

BLUEPRINT

Dr Neil Hawkes

This Blueprint will help you introduce Values-based Education into your school or other setting. It is written in the knowledge that the success of VbE is based on research evidence that confirms that students learn about and will live their lives based on positive human values, when schools are explicitly values-based (Hawkes, 2005). For instance, adults in values-based schools have introduced a community agreed set of universal positive human values, which they have agreed to model to pupils who learn about them experientially. This Blueprint provides the basic essential background knowledge of VbE, which I invite schools to implement. For a more comprehensive account please consult, *'From My Heart, transforming lives through values'* (Hawkes, 2013) and *'The Inner Curriculum'* Neil & Jane Hawkes (2018). Also visit www.valuesbasededucation.com

For you to consider

It is important to appreciate that the **Valuing Philosophy of Education, expressed as Values-based Education (VbE)** aims to underpin every aspect of the life and work of school communities, colleges, and other settings, including the home, so that they are authentically values-based. The term values-based implies that all aspects of life, both personal and professional, is founded on the way that positive human values are used as principles to guide our thinking and subsequent behaviour. This highly practical philosophy is transformational, in that it drives cultural change, which is based on equity and respect for all. It is challenging, as it calls on us to ask what we can give to life, as opposed to what can we get from life? It promotes a way of being that values the self, others and the environment. Its impact is wide-ranging and comprehensive as it: develops an awareness of the importance of understanding the central role that values play in our lives; improves academic diligence; enhances relational trust; promotes self and other awareness; encourages communicative competence, gives a moral compass and develops personal holistic competence – the ability to navigate the complexities of life.

BLUEPRINT

Dr Neil Hawkes

Some may consider VbE to be common sense. Yes, it is! Yet it is profound in its effects and still all too rarely implemented because it requires a consistent and agreed approach to teaching and learning by **all** staff.

Values-based Education (VbE) provides a common language amongst pupils, staff and families in the White Horse Federation, allowing our values to positively drive behaviour to influence our relationships with others and ourselves.

The introduction of VbE has given schools in the WHF opportunity to reflect on the learning environment and to develop relationships, which frees up more time for effective teaching and learning. VbE has allowed schools to develop cohesive school communities, which has impacted positively on pupil progress and wellbeing.

All schools in The White Horse Federation are fully committed to a values-based approach.

Simon Cowley, Director of The White Horse Federation - Primary and Secondary Schools - Wiltshire, UK

VbE is a developmental process that connects with the positive intrinsic qualities of human beings and actively nurtures them. It invites the individual to be aware of the potential power for good or ill of their inner world of thoughts and feelings; how the way that these are used affects our own general wellbeing, that of others and potentially the world. It sees the purpose of education as the flourishing of humanity. It is soundly based on international research, (Hawkes, 2005 and Lovat et al, 2009), which shows the positive effects on students, both socially and academically, when educators model and teach about universal, positive human values. The purpose of adopting the values philosophy is to inspire young people to live the values in their lives so that they develop positive character traits, becoming the best people that they can be; actively demonstrating the values in their daily lives, thereby creating a sustainable world.

BLUEPRINT

Dr Neil Hawkes

Definitions

Values-based Education (VbE) occurs when universal, positive human values underpin everything a school or other organisation thinks about and does. Its aim is to develop humane self-leadership, founded on the capacity to inwardly reflect about our thoughts and consequent actions. It gives access to a universal values narrative, which helps individuals to live their lives altruistically and our world to be sustainable for the benefit of all.

VbE has Seven Core Components expressed in the acronym M.I.R.A.C.L.E:

1. Authentic **modelling** by adults of positive values
2. The **Inner Curriculum**, creating awareness of our thoughts, feelings and emotions
3. **Reflective practices**, which links to the science of interpersonal neurobiology
4. The creation of a calm, purposeful and happy **VbE atmosphere**, both physical and emotional
5. The development of an explicit **VbE curriculum** and its links to the wider curriculum
6. The development of quality values-led **leadership**
7. The comprehensive development of an **ethical vocabulary**, which nurtures **ethical intelligence**

