



# Unleashing a Common Core:

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Learning Through Values for whole-school enrichment and enhancement



**Rob Bowden**

Lifeworlds Learning





Everyone's knowledge comes from somewhere.



All knowledge is partial



'Unpacking' is a responsibility...



1

Why learn  
through  
values?

2

Thinking about  
values:

*What are they?  
How do they work?*

3

Learning Through Values:

*Values and education  
Moving beyond rhetoric  
Meaningful learning  
Shaping our futures  
A culture of values leadership*



## Responsible citizens:

making informed choices about people and planet

## Globalised world:

interconnectedness and interdependence

## Moral decay:

erosion of morals, loss of tradition, break-down of family etc

Why learn through values?

## Peaceful living:

population growth, multiculturalism

## Creating wisdom:

knowledge + values = wisdom

## Balance power:

media, corporations, political parties all using values

## Knowledge society:

meaningful learning and the need for schools and teachers



Why learn  
through  
values?

...a scientific basis:

Values are at the core of who we are;

Values are what makes us human;

Values are created and learned;

Values are our language/code for living;

Values are sensitive to change.

**BUT:** values are often hidden/ in sub-consciousness



Why learn  
through  
values?

...an educational basis:

Because we already are;

Adds meaning to learning;

Motivates learning – ownership;

Balances knowledge/skills agenda;

ABC+

*“... we can’t continue to tell young people that they are the future, if we don’t provide them with the tools and resources they need to be successful in that future.”*





Thinking  
about  
values







# Exercise

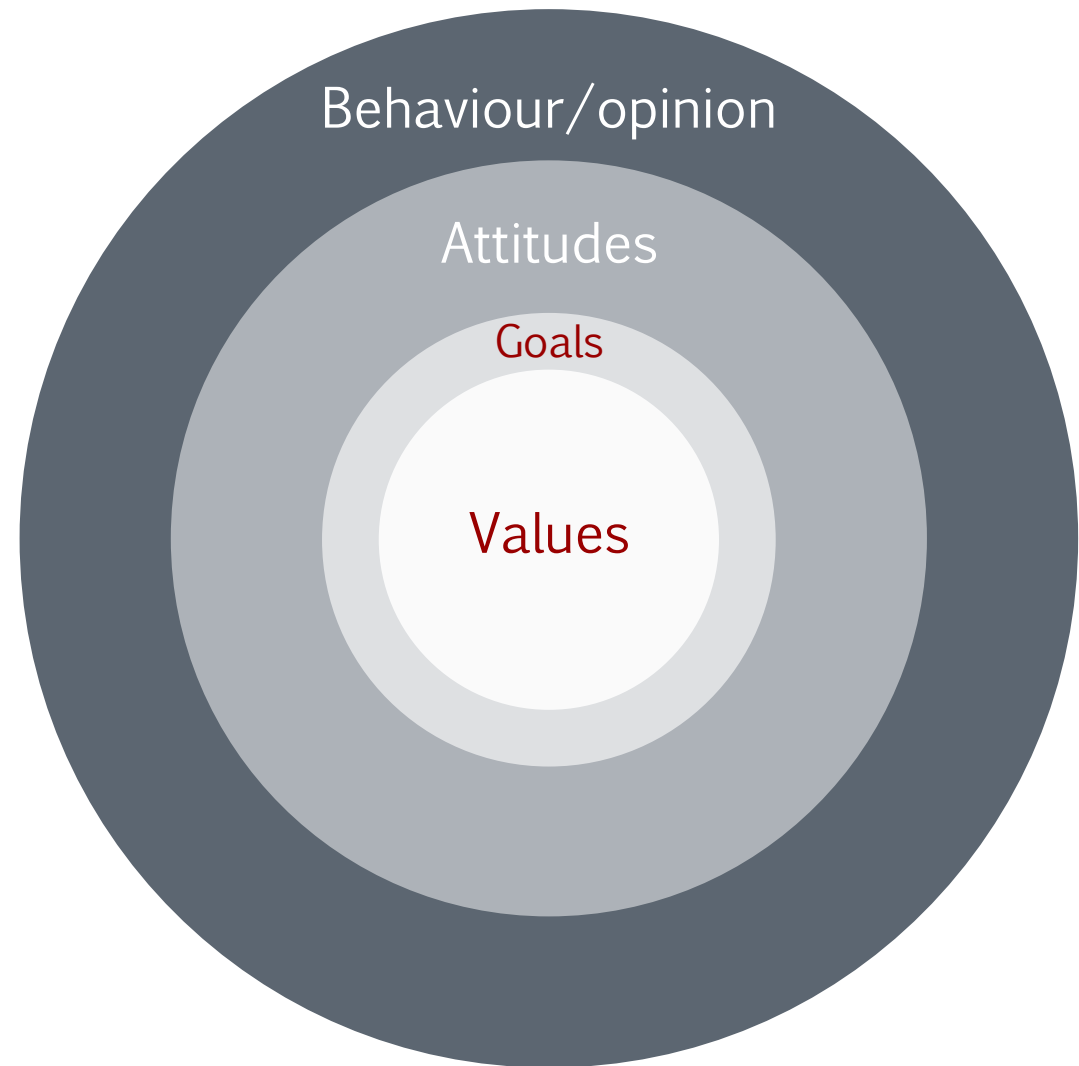
What do you value in life?

