Values Education and Quality Teaching

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Editors

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The Double Helix Effect

Springer

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Introduction: Values Education—A Brief History to Today

Background

Values Education is known internationally by a number of names, including Moral Education, Character Education and Ethics Education. Each variant has a slightly different meaning, pointing to one or other distinctive emphasis. Overriding these differences, however, is a common theme born of a growing belief that entering into the world of personal and societal values is a legitimate and increasingly important role for teachers and schools to play. International research into teaching and schooling effects is overturning earlier beliefs that values were exclusively the preserve of families and religious bodies and that schools therefore functioned best in values-neutral mode. This research is not only pointing out the hollowness of such a belief but the potential for it to lead to diminished effects in all realms of student achievement, including academic advancement.

As a result of such international insights, since the early 1990s, each state and territory education system in Australia has been actively promoting its system and teachers as inculcators of the essential values that define being Australian. The Australian Government captured this movement well, and put its own seal on it, in its "Civics Expert Group" report in 1994 (cf. DEETYA, 1994). Be it under the aegis of civics, citizenship or plain Values Education, it is now commonly accepted that an essential component of public education's responsibilities is to be found in the work of inculcating values in its students. In short, public education is now defined as a comprehensive educator, not just chartered against cognitive and practical skills but as an inculcator of personal morality and cohesive citizenry. Furthermore, curricula related to civics, citizenship and Values Education have been designed and trialled in a variety of forms, both free-standing and integrated into mainstream syllabuses. The above state of affairs has not been without its critics both from within and beyond the realm of public education. Criticism has come in different forms. One criticism comes from the belief that public schooling was designed essentially as a haven of values-neutrality. Another comes from skepticism about the capacity of any school to manage, and have impact in, an area that is commonly seen as being totally subjective and therefore un-testable. These are both common criticisms that this book will challenge on both theoretical and empirical grounds.

Some revision of public schooling history is necessary to challenge the dominant mythology that public schools were established on the grounds of values-neutrality. In fact, those responsible for the foundations of public education in Australia were sufficiently pragmatic to know that its success relied on its charter being in accord with public sentiment. Part of the pragmatism was in convincing those whose main experience of education had been through some form of church-based education that state-based education was capable of meeting the same ends.

Hence, the documents of the 1870s and 1880s that contained the charters of the various state and territory systems witness to a breadth of vision about the scope of education. Beyond the standard goals of literacy and numeracy, education was said to be capable of assuring personal morality for each individual and a suitable citizenry for the soon-to-be new nation. As an instance, the NSW Public Instruction Act of 1880 (cf. NSW, 1912), under the rubric of "religious teaching", stressed the need for students to be inculcated into the values of their society, including understanding the role that religious values had played in forming that society's legal codes and social ethics. The notion, therefore, that public education is part of a deep and ancient heritage around values neutrality is mistaken and in need of serious revision. The evidence suggests that public education's initial conception was of being the complete educator, not only of young people's minds but of their inner character as well.

Recent History

If the move to values neutrality in public education was an aberration, then the efforts of the 1990s and early 2000s could be regarded as a corrective. Responding both to community pressure and the realization that values-neutrality is an inappropriate ethic for any agency of formation, every state and territory has re-stated the original view that public education's charter includes responsibility for personal integrity and social justice. This movement has been evident not only in government reports but in academic and professional literature. As an instance, the 2002 Yearbook of the supreme professional body of teachers, the Australian College of Educators, was devoted to Values Education (cf. Pascoe, 2002). Following this, a pinnacle of the movement was in the 2003 Australian government report on Values Education, *The Values Education Study*, developed by Curriculum Corporation. The Executive Summary in the Final Report re-stated the positions of the nineteenth-century charters of public education in asserting that Values Education "… refers to any explicit and/or implicit school-based activity to promote student understanding and knowledge of values, and to inculcate the skills and dispositions of students so they can enact particular values as individuals and as members of the wider community." (DEST, 2003:2)

The *Values Education Study* commissioned by the Government was initially endorsed by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA), a group that represents all state and territory Education

ministers in association with the Australian Government Minister. At the meeting that endorsed its terms of reference, MCEETYA noted the following:

