



ESD-Net Training Workshop

Thailand, 21 - 24 August 2007

ESD and Values-based Learning

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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

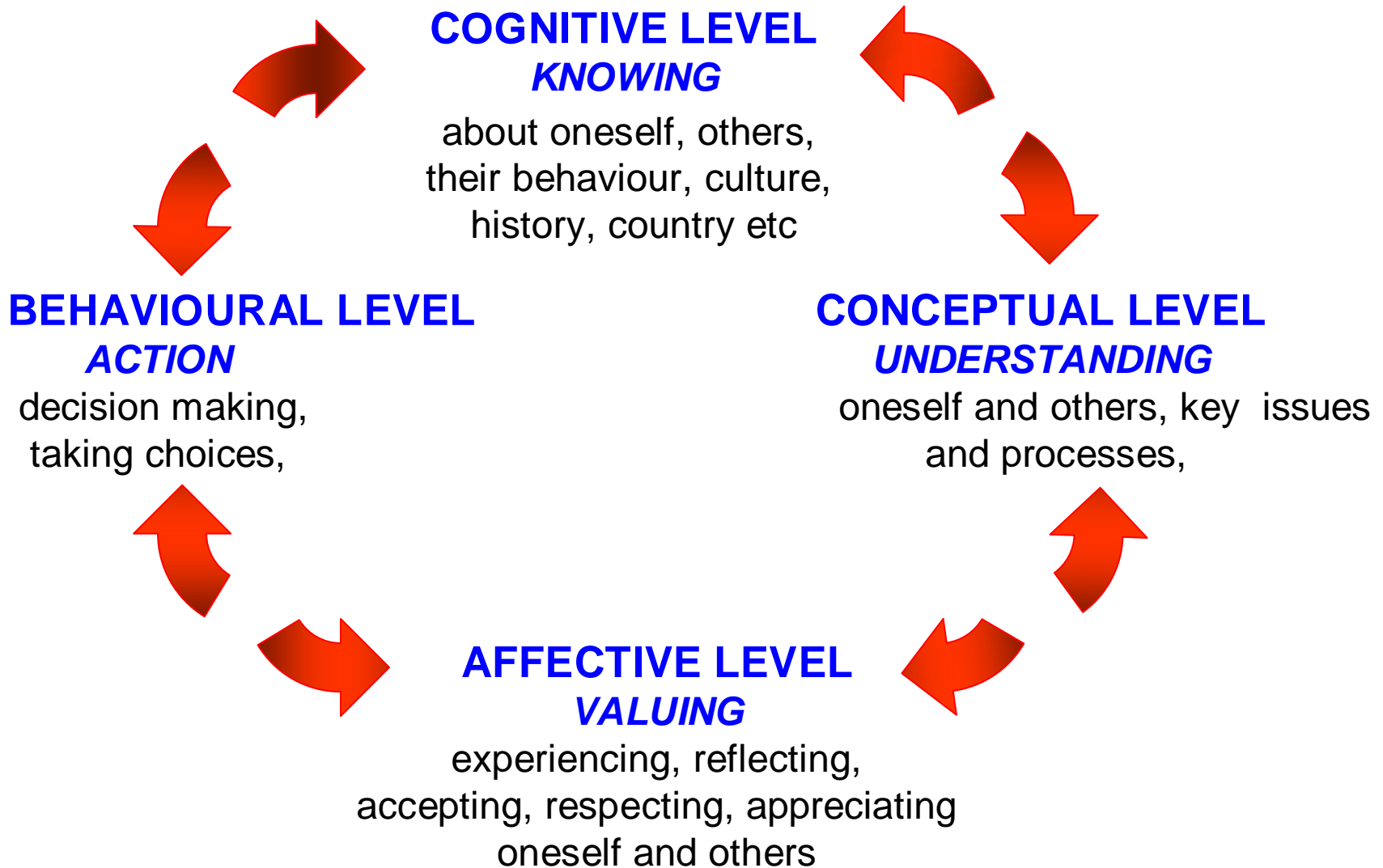
Skills, Actions

Learning to Live Together *Sustainably*

LEADS TO TRANSFORMED BEHAVIOURS & LIFESTYLES

APNIEVE

TEACHING AND LEARNING CYCLE



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.**

METACOGNITIVE QUESTIONS FOR VALUES EXPLORATION

REASON

WHY?

PURPOSE

WHAT FOR?

CHOICE/DECISION

WHICH?

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 Rowe (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

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.”

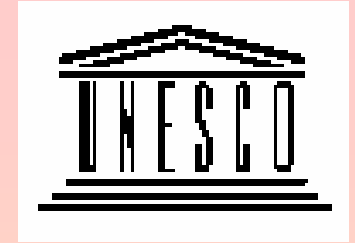
Prof T. Lovat, University of Newcastle May 2006

“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 guidee/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**



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