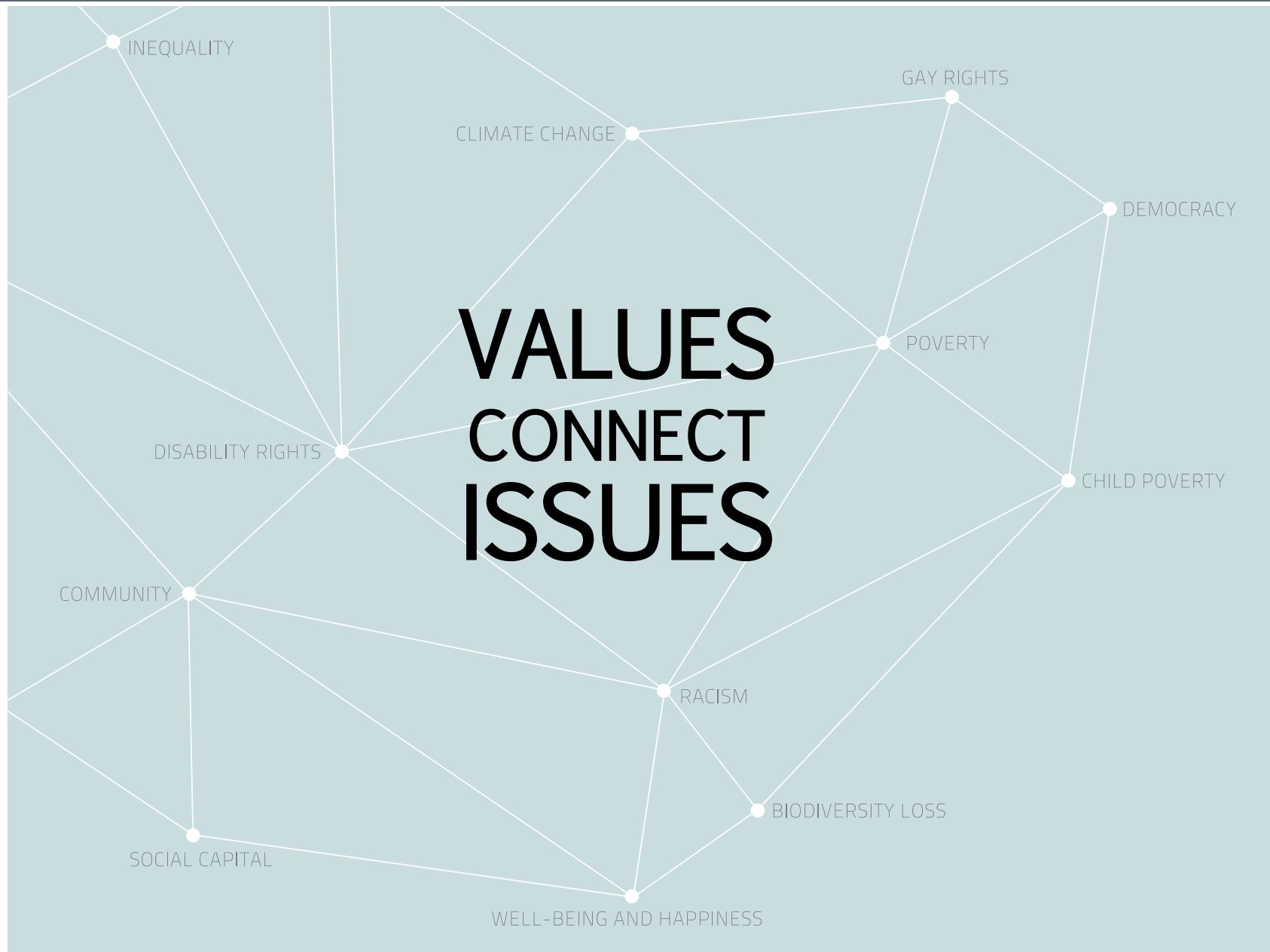
Paired discussion



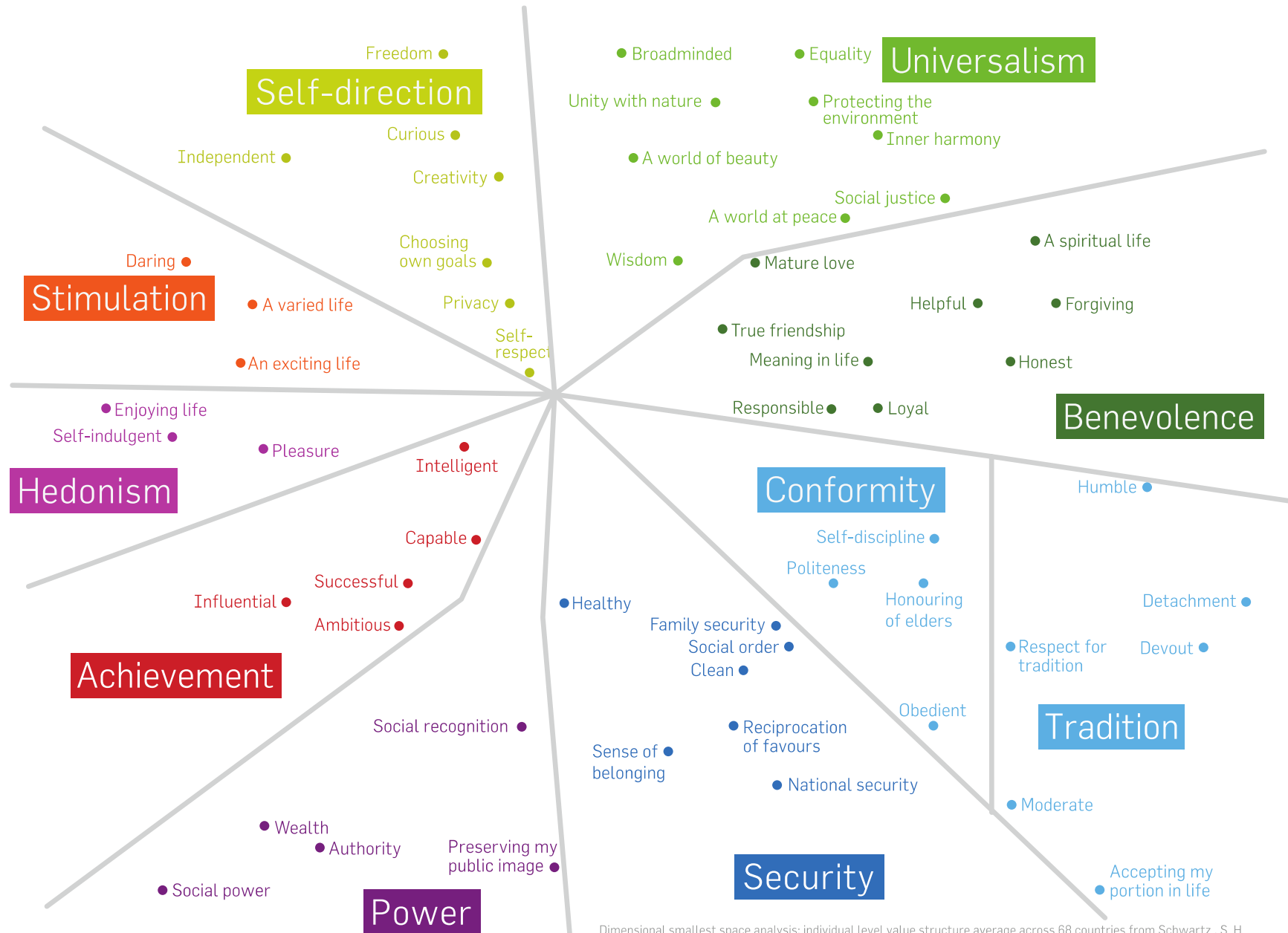
# Values...

- ...are the guiding principles of life
- ...transcend actions and situations
- ...serve as standards or criteria
- ...are abstract and rarely conscious

