

Module 5: Teaching the competences and values

Guidance material	5.15 Teaching values
What is the purpose of this material?	<ul style="list-style-type: none"> This is a selection of teaching strategies and approaches to support the teaching of values
When to use this material?	<ul style="list-style-type: none"> When incorporating the values into school programmes and when introducing the values to teachers to support them in implementing the values in their classroom programme.
With whom to use this material?	<ul style="list-style-type: none"> All staff and stakeholders of the school
Have you considered these materials first?	<ul style="list-style-type: none"> Introduce teachers to the SCF through: <ul style="list-style-type: none"> 1.1 <i>What is the SCF?</i> 1.2 <i>Structure of the SCF</i> 1.3 <i>Definitions matching activity</i> 4.4 <i>What are values?</i>
How to use this material?	<ul style="list-style-type: none"> This resource can be used in a range of ways, for example: <ul style="list-style-type: none"> Share with teachers and discuss it in staff meetings or team meetings. Encourage teachers to plan using the ideas in this resource. Discuss the ideas and then ask teachers to share their own ideas for teaching values. The teaching strategies and approaches provided may need to be adapted to meet the needs and culture of your school.
What resources or equipment are needed?	<ul style="list-style-type: none"> For more information on the values read the <i>Guidance for schools</i> section of the <i>Abu Dhabi Education Council Student Competence Framework (SCF) for Private Schools- Competences for Abu Dhabi's 21st Century Learners (2014)</i>.
What next?	<ul style="list-style-type: none"> Read and discuss <i>4.5 Values and competences – what is the relationship</i>

5.15 Teaching values

Definition

“Values define a person’s character. The recognition and promotion of core values (also described as ethics and morals) are crucial to the successful development of generic competences in students. Values are (to be)exemplified... and this exemplification has most impact when the teachers and adults in a school exhibit these characteristics in all they say and do, by providing positive role models for students.”

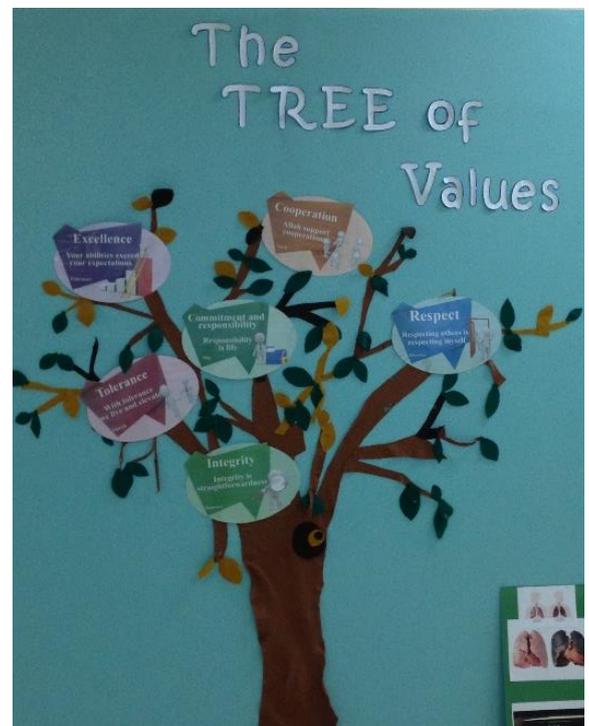
(Guidance for schools section of the ADEC SCF for Private Schools Framework Requirements and Exemplification (2014) (p. v. 2)

Background

The core values within the Abu Dhabi Student Competence Framework (SCF) are **resilience, respect, empathy, integrity, honesty, care** and, vitally for Abu Dhabi’s multicultural society, **tolerance**. These seven values promote a positive attitude in students and provide a foundation for the development of the framework competences.

Values are exemplified, not formally assessed. This exemplification has most impact when the teachers and adults in a school exhibit the values in all that they say and do, by providing positive role models for students. It is expected that all teachers make reference to the integration and exemplification of the core values in their schemes of work, lesson planning and delivery.

It is also recommended that wherever possible links are made between the teaching of values and the teaching of related and complementary competences. These two aspects of the Student Competence Framework should not be taught separately but, where relevant and authentic, should be taught together. For more information on the relationship between values and competences see SCF guidance material 4.5 *Values and competences – what is the relationship*. The values should also be developed in every curriculum area as well as in the extra-curricular life of the school.



Suggested values teaching strategies and approaches

School Posters

Once the staff of the school has identified the core SCF values, the definitions of these core SCF values and identified other school values, have these values turned into posters to display around the school.

Consider:

- Commercially designed posters for public areas of the school
- Values posters displayed in outside areas where parents and community gather before and after school
- Have students create a computer generated “Wordle” of the values and have these displayed in school corridors (digital competence)



Wordle

- Run a Grade competition to, “design a values” poster (creativity competence). The winning class poster could be displayed outside the classroom. The other posters could be displayed inside the classroom. The winning grade poster could be reduced and placed as a cover on the school newsletter, or displayed in the main foyer of the school (self-confidence competence).
- A class or grade level could make laminated bookmarks, each depicting a value. These bookmarks then could be marketed to the school community with the money raised donated to the Red Crescent (entrepreneurship competence).

