

## ***Values Education Through Authentic Integration: an example***

Making a Difference: Multidimensional Citizenship Education in a Changing World.

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**Theme: Values Education**

**Suzanne Macqueen, University of Newcastle, Australia,**

**[Suzanne.macqueen@newcastle.edu.au](mailto:Suzanne.macqueen@newcastle.edu.au)**

### **Abstract**

*Citizenship is at the core of our democratic principles. It is also central to the institution of education, in that it is widely accepted that the overarching purpose of education is to create useful, productive citizens. In the modern world, citizenship has both domestic and global applications. Active citizenship can be encouraged by schools through both implicit and explicit pedagogies. One way of doing this is through the incorporation of a strong Values Education focus in all areas of the curriculum. The Values Education Framework (DET NSW, 2005) encourages the development of such attributes as understanding, tolerance and inclusion, which in turn reflect democratic principles. This paper examines how Values Education has been embedded in an integrated unit of work on the Stage 3 HSIE topic of Bali, with a view to improving citizenship skills and attitudes for all students. The unit of work discussed was designed by a final year primary education student for implementation during internship. The workshop will explore some of the activities from the unit of work, designed to encourage active citizenship.*

### **Introduction – context**

The scope of content and skills which are expected to be taught as part of the primary curriculum has expanded to an alarming size. Today's students are exposed to a myriad of information and issues, partly due to the development of information technology, and partly due to the changing nature of our society. Teachers are seen as responsible for students' educational, social and civic development. Values education has acquired a newly raised profile in recent years, with additional documented requirements which teachers must incorporate into their burgeoning programs.

Teacher education programs are responsible for providing pre-service teachers with the knowledge and skills needed to meet these considerable challenges. At the University of Newcastle, final year pre-service teachers are

required to create a 5 week teaching program which integrates skills and knowledge from a number of key learning areas, whilst also addressing a big picture focus or value. The context given for the design and implementation of the program is the internship class where the pre-service teacher will be completing their final ten week practicum, so the task has authenticity. The choice of content is negotiated with the class teacher, and must also demonstrate incorporation of the Quality Teaching Model (NSW DET, 2003). This paper will examine how a pre-service teacher incorporated values in one such integrated program on the Stage 3 Human Society and its Environment (HSIE) topic of Bali so that it also addressed citizenship education within a global perspective. For the purpose of this paper, the intern's program will be referred to as "Best-practice Bali".

## **Programming for effective learning**

Programming for effective learning is a complex task. Teachers must consider what it is that the students need to learn (allowing for prior knowledge), how best that can be achieved (allowing for available resources) and how that learning can best be assessed (allowing for authenticity, reliability and validity). In conjunction with this decision-making process, teachers must consider the range of expectations and requirements of all educational stakeholders – students, parents, communities, schools, systems and society as a whole. Hinde McLeod and Reynolds (2007) suggest that four component layers must be included in effective planning for learning, being: values, contexts, learning and teaching. These factors are best determined through reflective practice, considering all the aforementioned conditions.

It is widely recognised that the most significant factor in quality learning outcomes for students is teacher effectiveness (Darling-Hammond, 2000). Acknowledging this, the NSW Department of Education has, in recent years, promoted the quality teaching model developed by Ladwig and Gore as a tool for improving teaching practice (NSW DET, 2003). The model identifies the three interconnecting dimensions of intellectual quality, quality learning environment and significance as being crucial in optimising learning outcomes for students. Effective teachers incorporate these dimensions as a matter of course, but beginning teachers and those wishing to maximise the effectiveness of their teaching may wish to strategically plan to incorporate these dimensions in their programs. Each of the dimensions in the model can be broken down into six factors or elements (NSW DET, 2003). The following paragraphs will examine how the dimensions are embedded within the focus program.