- that education is as much about building character as it is about equipping students with specific skills;
- that values-based education can strengthen students' self-esteem, optimism and commitment to personal fulfilment; and help students exercise ethical judgment and social responsibility; and,
- that parents expect schools to help students understand and develop personal and social responsibilities. (DEST, 2003:10)

The Final Report was preceded by 50 funded projects designed, in part, to serve as the case study data for the Report. While these projects differed markedly from each other and functioned across all systems of education, most of them had in common a focus on practical behaviour change as an outcome. The report stated that, for the most part, "… the 50 final projects (which involved 69 schools) were underpinned by a clear focus on building more positive relationships within the school as a central consideration for implementing Values Education on a broader scale." (DEST, 2003:3).

The Study was not designed merely as an intellectual exercise but was aimed at promoting improved Values Education in Australian schools. The preamble to the draft framework and principles which were developed as a result of the study stated explicitly that "… schools are not value-free or value neutral zones of social and educational engagement." (DEST, 2003:12) Among the draft principles was one that speaks of Values Education as part of the explicit charter of schooling, rather than in any way incidental to its goals. Another principle spoke of the need for Values Education to be managed through a "… developmentally appropriate curriculum that meets the individual needs of students" (DEST, 2003:12), while yet another addressed the need for "… clearly defined and achievable outcomes … (being) evidence-based and … (using) evaluation to monitor outcomes." (DEST, 2003:13) The first principle identified above clearly re-established the charter for Values Education as part and parcel of all education, while the latter two principles were directly pertinent to the empirical studies which will be outlined in later parts of this book.

The National Framework and Quality Teaching

With the Australian Government report, the aberration of values-neutrality in public education was finally put to rest in complete fashion at the highest and most representative levels of Australian education. Appropriately, the report did not differentiate between public, private and religious systems of schooling, nor did the case study analyses find any substantial difference in the directionality or outcomes of the projects that operated across these systems. On the basis of this evidence at least, public and private education systems were as one in their charter around Values Education and in their capacity to implement it. At the same time, the report threw down the gauntlet to all education systems to design and implement practical curricular means of effecting and evaluating Values Education.

The gauntlet was strengthened beyond question in the development of a National Framework and the allocation of $29.7 m in the 2004 Federal Budget for a Values Education Programme. *The National Framework for Values Education in Australian Schools* (DEST, 2005) emerged from consultation around a draft version and was endorsed by MCEETYA. This Framework includes the phrase: "Values education reflects good practice pedagogy." (DEST, 2005:7) The Framework rationale furthermore makes explicit reference to the language of quality teaching as both supporting and being enhanced by Values Education. It is these vital connections of Values Education with the national goals of schooling around quality teaching that are expounded and enlarged upon in this book. In a word, Values Education is being seen increasingly as having a power quite beyond a narrowly defined moral or citizenship agenda. It is being seen to be at the centre of all that a committed teacher and school could hope to achieve through teaching. It is in this respect that it can fairly be described as the "missing link" in quality teaching or, moreover, as being in a "double helix" relationship with quality teaching (see below).

A National Commitment

As suggested, this book grew out of the Australian Government's Values Education initiative. The expressed reason for making Values Education a more prominent feature of national educational policy was that public schools were becoming increasingly "values neutral" and parents were unhappy about that development. At the time, the Minister said that "parents are increasingly concerned to know who is teaching their children and what they are being taught":

> Kids being able to read, write, count and communicate when they leave school have always been priorities. But increasingly, parents are concerned to know education is being delivered within a values framework with which they feel comfortable (Age, 23/9/02).

Beyond this, however, the Minister also demonstrated an insightful educational perspective, as distinct from a political one, on the matter. At the time, he also spoke about the importance of schools building "character", about how "character" is more personally and socially fulfilling and beneficial than talent alone and how Values Education might play a role in "character" development.