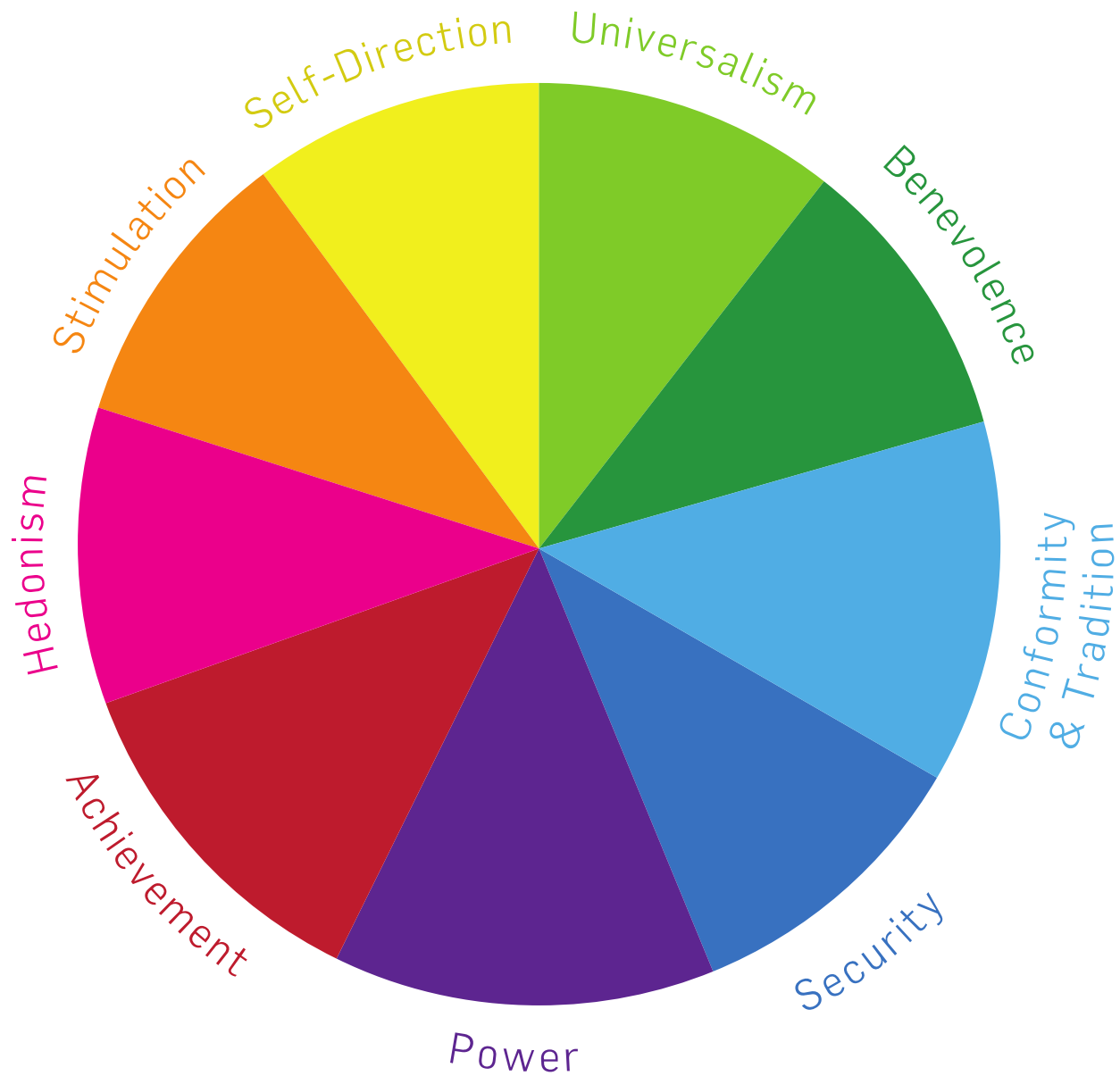




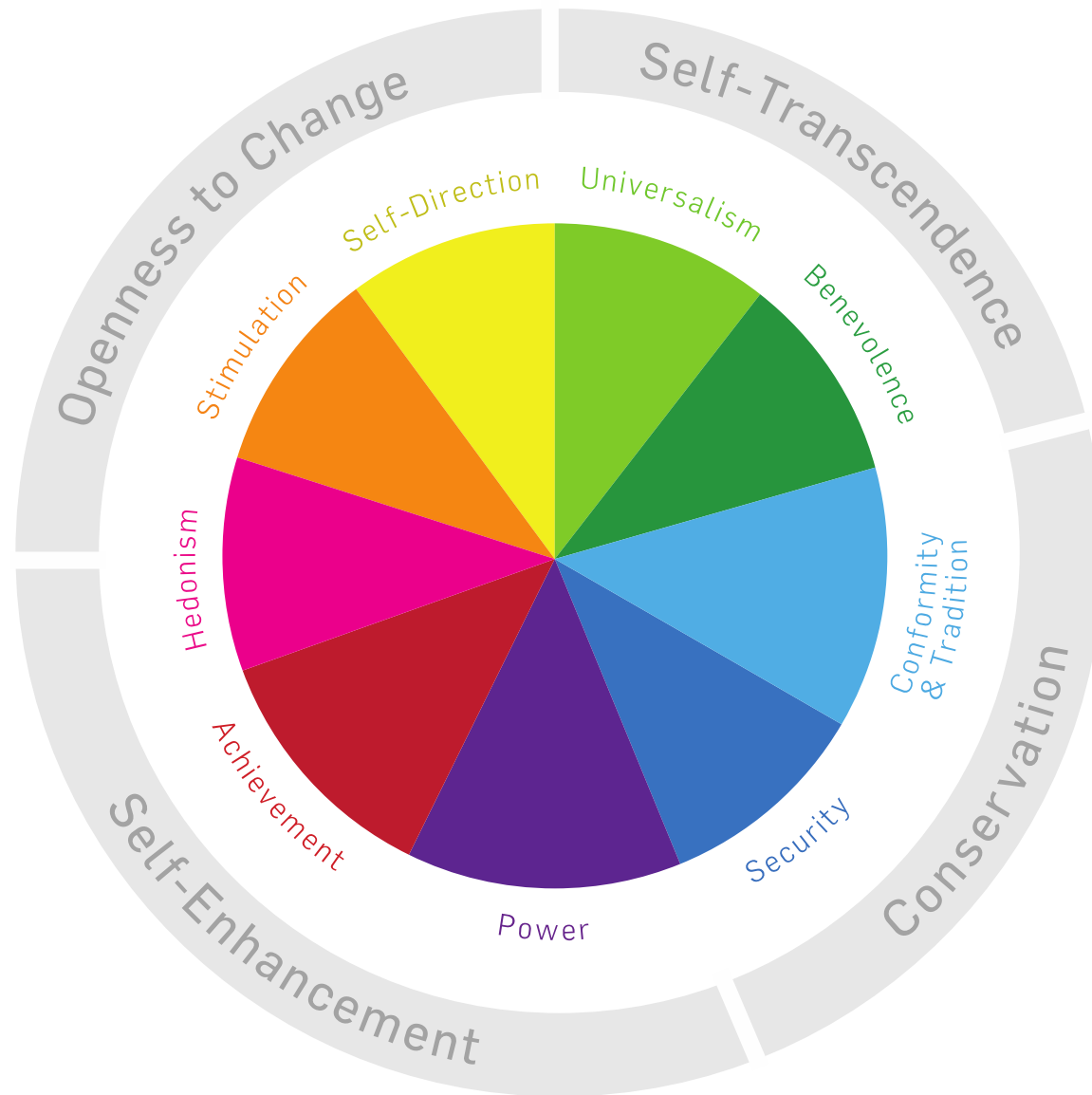




Dimensional smallest space analysis: individual level value structure average across 68 countries from Schwartz, S. H. (2006). Basic human values: Theory, measurement, and applications. *Revue française de sociologie*, 42, 249-288.



