
The *Leading Through Values (LTV)* pilot project has involved a wide range of direct and indirect contributors, without whom this report and its findings would not be possible.

The guidance, support and professional insights of staff from the core project partners (right) has been essential to the smooth progression of the pilot project. Thanks in particular are due to Richard P King (Oxfam), Andy Lloyd (British Red Cross), Anneliese Gamper (Think Global), and Julie Brown (Practical Action).

Beyond the formal steering group, valuable discussions, insights and recommendations have been made by a wide range of individuals and organisations. We would like to share our thanks to Dr Paul Warwick, Clive Belgeonne, Gill Allbutt, Co-operative Learning and Development Associates (CLADA), Rohini Corfield, Sheila Tucker, Trevor Higginbottom, Dr Nigel Rayment, and Ray Peacock.

At the core of the project have been the staff of Lifeworlds Learning and in particular the contributions, critical insights and sheer energy and enthusiasm of Rosie Wilson and Helen Hunter - especially during the analysis phase! Thank you.

Finally, and most importantly in many ways, we would like to thank the commitment and contributions of the schools who comprised the pilot project cohort. They have found the time and space to bring the project into their busy schools and made the delivery of the pilot not only possible, but very enjoyable. We hope that this final project report does justice to the staff and pupils of those schools it represents.

Rob Bowden, LTV project co-ordinator
Lifeworlds Learning
01 May 2013

Core Project Partners

The LTV pilot project was initiated and steered by a core alliance of independent organisations:

Oxfam Education

British Red Cross

Think Global

Practical Action

Lifeworlds Learning

National Children's Bureau

Delivery Partner

The LTV pilot project was developed and delivered by Lifeworlds Learning as the project delivery partner. The key staff involved in delivery were:

Rosie Wilson

Helen Hunter

Rob Bowden



Key findings

This report provides detailed background, findings and analysis of *Leading Through Values* (LTV) pilot project. A summary of the report structure is shared in the contents on the next pages. By way of a quick summary, these pages present some of the key findings of the project.

Learners

- > When given a choice of 15 values, **66% of learners** identified an intrinsic value as the most important to them.
- > Learners in **6 out of 9** active classes showed an **increase in intrinsic values**.
- > Learners' recognition of Bigger Than Self (BTS) issues has increased and deepened. Issues identified with social justice increased in frequency by **59%** and in breadth by **93%**.
- > Of the issues identified as significant by learners there was a **38%** decrease in those associated with concern for self and a **22%** increase in those associated with concern for others and the wider world.
- > Learners involved in the project have been observed by teachers, headteachers and governors as showing **improved levels of engagement** and interest in learning.

Teachers

- > Teachers have observed marked improvements in the **speaking and listening skills** of their learners in at least 3 schools.
- > Teachers have identified increased confidence in the ability of primary learners to engage with **complex and controversial issues**.

-
- > All of the teachers involved identify an increased understanding of values, including their own, and of the **importance of values** in teaching and society.
 - > Active teachers report an increased **willingness to include BTS issues** as part of their day to day teaching.
 - > Active teachers consider themselves more aware of the **available support** for teaching BTS issues and values education.
 - > **5 out of 7** active teachers describe a **shift in pedagogy and teaching philosophy** due to their involvement in the project.
 - > Of the active teachers, **71%** believe strongly that values education needs to be linked to **local community participation**.
 - > **86%** of active teachers strongly agree that values education can **help learners cope** with the difficulties of modern life.

Leadership

- > **5 out of 9** schools have stated a commitment to using values and Bigger Than Self issues as a core **driver of school improvement**.
- > A more **explicit values language** has been identified by a majority of involved schools as beneficial to a greater understanding of Bigger Than Self issues.
- > All schools have identified the need to discuss greater **community engagement**.
- > **6 out of 7** leaders expressed the **importance of external support** in helping them to engage in values and Bigger Than Self issues.



Content

1. Aims and objectives p.8

A common interest in values and bigger than self issues, the wider educational context, and the emergence of shared aims and objectives.

2. The LTV pilot programme p.12

The structure of the pilot programme including detail concerning depth, breadth, delivery mechanisms and research considerations.

3. The pilot schools p.16

Background about the pilot schools, including the selection criteria and key summary data relating to the schools and 'active' classes.