**Significance.** Bali is unique in that it presents a culture which has maintained much of its individual identity despite the influences of other cultures through tourism and invasion. These factors make it an ideal topic for the study of "how cultures change through interactions with other cultures and the environment" (p.29) and "how various beliefs and practices influence the ways in which people interact with, change and value their environment"

(p.33) as prescribed by the NSW HSIE syllabus (Board of Studies NSW, 1998a). Indeed, Bali is the topic of a pre-written HSIE unit of work provided in the Board of Studies syllabus support document (Board of Studies NSW, 1998b). This unit was identified by the class teacher as an appropriate topic for the intern's program, being in line with the school scope and sequence. The intern's challenge was to extend and modify the program so that it incorporated a values focus whilst addressing the needs of the class across a number of Key Learning Areas (KLAs). The topic of Bali is seen as significant for Australian students due to Bali's proximity to Australia. Many Australian families holiday there, and certainly most have heard of it through the media (though not always for positive reasons). This provides connectedness for the topic, as it relates to students' knowledge of the "world beyond the classroom" (Ladwig & King, 2003, p.23). An added requirement for a program to demonstrate real world value is the integration of knowledge from more than one discipline. Integration of KLAs has long been recognised by primary teachers as an efficient way of addressing the many demands of multiple curriculum areas, as well as increasing significance and interest for students (NSW DET, 2003). As Reynolds (1998) states, "our society and its environment provides boundless prospects for student participation in real life learning" (p. 30). In this case, the content for study falls in the category of "issues and problems posed by the larger world" suggested by Beane (1995, p.616) as a functional way of organising and teaching knowledge. Here, skills and content from the KLAs of HSIE, English, Creative and Performing Arts, Mathematics, Science and Technology, Personal Development, Health and Physical Education all contribute to the program as a whole. "Best-practice Bali" has an English text type focus on information reports, and information technology skills are used both in researching topic areas and presenting multimedia products to an authentic audience (parents and peers). Critical literacy is included through examining texts for bias and stereotyping, as well as looking at ways writers try to influence their audience. In science, causes and effects of catastrophic events are studied, as well as the reasons for different building designs used in Bali (Board of Studies NSW, 2001). Cultural and technical aspects of Balinese art, music and drama are studied. Data collection and analysis, mapping and graphing skills are taught and employed from the mathematics curriculum, providing an integrated visual literacy component. Comprehensive planning of activities to cover a range of preferred learning styles and cognitive levels ensures that, as much as possible, the diversity of students in the class is adequately catered for, promoting inclusivity (Ladwig & King, 2003). Strategies for this, utilising Revised Bloom's taxonomy (Anderson & Krathwohl, 2001) and Gardner's Multiple Intelligences (Gardner, 1993), are outlined in the following paragraph.

**Intellectual quality.** High order thinking is listed as an element of intellectual quality (NSW DET, 2003). Activities incorporating high intellectual quality have been shown to improve student academic outcomes regardless of previous attainment levels or social backgrounds (NSW DET, 2003). Bloom's revised taxonomy describes an increasing hierarchy of thinking levels, being: remembering, understanding, applying, analysing, evaluating and creating (Anderson & Krathwohl, 2001). The program described here has

incorporated activities addressing all Bloom's revised levels, with correspondence of activities and levels made explicit through the use of a matrix. At the analysing level, for example, students compare Balinese and Australian cultures through the use of a Venn diagram, and analyse the cause and effect of tourism on Bali. At the evaluating level, students justify the need to promote traditional culture in Bali. At the creating level, students create menus, musical raps, environmental plans and tourism resources. The matrix also incorporates activities linked to Gardner's Multiple Intelligences (Gardner, 1993). Deep understanding is to be demonstrated by students when they apply their knowledge through various assessment activities, including the environmental plan and multimedia presentation. Problematic knowledge is evident when students consider different viewpoints – those of individuals from different age and gender groups in Bali, as well as those with tourism and environmental interests. Substantive communication is encouraged in the unit through reading and writing information reports, teacher-guided discussions, hot seat and think-pair-share activities, PMI charts, role plays and multimedia presentations. The following table (Table 1) provides a brief explanation of some of these activities.