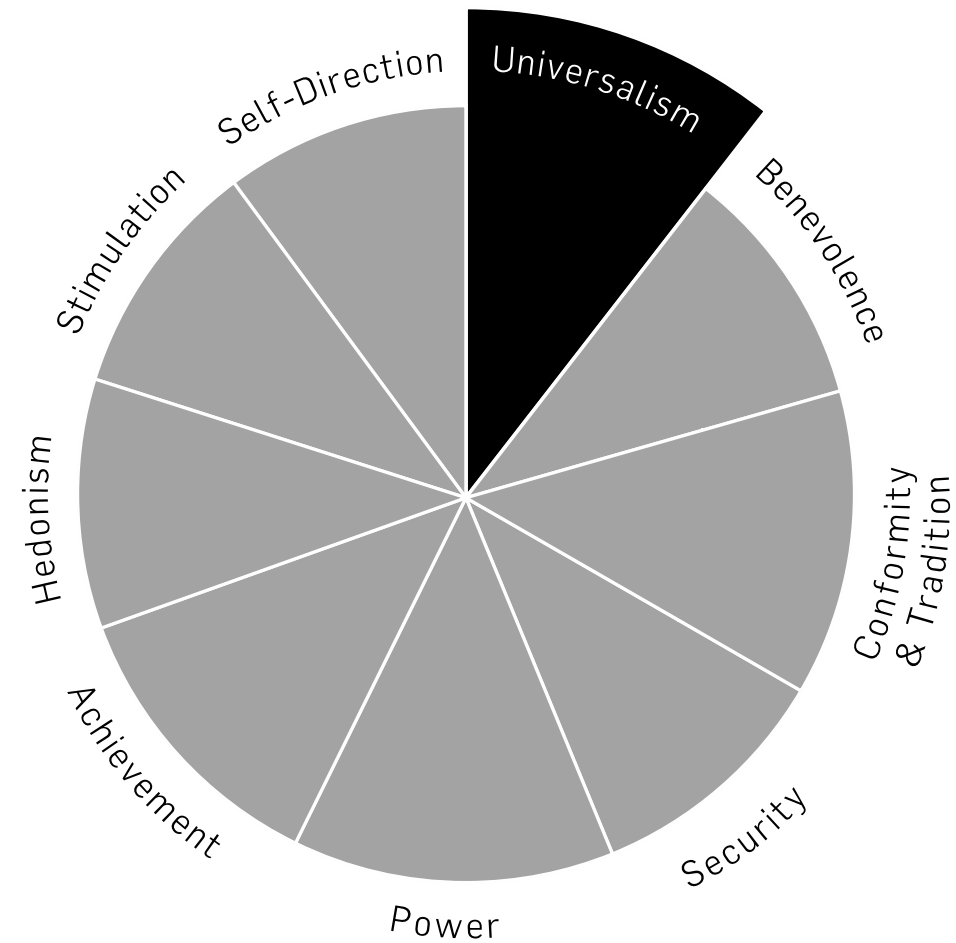






# Engaging

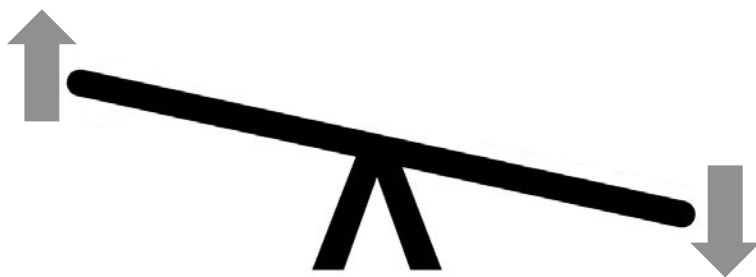
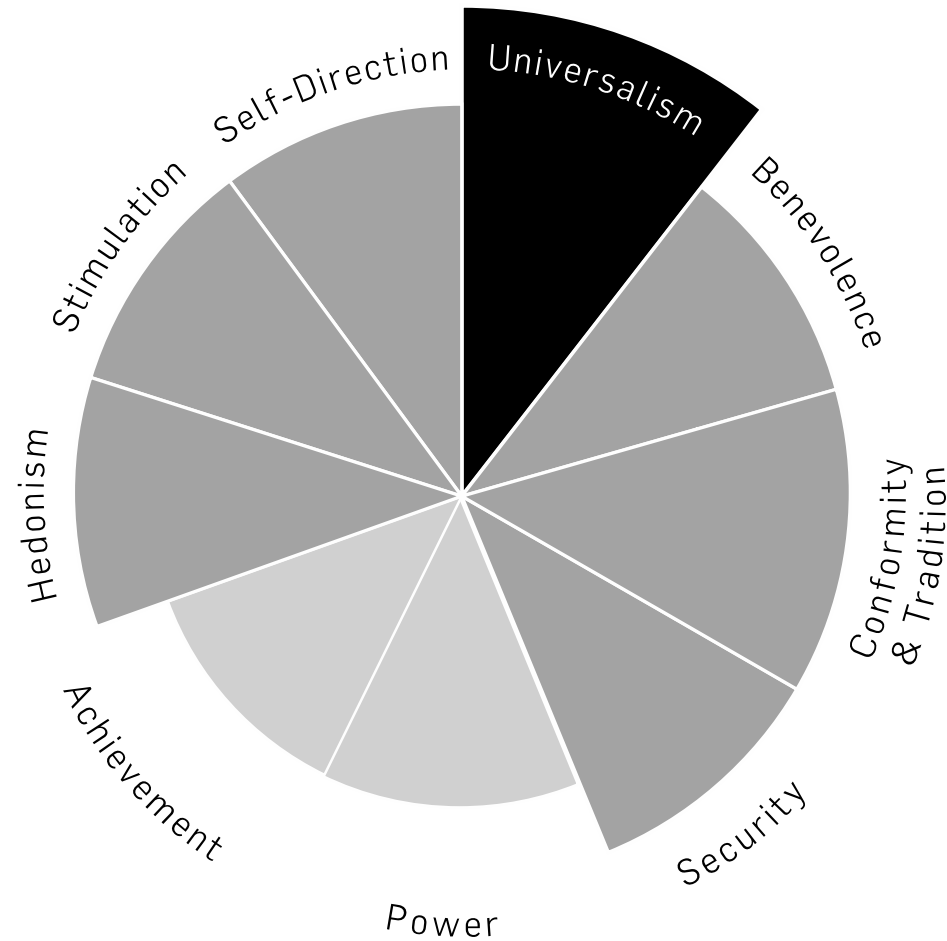
Values can be engaged through specific communications and experiences.





# See-saw

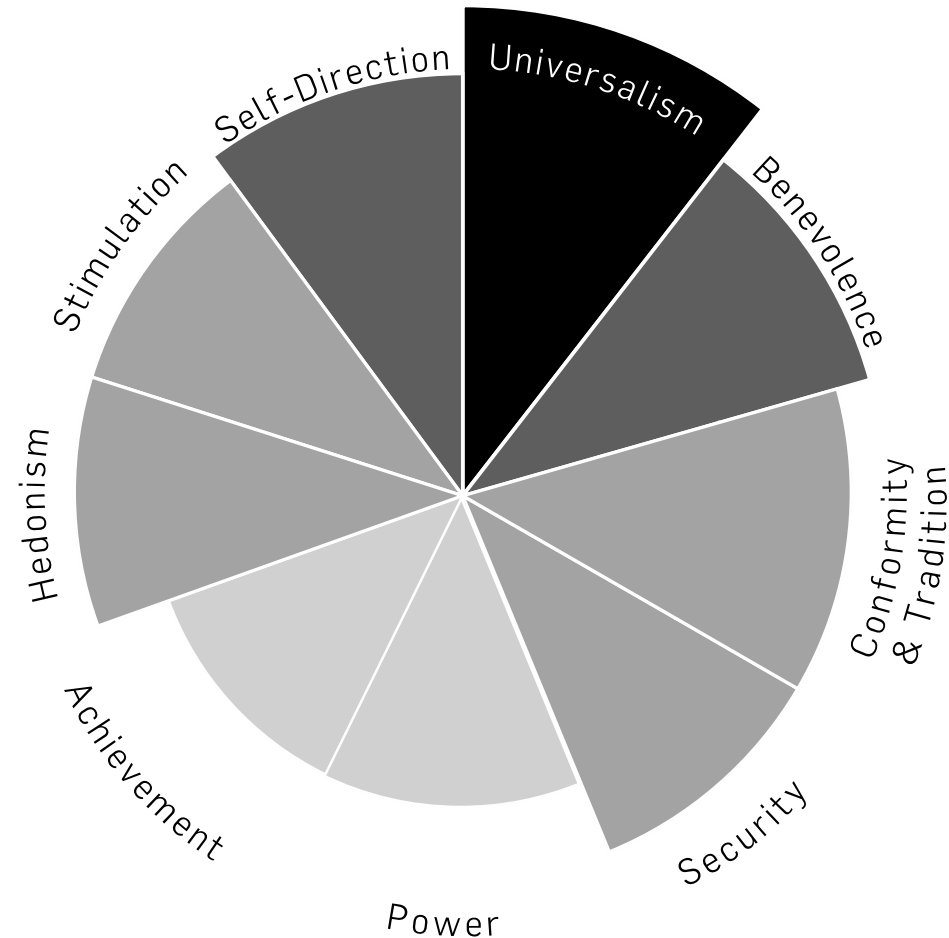
Engaging one set of values suppresses and discourages conflicting values, and associated attitudes and behaviours.





# Bleedover












Engaging one set of values tends to engage neighbouring values attitudes and behaviours.























