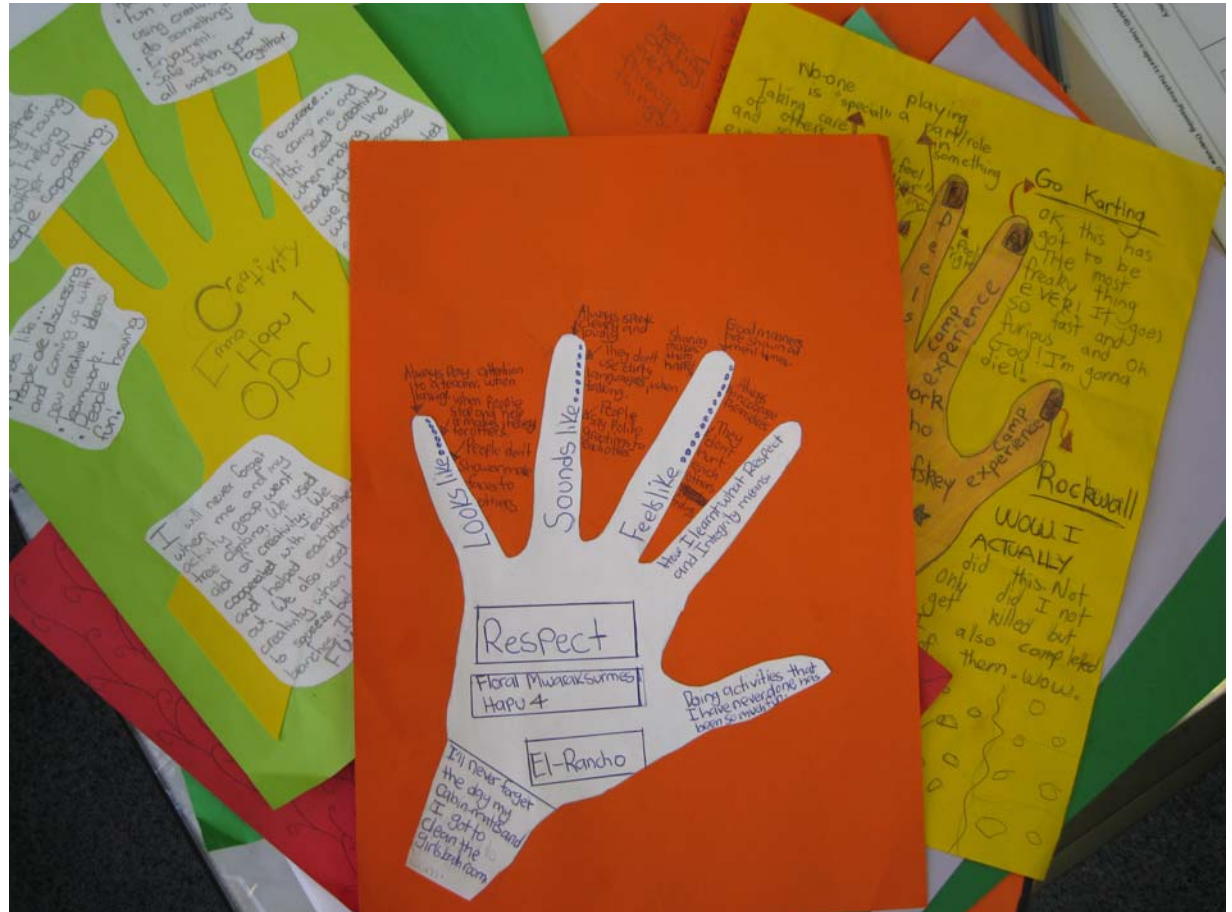
Oakura School has three core values (easy to carry in the head), and children in every classroom have *explored* what each value means.



From a process of school community engagement, Karori Normal School has decided on five core values. They can show how each value relates to the NZC values.



The children at Karori Normal School have *explored* what each value is all about – what it looks like, feels like, sounds like!



The Positioning of the School's Values, Charter and Curriculum Plan

The positioning of the values in the school's documentation is something to think about. Many schools include their values in their charter even though they are not a required part of a charter. They should also be positioned in the school's curriculum plan.

SCHOOL CHARTER: EDUCATION ACT 1989

SECTION 61: School charter

The purpose of a school charter is to establish the mission, aims, objectives, directions, and targets of the Board that will give effect to the Government's national education guidelines and the Board's priorities,

and provide a base against which the Board's actual performance can later be assessed.

An illustration of the positioning and header for the school's core values in its charter.

Newtime School Charter	
<p>Vision</p> <p>Vision for our children at <u>Newtime School</u>.</p> <p><i>The qualities our children will show as a result of their years of learning in our school and its community:</i></p>	<p>Values</p> <p>Our values are principles and beliefs that guide the behaviour and standards by which our actions are judged as good or desirable.</p> <p><i>Values that are encouraged, modelled, explored, and regularly reviewed by everyone in the <u>Newtime School Community</u>.</i></p>
<p>The school's vision for its students is stated here.</p>	<p>The school's core values that apply to everyone in involved in the life of the school are stated here.</p>

VALUES

Review Questions

- Have we identified and agreed on those values that we believe are important for everyone involved in the life of our school?
- Do our values support and complement those in the New Zealand Curriculum?
- Does our curriculum explain how our identified values will be an integral part of teaching, learning and the daily life in our school?
- Does our curriculum explain how we will review our effectiveness in ***encouraging, modelling, and exploring*** our values?