The National Framework presents a vision for Values Education in Australian schools and identifies nine core values and a process for having schools and their communities engage them in formal, whole school Values Education programs. The nine values for Australian Schooling that are articulated in the framework include:

1. **Care and Compassion**
   Care for self and others
2. **Doing Your Best**
   Seek to accomplish something worthy and admirable, try hard, pursue excellence

3. **Fair Go**
   Pursue and protect the common good where all people are treated fairly for a just society
4. **Freedom**
   Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others
5. **Honesty and Trustworthiness**
   Be honest, sincere and seek the truth
6. **Integrity**
   Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds
7. **Respect**
   Treat others with consideration and regard, respect another person's point of view
8. **Responsibility**
   Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment
9. **Understanding, Tolerance and Inclusion**
   Be aware of others and their cultures, accept diversity within a democratic society, being included and including others

The National Framework envisages the adoption by schools of the values and the development of whole school values programs to involve:

- Whole school planning whereby Values Education is made an explicit goal of school planning.
- The formation of partnerships within the school community whereby schools consult parents, caregivers and families within their communities on values to be fostered and approaches to be adopted.
- A whole school approach in which schools apply their Values Education priorities to their overall curriculum provision, their structures and policies, their procedures and rules, their funding priorities, their decision-making arrangements, their disciplinary procedures, their community relations and their welfare/pastoral care approach.
- The provision of a safe and supportive learning environment whereby schools provide a positive climate within and beyond the classroom to help develop students' social and civic skills and build student resilience and responsibility and to ensure a safe and supportive environment for Values Education. Students, staff and parents are encouraged to explore their own values. Values education reflects good practice pedagogy and is introduced in the curriculum at appropriate times for learners.
- The provision of support for students so that schools develop programs and strategies to empower students to participate in a positive school culture and to develop their local, national and global responsibility. Schools use Values Education to build student social skills and resilience. This includes addressing issues such as behaviour management and discipline, violence and bullying, substance

abuse and other risk behaviour, disconnectedness and alienation, student health and well being, improved relationships and students' personal achievement.
- Quality teaching procedures in that teachers are skilled in good practice Values Education, provided with appropriate resources to support their efficacy as teachers of values within all areas of the curriculum and total school life and to monitor this efficacy on an ongoing basis.

The final dot point of this list is the focus of this book. The book explores the meaning and practice of quality teaching that Australian teachers pursue and the relationship between it and values. The opportunity to do so came with the Values Education Good Practice Schools Project (VEGPS) Stage 1. This project was intended to advance the work of the 2003 *Values Education Study*.

Values Education Good Practice Schools Project–Stage 1

The Values Education Good Practice Schools project (VEGPS) Stage 1 was funded by the Federal Department of Education, Science and Training (DEST) and managed by Curriculum Corporation. It was designed to work towards the vision, as expressed in the *National Framework for Values Education in Australian Schools* (2005), of all Australian schools providing Values Education in a planned and systematic way as a central aspect of their work. More explicitly, the project aimed to fund selected clusters of school communities to explore ways of improving their approaches to Values Education and to identify effective ways of putting into practice the *National Framework for Values Education in Australian Schools*. The most effective strategies for improving Values Education, the good practice identified during the project, was subsequently recommended and disseminated to all Australian schools for consideration. The Australian case studies that follow are an elaboration of some of the findings from the VEGPS Stage 1 work.

The case studies and the related material that follow are intended to promote discussion around the relationships between quality teaching and Values Education. Given the ground breaking position being put in the book about this relationship they are also intended to have all educators consider the implications of what is being claimed for the role of Values Education in quality teaching particularly for pre-service and in-service education.

There is a natural history to the book. DEST's approach to its Values Education initiative was, and continues to be, to promote a "ground-up" approach. The Department wanted to nurture good practice Values Education, learn from it, describe it and recommend it to others. As all of the authors were intimately involved in the effort, the decision was made to take the opportunity to undertake a piece of interpretative research that focused on what some of the schools were doing and see if we could make sense of the notion of "quality teaching" from it. Thus, we decided to pursue, in the Glaser and Strauss (1967) grounded theory tradition, but less elaborately so, the idea of linking values with the notion of quality teaching. Initially, the project teams were encouraged to do this by Lovat's keynote address to the 2005 National

Forum on Values Education which DEST sponsored in the national capital. Chapter 1 of the book expands on some of the thinking that shaped the address. More importantly, the project managers were encouraged to pursue this vital link by the very enthusiastic reception given to this idea by the many teachers at the Forum in their feedback sessions. In short, we felt we had a "theory" that was worth testing.