# Behaviours

|  |   |  |
|--|---|--|
|  |   | <br>HOW WE VOTE  |
|  | <br>HOW MUCH WE PICK UP OTHER PEOPLES LITTER | <br>WHETHER, AND HOW CONSISTENTLY, WE BUY 'ETHICAL' PRODUCTS |
| <br>WHETHER, AND HOW FAR, WE BEHAVE ALTRUISTICALLY                | <br>HOW MUCH WE WALK OR CYCLE                | <br>HOW MUCH WE CONSERVE ELECTRICITY                         |
| <br>OUR PURCHASING DECISIONS, HOW MUCH WE SPEND, AND ON WHAT      | <br>THE TYPE OF CAREER WE CHOOSE             | <br>HOW MUCH WE RECYCLE                                      |
| <br>WHAT WE EAT  | <br>HOW EMPATHIC WE ARE                    |  |
| <br>WHETHER, AND HOW FAR, WE GET INVOLVED IN POLITICAL ACTIVISM | <br>HOW MUCH WE VOLUNTEER TO HELP OTHERS  |  |
|  |   | <br>OUR ECOLOGICAL FOOTPRINTS                              |

# Attitudes

|   |  |   |
|---|--|---|
| <br>HOW NATIONALISTIC WE ARE   |  |   |
| <br>OUR LEVELS OF MILITARISM AND PEACEFULNESS                            | <br>HOW FAR WE BELIEVE IN PUNISHING OR REHABILITATING CRIMINALS             |   |
| <br>OUR LEVELS OF CONCERN ABOUT GLOBAL POVERTY                           | <br>OUR ATTITUDES TOWARDS GAY RIGHTS  |   |
| <br>OUR LEVELS OF CONCERN ABOUT GLOBAL CONFLICT                          | <br>OUR ATTITUDES TOWARDS IMMIGRATION                                       | <br>WHETHER, AND HOW FAR WE THINK COMPANIES SHOULD BE ACCOUNTABLE FOR THEIR SOCIAL AND ENVIRONMENTAL IMPACTS |
| <br>HOW CONCERNED WE ARE ABOUT ENVIRONMENTAL DAMAGE                      | <br>OUR LEVELS OF SEXISM, RACISM AND GENERAL PREJUDICE TOWARDS 'OUT-GROUPS' | <br>OUR POLITICAL PERSUASIONS  |
| <br>OUR LEVELS OF SUPPORT FOR ENVIRONMENTAL POLICIES                   | <br>OUR ATTITUDES TOWARDS HUMAN RIGHTS                                    |   |
| <br>HOW MUCH WEIGHT WE PLACE ON BEHAVING MORALLY                       | <br>OUR INTERESTS   |   |
| <br>HOW MUCH WE WORRY AND ARE MOTIVATED TO FIND OUT ABOUT 'BIG ISSUES' |  |   |

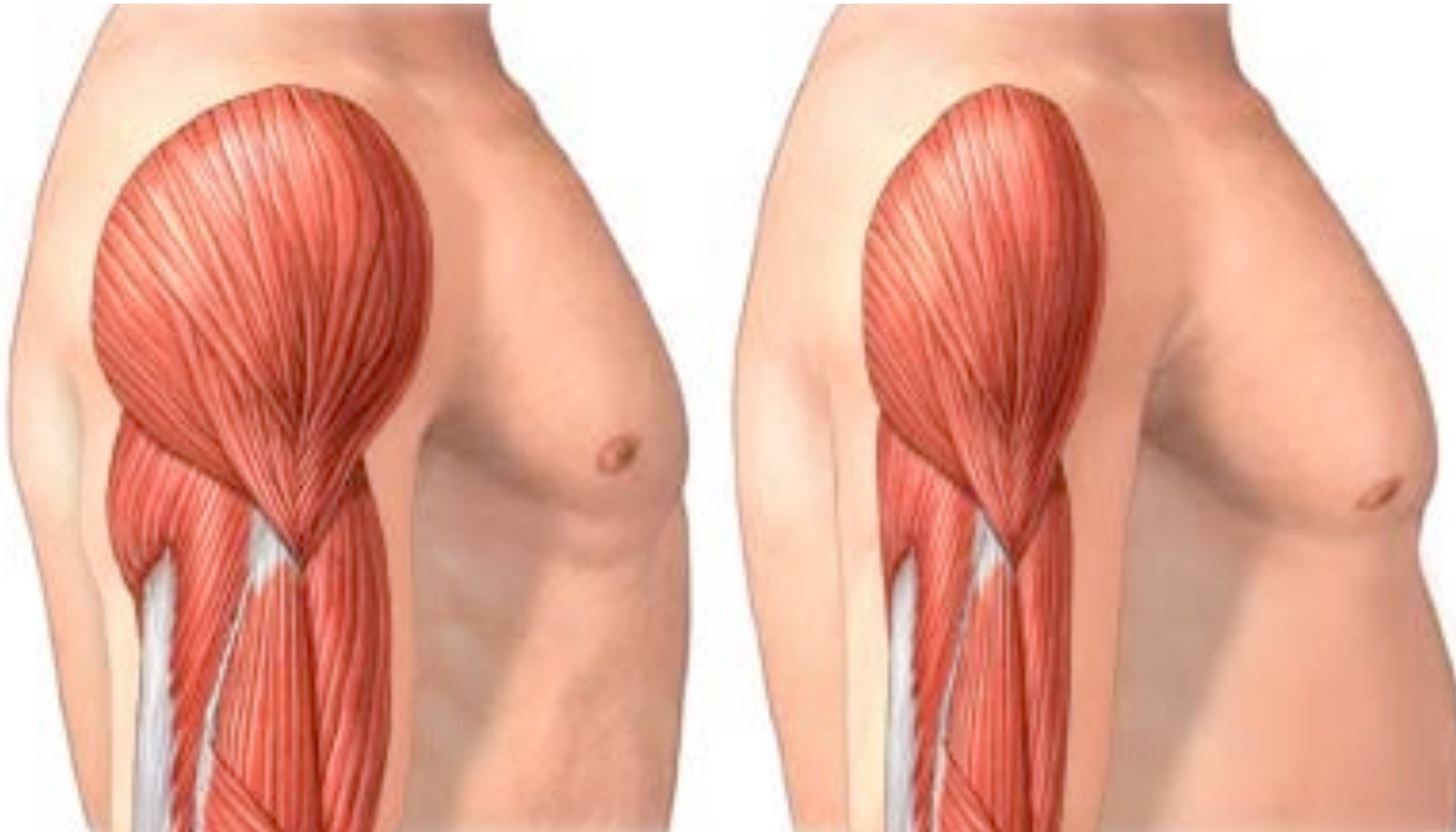






active

inactive



What is our role as educators?