**Table 1.** *Substantive communication activity definitions*

<b>Activity</b>	<b>Description</b>
<b>Hot Seat</b>	One student takes on the role of a particular character or representative, and is questioned by others in the class as to their views or feelings in given issues or events.
<b>Think/pair/share</b>	Individual students reflect on a task/question, then share ideas with a partner, then one pair joins with another pair to share/compare ideas.
<b>PMI</b>	Students determine positive [P], negative [M for minus] and interesting [I] aspects of an issue.

**Quality Learning Environment.** This dimension is characterised by the elements of explicit quality criteria, engagement, high expectations, social support, students' self regulation and student direction (NSW DET, 2003). It is sometimes difficult to demonstrate inclusion of these in a written program. In this case, in tandem with the whole class focus on Bali, students are allowed to select a second country from the Asia/Pacific area to research. Such student direction is shown to have a positive impact on student learning (Biggs, 1992). Students are able to select a culture with which they have a personal connection, or which appeals to their interest. Likewise, whilst some activities in the program are compulsory for all students, some activities from the Bloom's/Gardner matrix are optional. This also makes engagement more likely than in a topic/task selection which is solely prescribed by the teacher (Smith, Lee and Newman, 2001, cited in Ladwig and King, 2003). Social support is incorporated through the use of groupwork (both pairs and small groups) during various activities.

## Values education

Lovat and Toomey (2007) suggest that a strong reciprocal relationship between quality teaching and values education can work to improve student outcomes in relation to academic achievement as well as inter- and intra-personal skills. Values permeate every aspect of all our lives. They influence every action taken by both individuals and communities at all levels. The recent emphasis on values education is not new. Indeed, educational policy documents from the 1870s and 80s refer to the role of education in developing students' morality, citizenship and societal values (Lovat & Toomey, 2007). More recent focus on the role of values in education has led to the publication of *Values in NSW public schools* (NSW DET, 2004) at the state level, and the *National Framework for Values in Education in Australian Schools* (Commonwealth of Australia, 2005) on a federal level. The federal document lists nine values for Australian schooling: care and compassion, doing your best, fair go, freedom, honesty and trustworthiness, integrity, respect, responsibility, and understanding, tolerance and inclusion. The Australian government, on publishing that document, pledged almost \$30 million for the promotion of values education through school forums, resources and projects (Commonwealth of Australia, 2005). The paper's vision statement includes "planned and systematic" (p.3) incorporation of values education through school ethos, development of student responsibility, policies and programs across all KLA's, and reviewing outcomes of such practices (Commonwealth of Australia, 2005).

Incorporating a "big issue value" can assist teachers in developing a program that is significant, according to Hinde McLeod and Reynolds (2007, p71). Value 9 from the National Framework is "Understanding, Tolerance and Inclusion. Be aware of others and their cultures, accept diversity within a democratic society, being included and including others" (Commonwealth of Australia, 2005, p.4). Any program covering the topic of Bali should automatically address this value at least partially, by creating some awareness of the Balinese culture. "Best-practice Bali" goes further, clearly targeting tolerance and inclusion through such teaching/learning activities as the examination of the effects of stereotyping, racism and sexism on people's opinions of a culture. The class is then required to investigate aspects of bias in tourist brochures, including bias by omission. "Hot seat" games contribute to the values focus, as they allow students to take on roles of Balinese people responding to various situations. As well as raising awareness of others (Value 9), this activity contributes to Value 7 - "Respect. Treat others with consideration and regard, respect another person's point of view" (Commonwealth of Australia, 2005, p.4). This also occurs through the examination of the significance of various traditions and events to the Balinese people.

Links to Value 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" (Commonwealth of Australia, 2005, p.4) are evident when students study the various roles of youth in Balinese society, and when they study the impacts of different factors

(including unplanned growth and tourism) on the Balinese environment. This culminates in students devising a plan to present to the Balinese government to reduce negative effects; a clear, practical application of Value 8. This is an example of Fien's (1993) concept of education for the environment, with a focus on action and participation, specific values, social change and personal responsibility.

The following table summarises the links between activities in the program and values from the National Framework document (Commonwealth of Australia, 2005).