SCF Pilot School Case Study

Rainbow of values

SCF Pilot School	Emirates National School (Mohammed Bin Zayed City)	SCF Lead Teacher	Vicci Ridgway
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In Ms Ridgway’s classroom each student is building their own “Rainbow of Values”. To help students understand that they each have values and that they show these in lots of different ways, they each build their own “Rainbow of Values”. They start with a cloud with their name on it and when they display a value they are given a card with that value that is then attached, using a paper clip, to their cloud. Each value has a different colour, so a full set of the seven values makes a rainbow, which also has seven colours.

'It is the children's responsibility to take care of their own Rainbow of Values. They might keep it in a book, in their table organisers or in their own personal tray. Just looking after their own rainbow helps teach them care and respect!'

To help students learn about the value they draw pictures about that value, which helps them link everyday actions to that value. At the end of each week the children record the values earned that week into a diary which helps them to become familiar with writing and reading the values. This also helps them and Victoria to monitor what they have achieved.

'It's a beautiful resource that hands over duty to the children. Seeing their peers with all seven values on their cloud encourages them! This means they have to figure out what values they are missing and then think about how they will achieve them.'



Whole school integration of a value

Select one value for a period of time (for example four weeks) and build it into all facets of school life.

For example:

- This value is introduced by the Principal at the weekly assembly in week one. At each following weekly assembly, or grade level assembly (week's two to four), one class each time presents a play, a skit, or a reading on that value (communication competence).
- In every room of the school, including the school foyer, cafeteria, school buses and classrooms, the value for that month is written up and displayed (on the whiteboard, on posters etc.)
- Have the student council produce a PowerPoint presentation defining that value and giving examples of it in practice around the school (leadership and responsibility competence). Have the teachers present the PowerPoint at least once during the four weeks during class time. In this way students hear that all teachers use the same language and have the same understanding of that value. This provides an opportunity to critique that value and for students to understand that their peers will have different understandings of that value (critical thinking competence).
- At the fourth weekly assembly present recognition certificates to those students who have displayed that value over the previous four weeks (self-confidence competence).

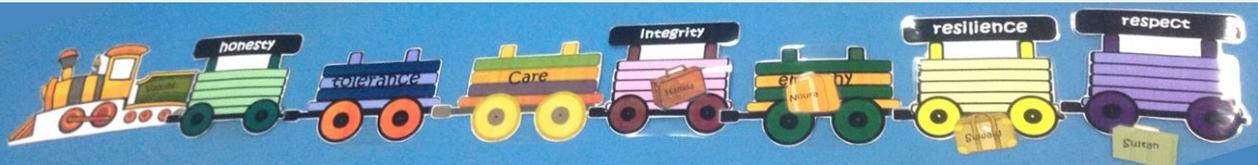
SCF Pilot School Case Study

Values Train

SCF Pilot School	Emirates National School (Mohammed Bin Zayed City)	SCF Lead Teacher	Vicci Ridgway
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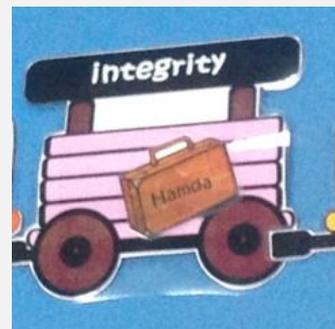
At Emirates National School (Mohamed Bin Zayed City Campus) the Values Train is a relevant and fun way to encourage talk about values with the students.

'It reminds the children that they are 'going places' which is a great way of introducing to young children the idea of values having a progression.'



Teacher, Victoria Ridgway, created the values train for her Grade 1 classroom. It is made up of an engine at the front and a train car for each of the seven SCF values:

- Respect
- Integrity
- Empathy
- Resilience
- Honesty
- Care
- Tolerance



'Some of the values are big words for younger children, like resilience and tolerance. But using the values train helps my students to get used to the words, the spelling of them and the letter formations.'