# Break

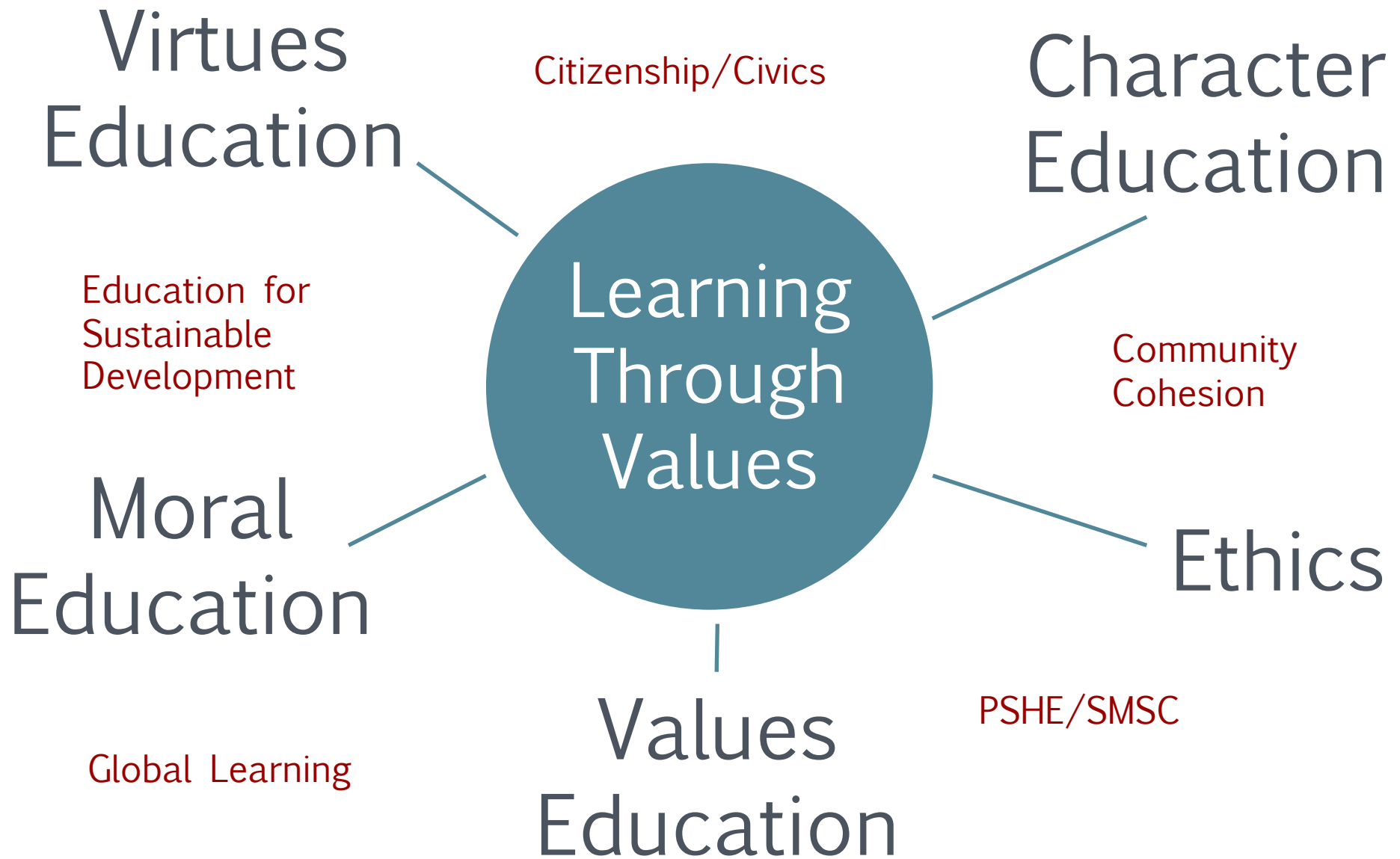
15 mins



# Leading through Values

Pilot Project Report  
May 2013







University & the workplace

Societal Conditioning



Secondary Schooling

Primary Schooling

## Life in a box

Wake up in a box

Go to school in a box

Study in a box

Go home in a box

Shop in a box

Eat from a box

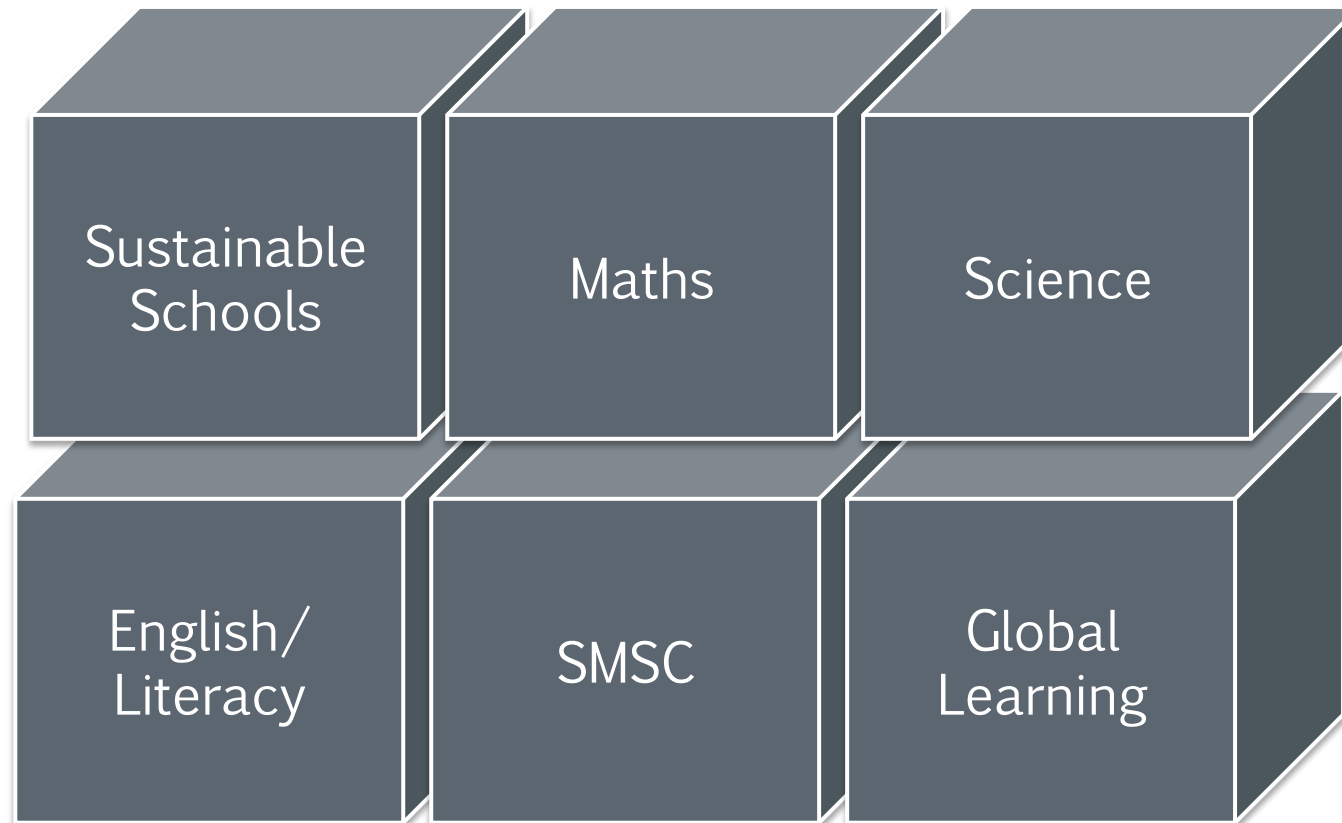
Watch the box

Go to sleep in a box





# Education (learning) in a box





# Initiative overload !

From  
'added value'  
to  
'values education'

*Values Education is not an add-on or distraction from the normal business of educating - whatever that may be - but an approach that “helps each adult and child across an entire school to understand, reflect on, think deeply about, and become the living embodiment of a series of values” (Gilbert, 2009)*



## Values in education: **key challenges**

Move beyond the 'hour' or 'assembly'

All learning is values learning – holistic and integrated

Facilitate not dictate, opportunity not prescription

Make values more explicit – raise awareness

Enable time for educators to engage in values

Changing culture from 'practice' to 'being'