BLUEPRINT

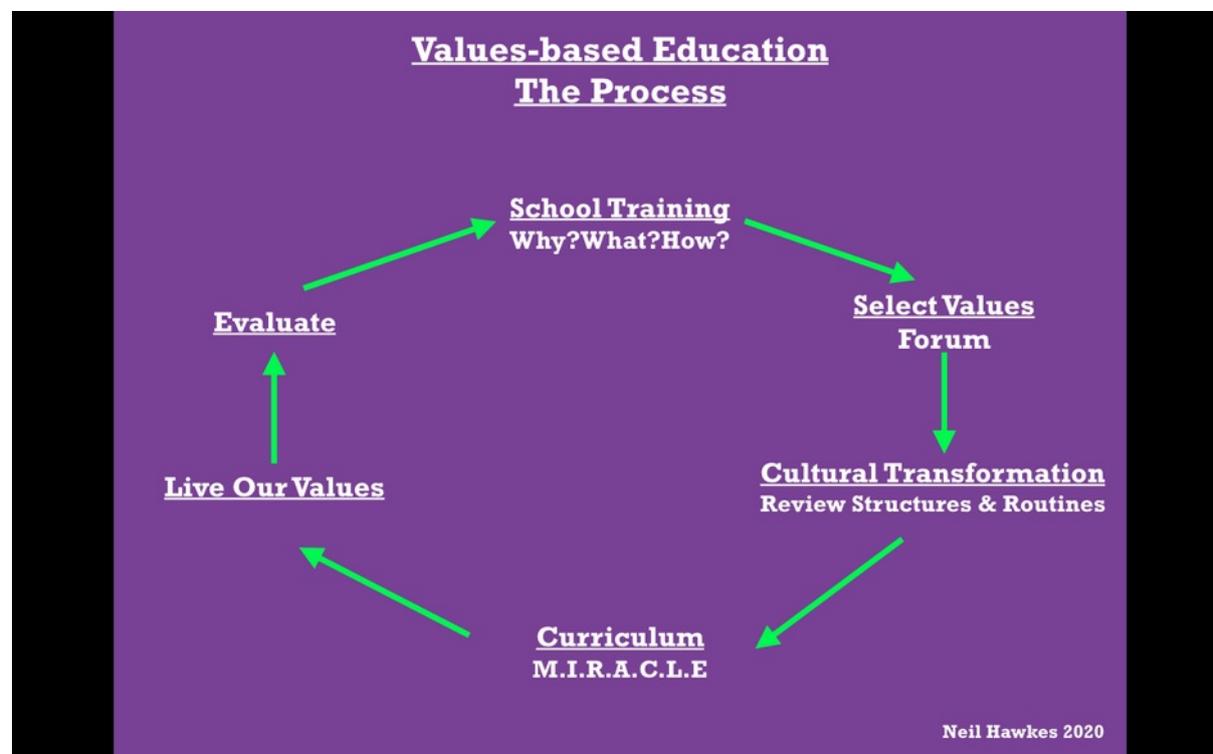
Dr Neil Hawkes

Values Education is any activity, which promotes the understanding and enactment of positive values, which develop the skills and positive character traits of adults and students, so they can live the values as active members of the community. It is considered as a very successful form of character education.

Values are the principles, fundamental convictions and standards that act as the general guides to our thinking and behaviour. They include: Peace, Justice, Respect, Love, Patience, Happiness, Care, Trust, Honesty, Humility, Courage, Compassion, Tolerance and Hope.

Blueprint

The VbE Blueprint has become an inspiration for schools worldwide and is founded on the original highly successful innovative work at West Kidlington School in Oxfordshire, UK. The process of developing a values-based school may be summarised as follows:



BLUEPRINT

Dr Neil Hawkes

It is recommended that you develop the process as follows:

1. Why do you want to introduce VbE?

First, be clear about why you want to develop VbE in your school. Look at www.valuesbasededucation.com and www.neilhawkes.org to ensure you understand what

VbE is and how to embed it in your school. It is imperative that the leadership of the school is fully committed to the development of a values-based school culture. Have you seen one, read about one, or considered the research evidence for introducing VbE?

Who will lead its introduction or will a mixture of people take responsibility for VbE from the school and community? Are you prepared to invest the necessary, time, energy and resources?

Think about timescale for implementation, success criteria, monitoring and evaluation. Have colleagues realised that VbE is about cultural transformation and challenges personal assumptions and mindsets about the nature of education and schooling?

It is important to audit how things are at present. For instance, with their full agreement, audit the staff's personal values and their perception of current and desired values of the school.

Ensure that you think about the current culture for teaching and learning; relationships; level of synergy/cooperation in the staff; the level of cultural entropy (aspects of the school that work against it being values-based). Ask, how does our school currently impart values to pupils? What are these values? Are they taught implicitly or explicitly? What do we hope the benefits will be for adopting the values-based approach?

BLUEPRINT

Dr Neil Hawkes

2. Deciding on the school's values

The whole school community (staff, pupils, parents and community representatives) is involved in shaping a values-based education policy. A process of values understanding/identification takes place involving the school's community. A meeting/forum is set up to facilitate this process. The forum will propose that the school adopt universal, positive human values such as respect, honesty, justice, compassion, trust, equality, freedom and cooperation.

These are chosen through a careful process that involves thinking about what qualities (values) the school will encourage students to develop as their compass for life. During the selection process it is important that the majority of people (90%) agree on the values chosen. This can be done by a simple show of hands for each of the proposed

values. This will avoid a value being selected that could be considered as divisive.