As John Dewey (1964) said, there is nothing more practical than a good theory. We chose to run with it by "testing it" with the research literature and a set of accounts of practice from selected VEGPS schools, together with two others from international sources. What follows are the results of the test. First, Terry Lovat gives a little more substance to his original keynote address in Chapter 1. Then, in Chapter 2, Neville Clement mines the research literature to see what support can be found for the ideas in Terry's conception of quality teaching. The book then moves to several accounts of the practices of some VEGPS schools and two other international schools' efforts at "best practice" Values Education from which one can infer relationships between values and quality teaching. In Chapter 3, Judith Chapman, Sue Cahill and Roger Holdsworth provide an account of the Manningham (Victoria) cluster of schools involvement in the VEGPS Stage 1. The approach to Values Education in that cluster was around Student Action Teams. Chapter 4 is an account by Colin MacMullin and Lina Scalfino of a whole school approach to Values Education in South Australia. Chapter 5, prepared by Angela Hill and Malcolm Vick, recounts the efforts of a group of North Queensland schools to implement the PEER Support program as a form of Values Education. In Chapter 6, Kathryn Netherwood and her colleagues outline their place mapping approach to Values Education in a Western Australian setting.

As suggested at the outset, Values Education is a truly international innovation based on the best educational research findings and is having impact therefore on teaching and schooling across the globe. As can be seen, the book relies heavily on Values Education developments in Australia, and especially on the directions set by and findings of the VEGPS project. It also includes, however, reference to and details about inspirational Values Education programs to be found across the world, with special reference to an internationally renowned case study from the United Kingdom (West Kidlington School) and an example of the UNESCO endorsed Living Values Education Program (LVEP) from the United States. The seventh chapter therefore is the former Headmaster's account of efforts at West Kidlington school in Oxfordshire, England, to pursue a whole school approach to Values Education. The eighth chapter is an account of the Living Values Education Program at the Aventura School in Miami, USA.

The Double Helix of Quality Teaching and Values Education

The final chapter interprets both the case studies and the review of research, offers an account of the relationship between values and quality teaching based on the case studies and examines the implications of this for teacher preparation and

development. It explores and justifies the title of the book, namely that the relationship between Values Education and quality teaching can be expressed in terms of a "double helix", a particularly powerful conjunctive term borrowed from the field of genetics.

Thus, we find the case studies very persuasive evidence that Values Education is indeed the missing link in quality teaching as will be conveyed in Chapter 1. In light of the case studies, we have come to think about quality teaching (and its inseparable counterpart quality learning) as one half of a "double helix" (McGettrick, 1995), with the other half being Values Education (cf. Fig. 1 below). In Chapter 9, having laid out the argument and examined the case studies more fully, we will expand on this concept and explain what we believe to be a useful way of understanding the demonstrable role being played by Values Education in transforming the role of teaching and the impact of the school.