4. A case for change p.20

An overview of the wider theoretical underpinnings of the pilot project including key literature and practice developments relating to values education.

5. Values interventions

p.24

A review of the values-based learning activities undertaken by pilot schools during the intervention period.

6. Learner outcomes

p.36

The change in learners during the pilot period, including changes in knowledge, understanding and skills in relation to values and bigger than self issues.

7. Learning and teaching outcomes

p.54

The implications of the pilot project for learning and teaching including insights into what works and the identification of future challenges.

8. Key learning and reflections

p.70

Key learning arising from the project, and emerging challenges or next steps for further research and/or action.

1. Aims and objectives

1.1 Setting an agenda

At the heart of the *Leading Through Values* (LTV) pilot project lies a common interest in two inter-related elements. The first is ‘values’ or more simply what we think is important in life. There has been increasing attention on, and interest in, values in recent years, driven in large part by concern with the state of the world and the role that individuals and communities might play in mitigating a generally negative and declining state of affairs. This, it is suggested, depends in a large part on the values held by those individuals and communities and on their active concern to act on them.

The second element is the issues that cause concern about the state of the world such as inequality, stigmatisation, and environmental decline. These issues are global in scale, but almost always have a local face and connect directly to our lives. We call these ‘Bigger Than Self’ (BTS) issues in recognition of their multiple scale and agency, and the inevitable complexity that this brings.

Leading Through Values is a response to this common interest and is the culmination of over a year’s work by several leading educational charities and organisations. The remainder of this section shares a little more context for the work, before setting forth the specific aims and objectives of the present study.

1.2 Valuing values

Leading Through Values has been inspired and informed by a body of work around values that has involved national and international NGOs, several universities, and organisations and individuals from fields including policy, leadership, business, media, health, social care, the environment and education.

Much of this work is driven by a recognition that despite growing evidence of the need to respond to the challenges facing humanity and the planet, associated action often falls significantly short.

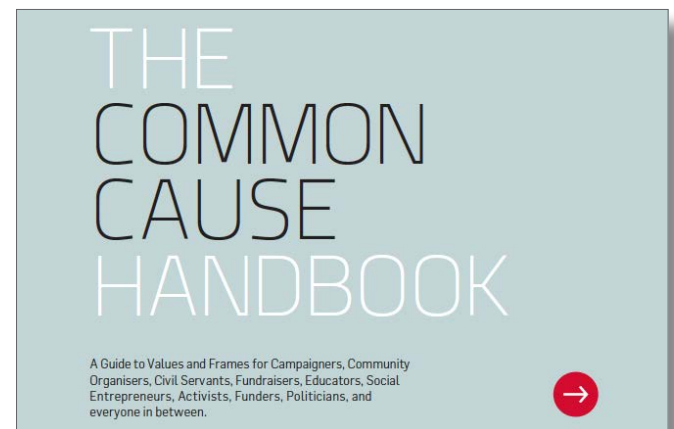


Fig 1.1: The work of Common Cause has been a key inspiration for this project.

It is this gap that has spurred demand for greater understanding about what values are, how they are formed, how they work and how they change. Many of those behind the work are particularly interested in exploring those values that support and enable people to ‘make a difference’ - a responsibility (some might say burden) that is increasing laid at the feet of young people and the schools in which they are educated.

1.3 The significance of education

Whilst there is little doubting the potential of education to make a difference, few initiatives have provided schools and in particular school leaders, with the space, support and opportunity to think about values and how an exploration of values through big issues might connect to whole school development. The Leading Through Values pilot project is specifically designed to respond to that void.

The project has been designed to work collaboratively with school leaders to explore and demonstrate how values education can build more resilient and capable young people, enrich the curriculum, and contribute to school improvement. Evidence from the UK and internationally, clearly signals that values-based approaches to learning consistently help schools to raise standards, improve behaviour and develop a stronger sense of being and belonging for the school and its community. What this work also demonstrates is the pivotal role of leadership in achieving this and the significance of leaders giving themselves the time and space to engage in the debates and the learning for themselves.

Supported by a designated delivery partner, the pilot set out to offer participating schools a potentially transformative opportunity to think about the values they aspire to in their learners, school, staff and community, and to work collectively with other schools to consider what this might mean for the future of learning in their own schools and for other schools in England.