The list of values suggested by the forum is then circulated to all parents and stakeholders for consultation and endorsement so that everyone is aware of the values that have been proposed and general agreement achieved. This is the most effective way of engaging the community in the values process. In secondary schools it is imperative that students are actively involved in the selection process of values.

BLUEPRINT

Dr Neil Hawkes

3. Outcomes of VbE include the development of Ethical Intelligence (EI) and Personal Holistic Competence (PHC)

Values-based Education develops what I have called ethical intelligence, which acts as the guide to the self-regulation of students' thinking and subsequent behaviour. This capacity is nurtured when young people are introduced to an ethical vocabulary, based on positive values words (e.g. Respect, Honesty and Cooperation).

The implementation model that I recommend for Primary/Elementary Schools contains 22 values, introduced over a two-year cycle (no value for August when schools, in the northern hemisphere, are on holiday/vacation): one value being the focus for each month. Schools may decide to have fewer values with a longer focus time but it is important to have enough values to create a common ethical vocabulary. I believe that this vocabulary, if adopted at national level, can be the basis of a transformational common universal narrative, bringing peace to the world. In secondary schools that build on the work of their primary feeder schools, it is advisable to have a fewer number of values with supplementary values that are the focus for the development of character traits such as Fairness, Perseverance and Honesty.

Working in and with the community in service-learning programs creates opportunities for living the values and character traits. By the time students leave secondary school they will have developed what I term *Personal Holistic Competence* (PHC), which is the ability to deal with the complexity of life in an ethical and empathetic manner, whilst maintaining personal integrity and wellbeing.

BLUEPRINT

Dr Neil Hawkes

4. Deciding Principles

In the light of the values identified, the school decides the principles that will guide the way adults behave. Elements will be discussed to determine these such as:

- How all adults will care for their wellbeing and mental health and be mutually supportive
- How adults will be consistent in their behaviour, leading to consistency of behaviour between all members of staff (teaching and non-teaching) i.e. students will experience the same care and respect from all members of staff
- The emotional, intellectual, physical, moral and spiritual needs of the students will be considered to ensure that the curriculum is holistic i.e. nurtures all aspects of the pupil
- The way pupils will be treated, in terms of the school's relational (behaviour) policy – sanctions and rewards

5. Role Models

Adults in the school must be willing to commit themselves to work towards being role models for Values-based Education. Its success, in terms of improved standards and school ethos, will only come about if the school Principal/Headteacher and all staff (teaching and support staff) understand that it is primarily through their behaviour, in modelling the values that sustainable improvements will develop in the school.

The adults therefore identify and agree positive behaviours that will model the values e.g. to remain calm when dealing with challenging student behaviour; to invest time in really getting to know their students; to helping students to sense and shape their future by finding meaning and purpose for what they do; all times being respectful.

Such an agreement may be recorded in job descriptions and form part of performance management.

BLUEPRINT

Dr Neil Hawkes

6. School's Culture

The school's culture as expressed in routines and structures should be reviewed. For

instance, considering how parents are welcomed, school signage, state of the buildings and grounds, cleanliness, sports days, concerts, parents' meetings, health matters, particularly Covid-19 proofing the school are reviewed to ensure consistency with the values-based education policy.

Be curious about why the school has particular ways of doing things? Are they still relevant? Are they consistent with the school's values?

7. Reflection

The school considers how it will encourage the **key skill of reflection** (sitting silently and focusing mental energy) that nurtures greater self-regulation, emotional balance, better relationships, responding appropriately to others, which will lead to values-based behaviour.

Time needs to be devoted to understanding and training in this important skill, as in many schools it will be seen as something outside of the normal work of the school and only linked to faith communities.

I cannot over-emphasise the importance of this skill that has the backing of scientific research (see Dr. Dan Siegel's book, *The Mindful Brain*) as well as thousands of years of human wisdom.

BLUEPRINT

Dr Neil Hawkes

8. Experiential Program

An experiential program is established for learning about values, which may include:

- Introducing and deepening the understanding of values in a program of well constructed assemblies; one value being highlighted each month or other agreed period of time e.g. January= Respect; each class teacher (primary schools) preparing one values lesson each month; the value of the month being the subject of a prominent display in the school hall, reception area, Principal's/Headteacher's office and in each classroom; values being an integral part of tutor time, all subject lessons, and a specific area of the curriculum (secondary schools) lessons having a values focus as well as a learning intention.
- The language of values used implicitly in all lessons e.g. *'Well done, you showed great respect to each other.'* *'Thank you for cooperating/caring/being tolerant'* etc.
- Reflection should be a key component of lessons e.g. *'Let's have a minute of silence so that we can be fully present in our lesson'* or *'Let's pause and check out in a few moments of silence what we are thinking and feeling in this lesson and what will make our learning more productive.'* etc.
- Pupils are encouraged to be involved in action teams, using a values perspective to consider school and community issues e.g. How can we improve our break time experience? What can we do to make our learning experience both pleasurable and effective so that we get the most out of school life? In what ways can we encourage our parents and community to be more involved in the life of the school? What can we advise the council to do about litter in the shopping centre?
- Regular newsletters sent to parents, explaining what the value of the month is and how it can be developed at home.