**Table 2.** *Values incorporated in program*

Value from the National Framework	Teaching/learning activity
Value 7 - respect	"Hot seat" games: taking on roles of Balinese people responding to various situations. Examination of the significance of various traditions and events to the Balinese people.
Value 8 - responsibility	Studying the various roles of youth in Balinese society. Studying the impacts of different factors (including unplanned growth and tourism) on the Balinese environment, and devising a plan to reduce negative effects.
Value 9 – Understanding, tolerance and inclusion	Examining the effects of stereotyping, racism and sexism on people's opinions of a culture. Investigating aspects of bias in tourist brochures, including bias by omission. "Hot seat" games: taking on roles of Balinese people responding to various situations.

## Citizenship education

*Statements of Learning for Civics and Citizenship* (Curriculum Corporation, 2006) state that "Civics and Citizenship is concerned with the development of students as informed and active citizens of Australia" (p. 2). Values education and citizenship education are inextricably linked. The terms "just society", "Australian citizenship", "society and civic life" and "democratic society" appear in Values 3 (fair go), 4 (freedom), 8 (responsibility) and 9 (understanding, tolerance and inclusion) respectively (Commonwealth of Australia, 2005, p.4). Elements of the values statements are obvious in the K-6 HSIE syllabus strands: change and continuity, cultures, environments and social systems and structures (Board of Studies NSW, 1998a). Furthermore, the syllabus introduction states that "values and attitudes related to social justice, intercultural understanding, ecological sustainability, democratic processes, beliefs and moral codes.....are incorporated into the outcomes

and content of this syllabus” (Board of Studies NSW, 1998a, p.5). Whilst the *Statements of Learning for Civics and Citizenship* (Curriculum Corporation, 2006) focus on being active citizens of Australia, there is strong argument in this era for education regarding citizenship as a global issue (Banks, 2001). Increasingly we are becoming global citizens, as the impact of international actions and incidents on all nations becomes blatantly obvious (the need for international action regarding global warming, for example). Many students would be aware of international bodies (such as the United Nations) and collaborations (such as 2007’s APEC meeting), and these provide an obvious opportunity to investigate the notion of global connectedness regarding citizenship.

In “Best-practice Bali”, social citizenship education has a distinct focus, as it is included when students investigate roles of youth in Bali, and when they devise an environmental plan. They learn tolerance and inclusivity through gaining an understanding of the significance of Balinese culture and traditions; this is important in a multicultural society such as ours, and significant due to proximity in the Asia/Pacific region. In this program, older primary students gain knowledge of our international neighbour. This is appropriate, as students become aware of the world around them on an increasing scale as they themselves grow.

## **Summary - the final product**

The aim of this paper was not to outline the entire intern-designed teaching program of “Best-practice Bali”. Rather, it was to demonstrate that through reflective planning it is possible (and desirable) to design teaching programs which adequately address multiple curricular needs. Values and citizenship education can effectively be incorporated in regular programs in a way that enhances, rather than diminishes all learning foci, when real world issues are addressed through multi-curricular designs.

The examination of “Best-practice Bali” demonstrates the feasibility and effectiveness of incorporating values education in teachers’ everyday, KLA integrated programs through careful consideration of context, student needs, curricular demands and planning frameworks. Reflective planning has allowed the author of this program to couple values education with quality teaching attributes to create a program which is both efficient and effective. Outcomes from the HSIE syllabus provide opportunities for explicit teaching of values and citizenship education in an authentic mode, without additional curricular documentation or separate lessons.

Lovat and Toomey (2007) suggest that those responsible for pre-service (and in-service) teacher education need to begin considering how values education might be incorporated in university programs. The examination of “Best-practice Bali” presents an argument that the process has already made a strong start. Just as values have always had a place in school education, so have they maintained a focus in pre-service teacher education through the examination of the various curricula (HSIE in particular, but not exclusively),

and the drive for authentic integration of KLAs. It is because values permeate all our actions and decisions that focusing on real-world issues in teaching programs is the ideal mode for values education.

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