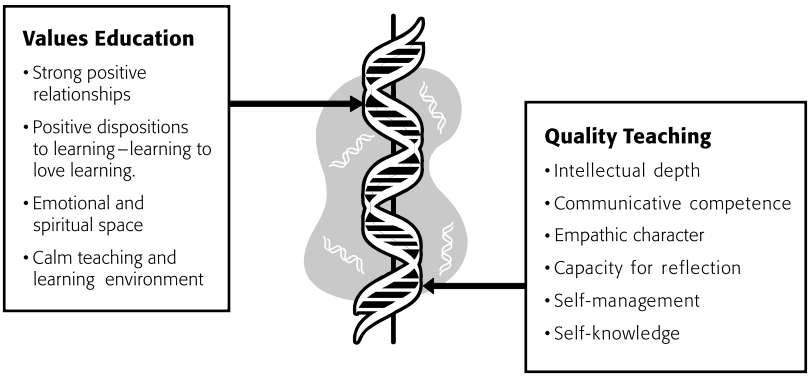

Fig. 1 The "Double Helix' of Values Education and quality teaching

Chapter 1
Values Education and Quality Teaching: Two Sides of the Learning Coin

Terry Lovat

Introduction

Educational research of recent times has uncovered some flaws in earlier thinking about the limited role that teachers and schools could play in effecting change in student achievement. Earlier research seemed to condemn teaching and schooling to a marginal role compared to the overwhelming role played by the home and student background. Researchers like Talcott Parsons suggested that families were "… factories which produce human personality" (Parsons & Bales, 1955:16), to the point that little else counted. In similar fashion, Christopher Jencks concluded that "… the character of a school's output depends largely on a single input, namely the characteristics of the entering children" (1972: 256). Perhaps one of the most powerful forces in confirming this belief was the famous Plowden Report (Central Advisory Council 1967) in the United Kingdom that demonstrated how difficult it was for any child coming from a disadvantaged home to succeed in school. Anyone who has taught in school would resonate with these findings. They tell us little that we do not know or have not experienced. The questions that Parsons, Jencks and Plowden failed to ask, however, include: "Does it have to be this way?" "Could there be teaching regimes that do genuinely make a difference?" "Is there some way in which pedagogy can even things up?"

Without these questions being even attempted, what we were left with was a de facto pessimism about the capacity of the social agency of teaching and schooling. While often couched in the sentiments of compassion and social justice, the effect was that generations of teachers came to believe that there was little use in trying to 'make a silk purse out of a sow's ear', and that, in effect, the role of schooling was limited to enhancing the chances of those who already had plenty while minimizing the damage to those who had few chances. Furthermore, if schools could have such limited impact even on the easily measurable learning

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related to cognitive development, what hope could they have of dealing with the less easily measurable dimensions of personal, social and moral development? In other words, the only sensible stance for teachers and schools to take on the issue of values was one of values-neutrality. This belief was most apparent in the public regime but was not altogether absent in the average private and religious school.

Worldwide, these beliefs are now being re-evaluated. Internationally, one finds huge efforts devoted to matters of civics, citizenship, character education, ethics and Values Education as societies struggle to find new ways forward in the face of persistent and debilitating problems of age-old conflicts, racism, AIDS and new terrorisms inspired by the most explicit of values-based beliefs. As an outstanding example of this re-evaluation, UNESCO sponsors an international Values Education program that functions in eighty-four countries and has recently endorsed an evaluation of this program encompassing all five continents (LVEP, 2005). Australia is a partner to this through the formal involvement of The University of Newcastle and its contribution to the evaluation is woven into other work being done through the Australian Government Values Education Program.

This work is building on important research carried out from the mid 1990s that has contradicted the pessimistic findings of Parsons, Jencks and Plowden. Some key figures in this research are the Americans, Fred Newmann (1996) and Linda Darling-Hammond (1997, 2000), Linda Darling-Hammond and Youngs (2002). Newmann's work centred heavily on the effects of 'pedagogical dynamics' in impacting on student achievement. These dynamics were a mixture of technical craft on the part of teachers through to more subtle features like 'school coherence' and the creation of a 'trustful, supportive ambience'. Darling-Hammond's work built further on these notions to demonstrate the power of pedagogy to make a difference in student potential, including its capacity to overcome disadvantage owing to student background and even disability of sorts. In their own ways, both works overturned the earlier assumptions about the limited capacity of the agency of teaching and schooling to impact on student achievement. At the same time, they demonstrated the vast difference between the teaching broadly described as "quality teaching" and regular, more limited teaching, described as "ineffective teaching". In both Newmann's and Darling-Hammond's work, quality teaching is partly about the teacher's technical competence around issues of content knowledge and strategies, but is also heavily about the teacher's (and indeed the whole school's) capacity to form positive relationships and to provide positive modelling. This is the vital clue concerned with the part to be played by Values Education.

Quality Teaching and Values Education: The Links

The Carnegie Corporation's Task Force on Learning (Carnegie, 1996) represents a watershed in the development of thinking about Quality Teaching. It challenged many of those earlier flawed ideas about the power of teachers and schooling