Optimise connections – locally and globally



Place the learning at the centre – ALL learning has values

The world as a resource

Develop a clear and consistent language for engaging with values

Reflect on pedagogy, assessment, evaluation and what we value

# Leading Through Values

Aspire for values-based living within school community

Foster a culture of leadership through values

Give time, find space, take risks, reflect and learn



## Walking the line

Education

Learning

Extrinsic



Intrinsic

Content



Process

Knowing



Enquiring

Certain



Uncertain

Safe



Risky

Formal



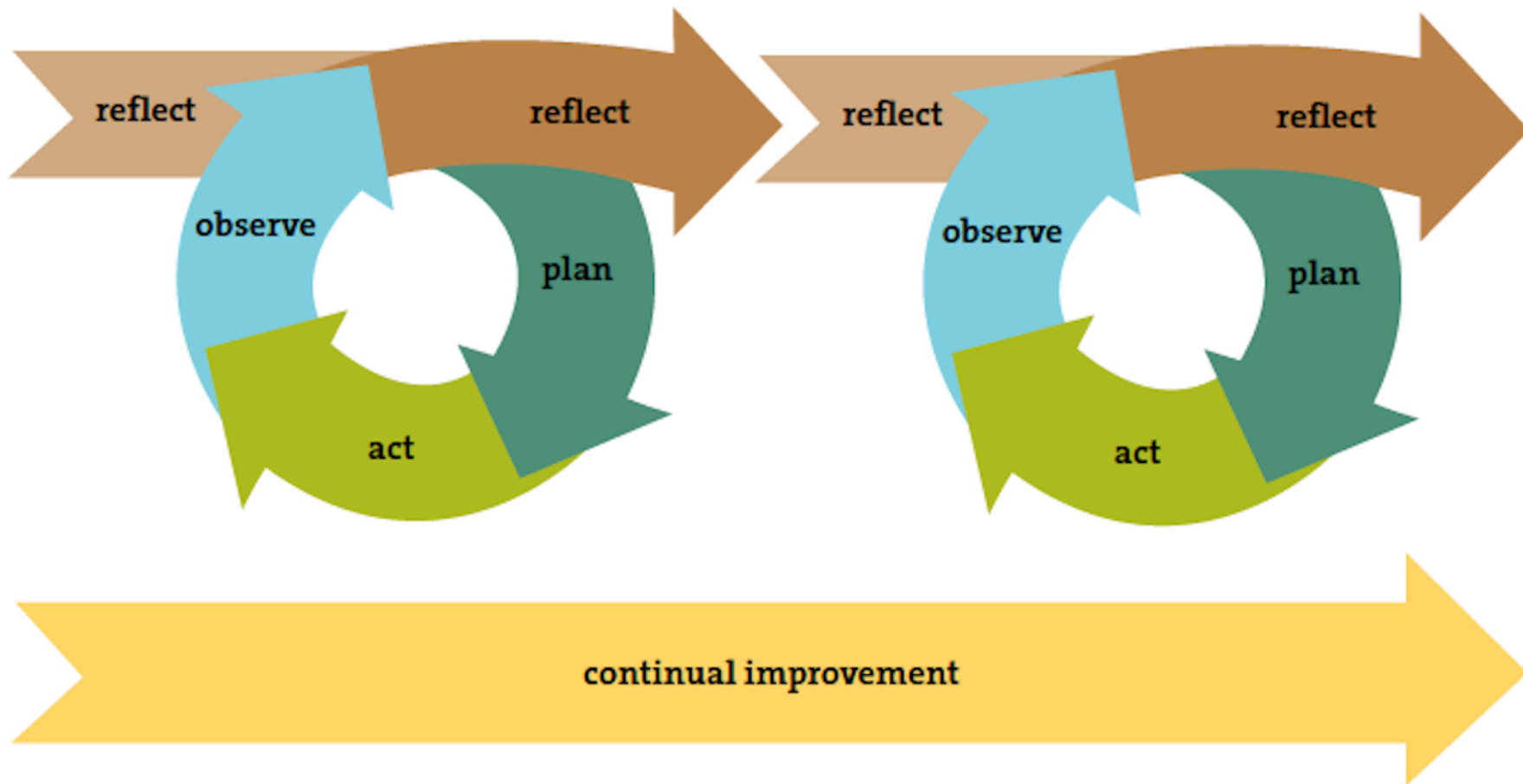
Informal

Measure



Value

Values

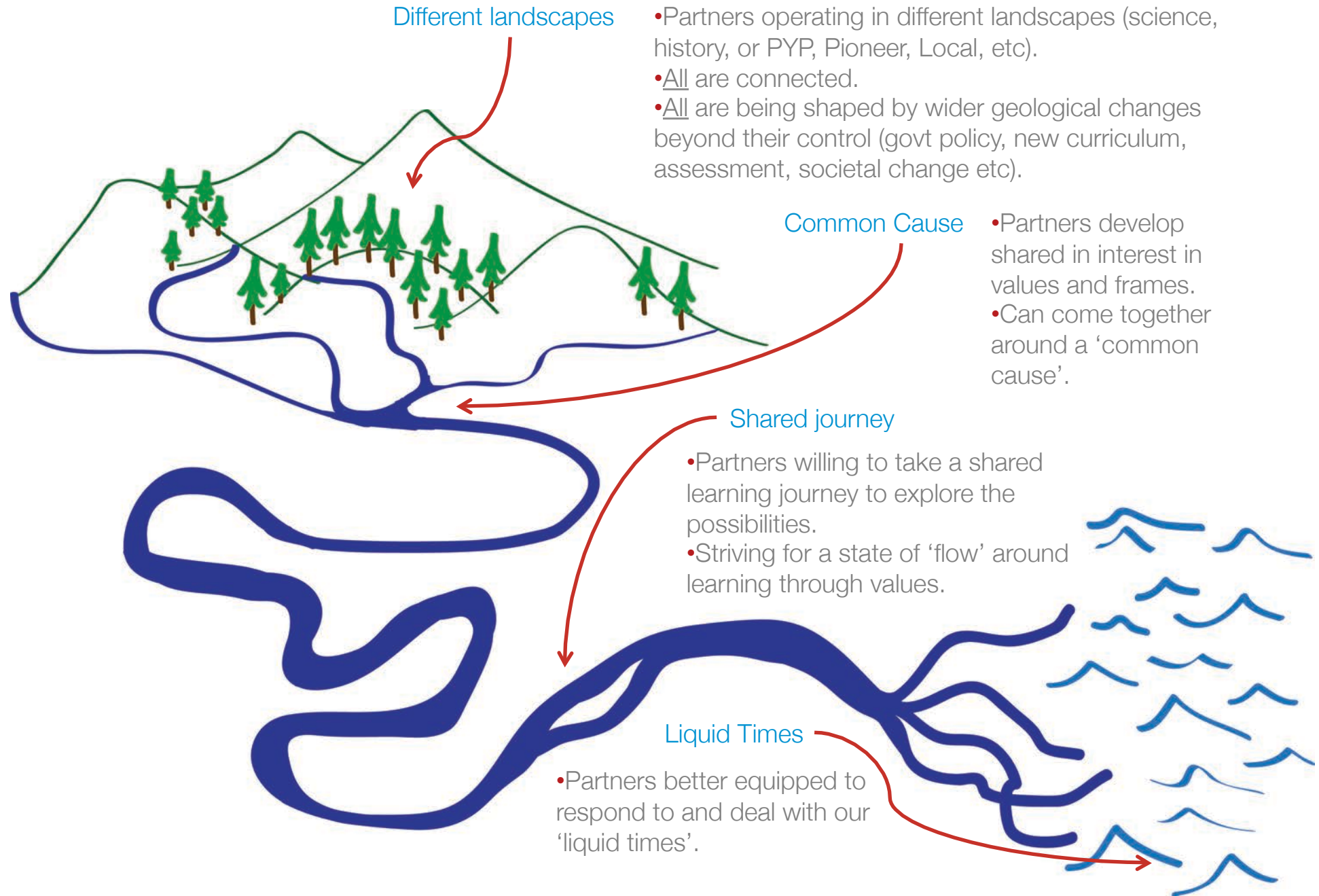






# It is a journey...

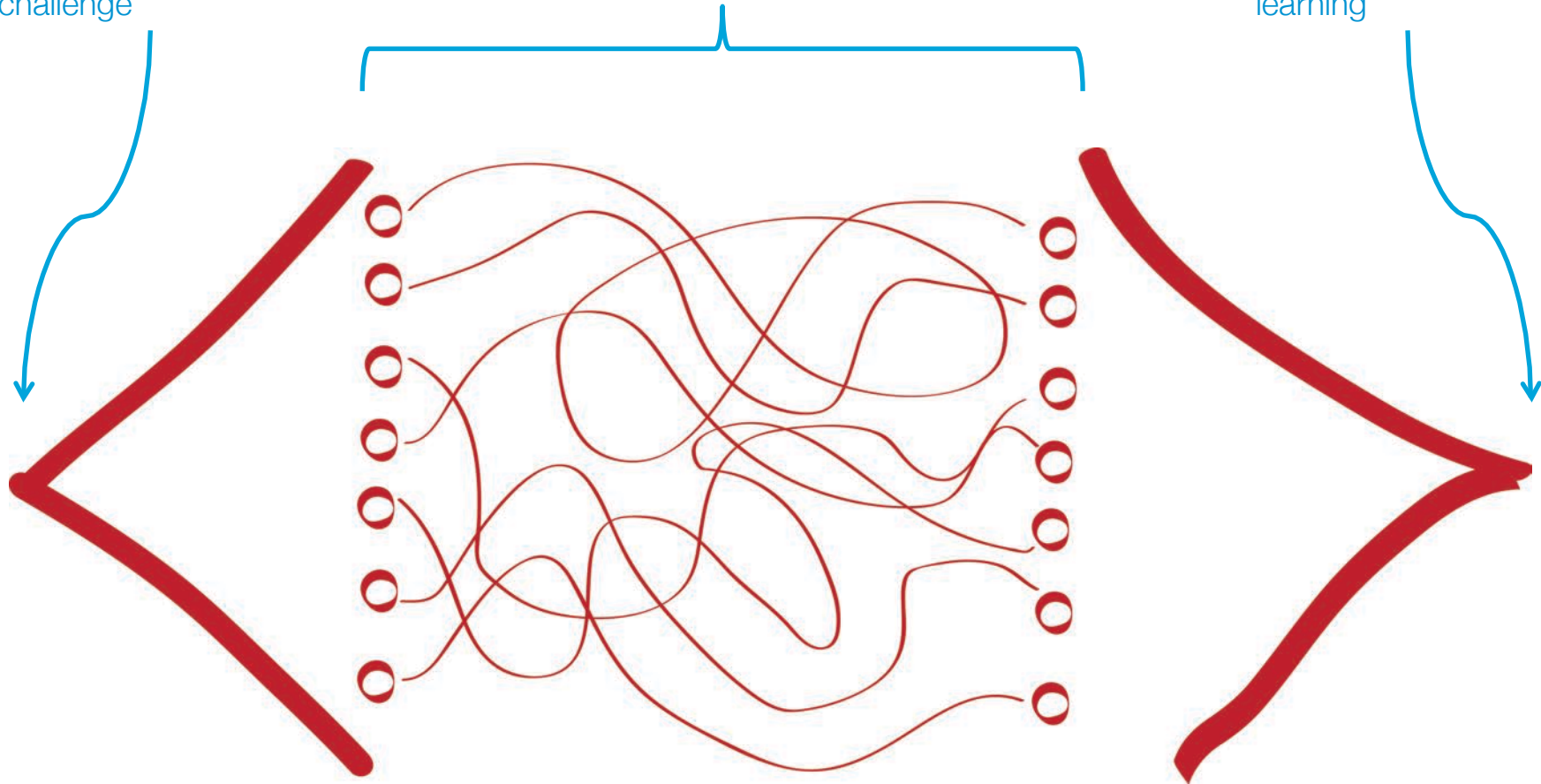




Come together  
around shared  
challenge

Share in, learn from, and direct, the  
'muddle in the middle'

Come together to  
share and scale the  
learning





# CAUTION !

“Unless we take the time to find out what values education is, it is not possible to effectively promote, study and practice it.” (Robb, 2008)  
not a quick fix

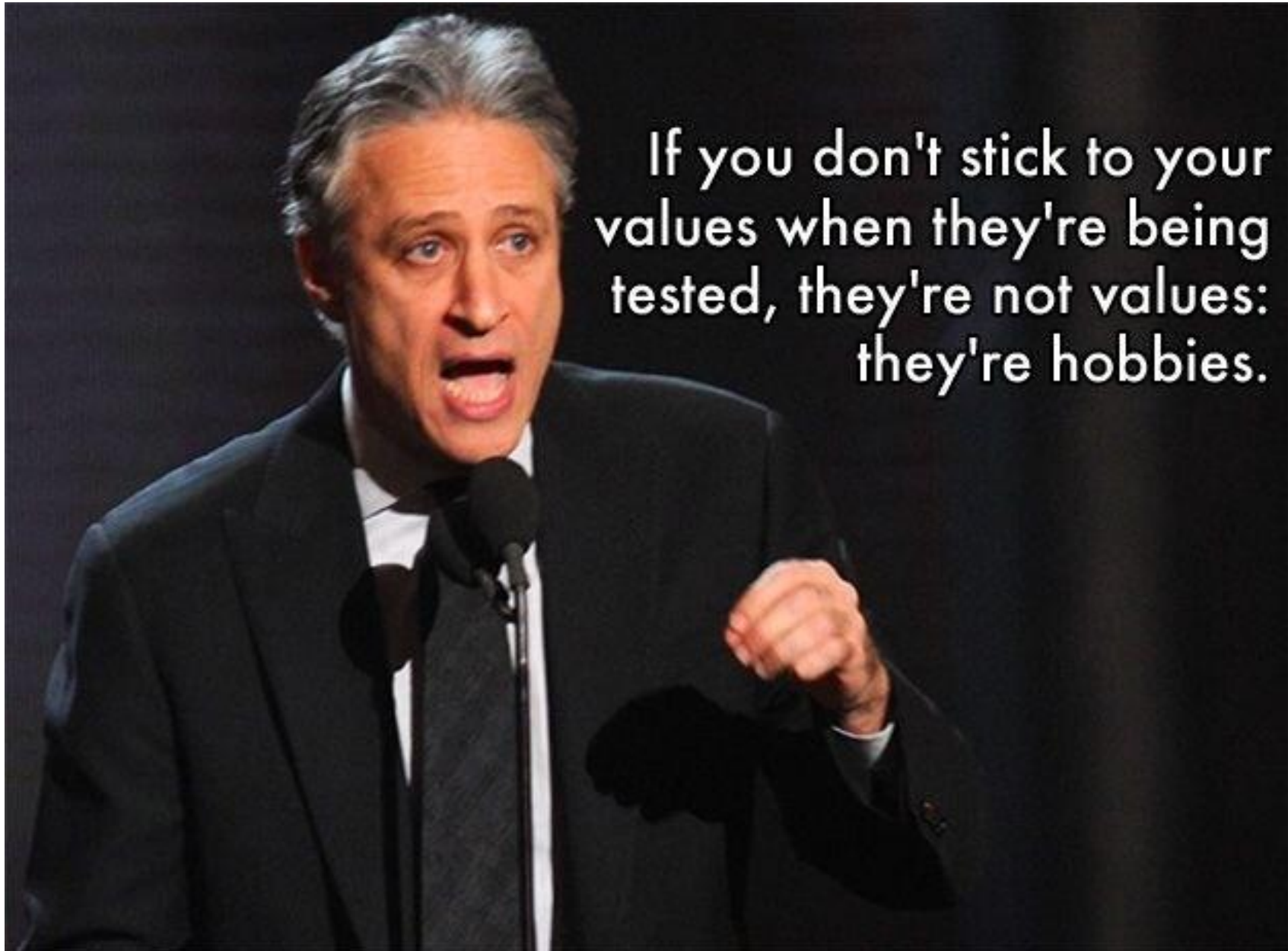
“values cannot simply be asserted; they must be put on the table, be debated, be negotiated, be synthesised, be modified, be earned. And this dialogue is in and of itself a value to be cherished”. (Asmal 2001)  
not a pre-determined checklist

“The manner in which we teach probably does more to instill values than the subject matter of what we teach”. (Justice Kate O’Regan)  
process > content

“Adopting a values-based approach to teaching and learning can radically change relationships, and how the school functions, within a short space of time”. (Duckworth, 2009)

All taken from - Learning Through Values ‘Building a Case for Change’, 2012







## Are we there yet ?

*“We will always live in flux. We will always need to learn and unlearn in order to do better. We will always travel and never arrive.”* Robert Chambers

Ready for the future **X**

Future ready **✓**

What values would we wish them to have?

*“Teachers are the real dreamers in society. Politicians can only dream in 5 year cycles.”* Nena Joseph



## Thoughtful reminder...

"The real voyage of discovery consists not in seeing new landscapes, but in having new eyes."

Marcel Proust