BLUEPRINT

Dr Neil Hawkes

9. Integrate values across the curriculum

Aspects of the curriculum (everything that the school does) are identified that could make a specific contribution to VbE e.g. Philosophy for Children (P4C), Building Learning Power, Growth Mindset, Roots of Empathy, Enquiry-based projects, Outdoor Learning/ Forest Schools, Technology-Supported Learning, Service Learning, Sports Programmes, School Concerts/Shows and other events.

The range of skills, knowledge, attitudes and understanding to develop from VbE is identified. Of crucial importance is to ensure that the process of developing VbE is well planned (construct an action plan/road map) and that there is continuity and progression in the student's school experience, which is monitored, evaluated and celebrated in order to keep the process alive and constantly under review. Ensure that VbE is visible in **all** subjects and aspects of the curriculum. The school's values leader or a group of staff, which may include representatives of the student body and community, may lead this process.

10. Values Statement

The school agrees a Values Statement that may be prominently displayed in school and included in the school's prospectus/website. It considers working towards achieving the Values-based Education Quality Mark, or even the *Enhanced* Values-based Education Quality Mark.

Finally, it celebrates being a values-based school and continues on a process of continuous school improvement.

BLUEPRINT

Dr Neil Hawkes

11. The Principal/Headteacher as a values-led leader

This section comes at the end of this Blueprint, as I believe that it is the most important.

Effective values-based schools **only** develop if the leader and leadership team of the school sees the relevance of VbE as a key driver for creating a world-class school. It is not a soft-option, as it demands a lot in terms of personal commitment and drive.

Values enable Headteachers to share their vision in a common and consistent vocabulary. Values have helped me provide a framework for decision-making – especially around people – for all of the things where there is no guidance and you’re left on your own. Decisions are taken in the best interest of the organisation and the person themselves

The values vocabulary helps me to explain where the decision has come from. Values provide a framework for reflective thinking, enabling my personal growth and development following every experience – ‘How might I have managed that better?’

Pete Dumall, Head of Fielding School - London, UK

The impact of Values-based Education is profound, and permeates through the whole school community.

BLUEPRINT

Dr Neil Hawkes

12. Your next Steps

It is highly recommended that if you want to embed VbE in your school that you set aside a VbE training day when all teaching and non-teaching staff can attend and be an active part of this process of transformational cultural change. Involvement and ownership is key to the success of VbE.

Please contact me or other members of the VbE team through www.valuesbasededucation.com if you would like support on your values journey.

Thank you for considering being part of our movement for transformational education and social change. You will help humanity to flourish and our world to be sustainable.

And finally...

Schools around the world share the VbE vision and give us great hope for the future.

At our school, we have implemented Values-based Education as part of our daily curriculum. It is embedded through all our practices, environment and is interwoven through every element of school life. School assemblies have become a powerful vehicle for teaching values, raising self-esteem, and developing enthusiasm.

The school has witnessed a decrease in the conflict among students. There is a demonstration of greater empathy, honesty and integrity. Students have become more tolerant and cooperative in their interactions, assume responsibility for their own learning and work together cooperatively along with recognition of values in others, as well as in the self. Democratic classrooms are established, student-teacher relationship has become more trusting, and teachers have become more conscious of scaffolding students to manage their own behavior or resolve conflict with others.

We have built our school community on values and have been rewarded with a very happy school atmosphere, well-behaved children, young minds capable of decision making, a purposeful work ethic, higher quality academic performance and, in our hearts, the promise of a better future.

We believe, when an entire school focuses on values, the impact is greater and more positive.

Shaji Mathew, Principal of Divine Child International School, Gujarat, India

BLUEPRINT

Dr Neil Hawkes

References

Hawkes, N (2005). *Does teaching values improve the quality of education in primary schools?* Oxford University. D. Phil Thesis. See www.valuesbasededucation.com for link to Oxford University.

Hawkes, N (2013). *From My Heart: Transforming Lives Through Values*. Published by Independent Press an imprint of Crown Publishing.

Hawkes, N and Hawkes, J (2018) *The Inner Curriculum*. Published by John Catt Educational.

Lovat, et al (2009). *Final Report For AUSTRALIAN GOVERNMENT Department of Education, Employment and Workplace Relations Project to Test and Measure the Impact of Values Education on Student Effects and School Ambience*. Professor Terence Lovat, Professor Ron Toomey, Dr. Kerry Dally, Dr. Neville Clement. The University of Newcastle Australia, January 12th, 2009