There is also a set of small luggage cards with the student's names on them. The values train hangs in the classroom and it is referred to often during the school day, for example:

- The train cars can be used to start discussions about what that value looks like and sounds like. *'What is respect? What does it look like when you show respect to someone or something? Talk to your learning buddy...'*
- The train cars can become part of the success criteria so students know which value they are focussing on in that lesson or unit of work. *'Today we are learning how to care. Let's look at what care means... .'*
- When a student displays a value Victoria talks to them about which value they are exhibiting and how. The student can then attach their named piece of luggage onto the relevant train car. *'I just saw you being honest! You were showing the value of honesty when you...'*
- The value train cars are used at the end of a lesson when students reflect on the success criteria. *'Today we were learning how to be resilient. Together we came up with our resilience success criteria. Now let's check if we met the success criteria...'*

Values passport

The SCF implementation team could create a student value's passport that can be used in a range of ways to make the values an everyday focus. For example:

- Have each page of the passport headed with its own value. Have a picture on the page that represents that value.
- Have two text boxes, one for teachers to record when they see that student using a particular value. Also have a text box for students to write a self-reflection comment when they practice a particular value.
- Once all seven pages are complete the student receives a recognition certificate.
- The passport can then be sent home as evidence of the values being developed and delivered, or the passport can be retained and shown to the parents during a parent interview (initiative / self-direction competence).
- This could become a competition with the student starting a new passport and attempting to complete one passport each term.
- Alternatively, the passport could be issued to every grade during one term of the year, say term two. Then each year the challenge is for the student to complete a passport annually during their time at the school.

SCF Pilot School Case Study															
RICHTER scale															
SCF Pilot School	Belvedere British School														
<p>At Belvedere British School students and teachers use the RICHTER scale to help them remember and evaluate their practice of the school values. RICHTER is an acronym for the seven school and SCF values.</p> <p>The values RICHTER scale is used in a range of ways throughout the school:</p> <ul style="list-style-type: none"> • All classrooms and hallways have a copy of the RICHTER scale on the wall to remind students of the school values • In classrooms one value is the focus for the day and during the day students and teachers aim to practice that value in all their interactions. • Teachers and students use the 1 to 4 scale to decide their RICHTER scale for the day. • Teacher's use the RICHTER scale as a point of reference during discussions with students, to highlight and educate students about the core values, for example during starting circle time discussions 															
<div style="border: 1px solid black; padding: 10px;"> <p style="text-align: center; color: blue; font-weight: bold;">Student values</p>  <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Respect</td> <td style="padding: 5px; text-align: right;">1</td> </tr> <tr> <td style="padding: 5px;">Integrity</td> <td style="padding: 5px; text-align: right;">2</td> </tr> <tr> <td style="padding: 5px;">Care</td> <td style="padding: 5px; text-align: right;">3</td> </tr> <tr> <td style="padding: 5px;">Honesty</td> <td style="padding: 5px; text-align: right;">4</td> </tr> <tr> <td style="padding: 5px;">Tolerance</td> <td style="padding: 5px; text-align: right;">1</td> </tr> <tr> <td style="padding: 5px;">Empathy</td> <td style="padding: 5px; text-align: right;">2</td> </tr> <tr> <td style="padding: 5px;">Resilience</td> <td style="padding: 5px; text-align: right;">3</td> </tr> </table>  </div>		Respect	1	Integrity	2	Care	3	Honesty	4	Tolerance	1	Empathy	2	Resilience	3
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Resilience	3														

Student Action Teams

Create, as a subcommittee of your school council, student action teams whose responsibility it is to promote the values across the school. These action teams, either one team with rotating values per month, or in larger schools one team for each value, can undertake the following activities:

- Create videos that give practical examples of a value being practiced in an school based authentic situation (digital competence)
- Arrange for speakers from the community to speak on a topical issue relevant to their class programme but from different viewpoints (e.g. global warming). Students who are in the audience then attempt to identify which value the speaker is basing their viewpoint on.
- Create, promote and lead a **values week** in the school (leadership and responsibility competence).

SCF Pilot School Case Study

The Care and Respect song

SCF Pilot School:	Emirates National School (Mohammed Bin Zayed City)	SCF Lead Teacher	Corrina Stan
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Most children enjoy singing songs and songs are also an effective teaching strategy. Kindergarten teacher and SCF Pilot Lead Teacher Corrina Stan created *The Care and Respect Song* to support here students. The song helps the children remember the school focus values for the month and also teaches them what care and respect look like.

The Care and Respect Song

(sung to the tune of Frère Jacques)

Care and respect, Care and respect.

Make you feel good, make you feel good.

When you show you care, when you show you care,

Things you do are fair, things you do are fair.

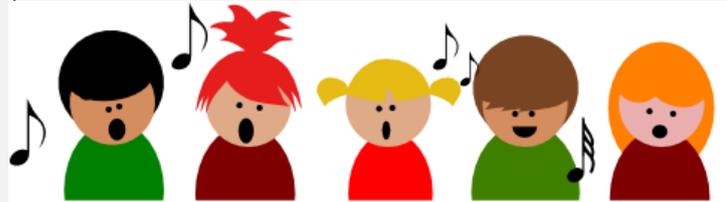
Respect and care, respect and care.

Make you feel good, make you feel good.

When you show respect, when you show respect,

You make a lot of friends, you make a lot of friends.

(Written by Corrina Stan)



Further ideas

Lovat, T., Toomey, R., & Clement, N. (2010). *International research handbook on values education and student wellbeing*. Dordrecht, The Netherlands. Springer.