Fig 1.2: What influences young people to choose to ‘make a difference’?

1.4 Aims

The aims of the pilot project were agreed collectively by the project partners and focus on two specific aims:

1. Work with school leaders to raise the profile of values-based active citizenship, community engagement and engaging young people with Bigger Than Self (BTS) issues in schools.
2. Highlight the role that project partners can play to support schools in achieving this.

1.5 Objectives

The stated objectives of the pilot project are:

1. For school leaders to recognise the importance of developing pupils' core (intrinsic) values, and relate this to educational vision and school ethos.
2. To link a values-based approach to active citizenship and community engagement, and highlight BTS issues as an effective context for such learning.
3. Create more opportunities for active citizenship and community engagement by young people.
4. Demonstrate the variety of ways INGOs can support this work.
5. Evidence the benefits of this approach to the rest of the schools sector and key educational policy makers.

Big issues

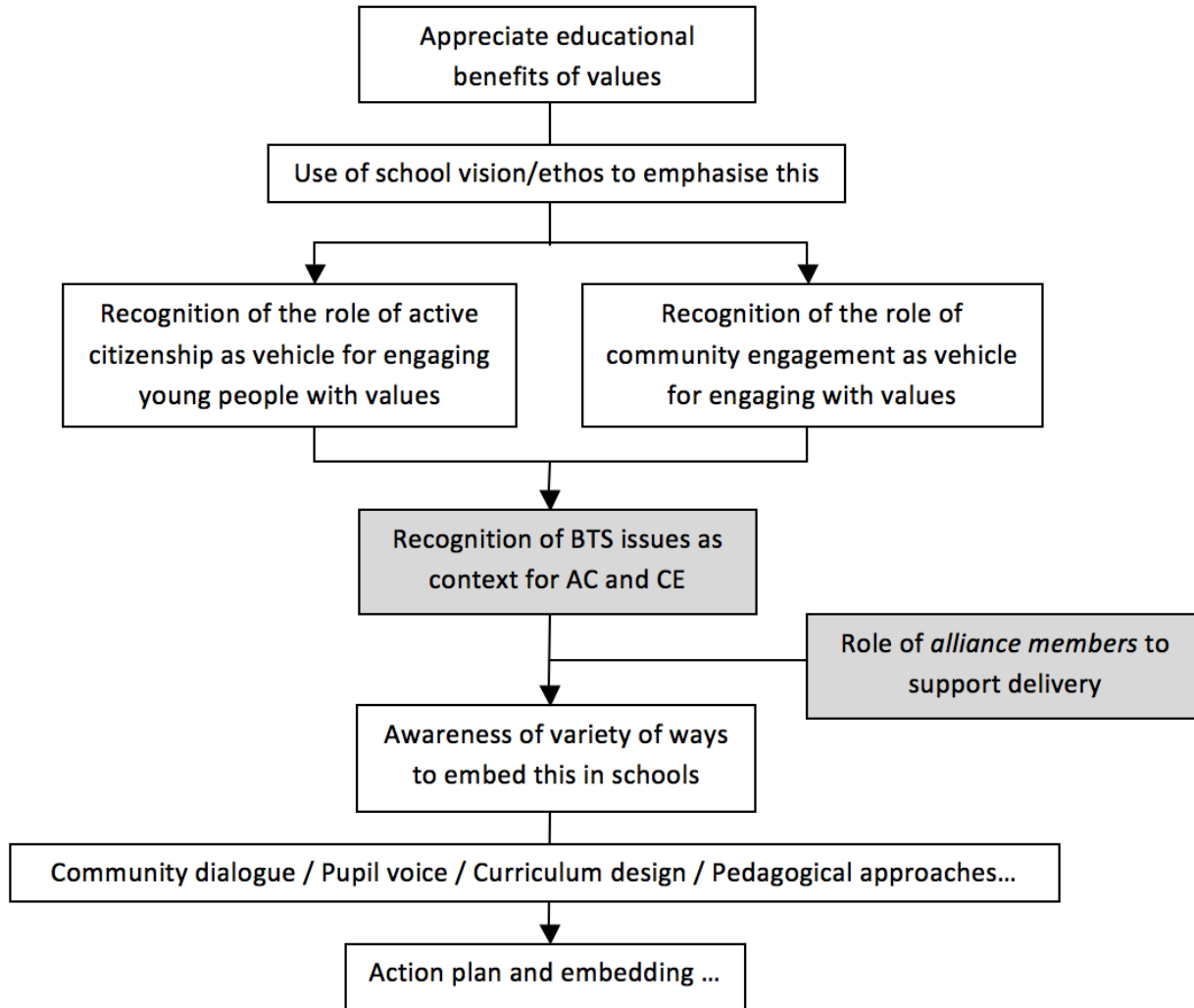
There are many issues that may feel simply too big to deal with, but that is not a reason to ignore them! For the project partners the big issues include those relating to:

global poverty
sustainability
humanitarianism

Such issues are sometimes known as **Bigger Than Self** issues, but the terms Global, Complex, Controversial and Universal are also used. To a large extent the term does not matter, but the skills, dispositions and ability to consider these issues, to form an opinion, and to take relevant action does. We believe values are at the heart of this.

1.6 School engagement model

The school leader engagement model shown below illustrates how those elements identified within the aims and objectives fit together, and suggests a possible structure for the outputs:



2. The LTV pilot programme

2.1 A project process

The LTV pilot had only modest resources at its disposal and so the effective use of these was key to the planning of the project process. A balance was needed between the breadth of what was possible (the range of stakeholders to engage) and the depth of what could be explored (the frequency and duration of contact with key stakeholders).

In addition there was a strong desire from the project partners to not over-prescribe the engagement with schools, but to enable a variety of approaches to be included in the pilot (see p24-25 for more on this).

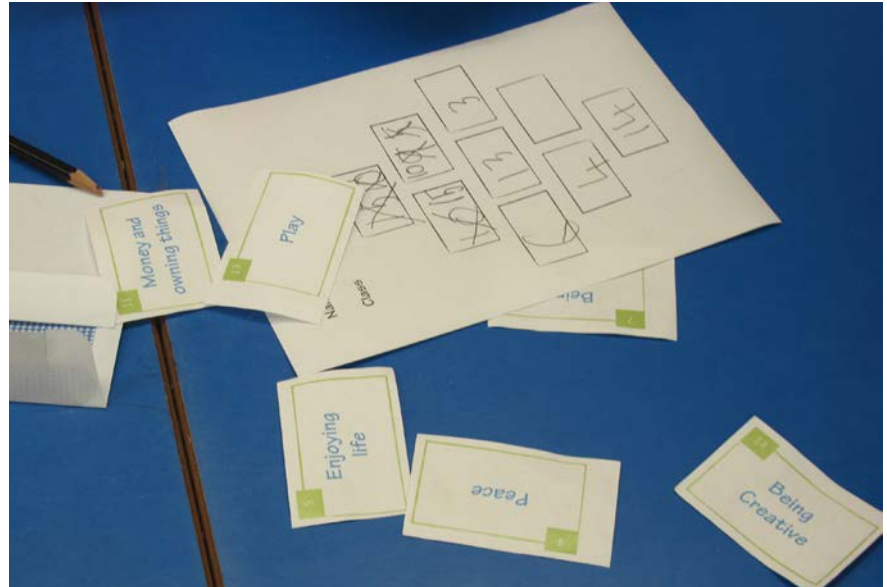


Fig 2.1: Designing age-appropriate methods for gathering data was a key part of the process.

The result was a broad project pathway that all schools would follow, as depicted in Fig 2.2 opposite, but with sufficient flexibility to support individual approaches and innovation within specific schools. Two important elements of the pathway were fixed for all schools in order to ensure that the project could evaluate its impact.

The first was the identification of an 'active' and 'control' class in each school. This was partly in recognition that whole school engagement was beyond the scope of the pilot - the 'active class' instead acting as a proxy for this - but also as a means of measuring impact as distinct from other initiatives or agendas. The second element was the restriction of activities to the active class only and a delay in any activity until after the initial baselining of learners was completed by the delivery partner. Similar fixed requirements were imposed at the end of the project pathway to ensure that the recording of any impact, using the endlining process, was as uniform and unbiased as possible.

2.2 Core components

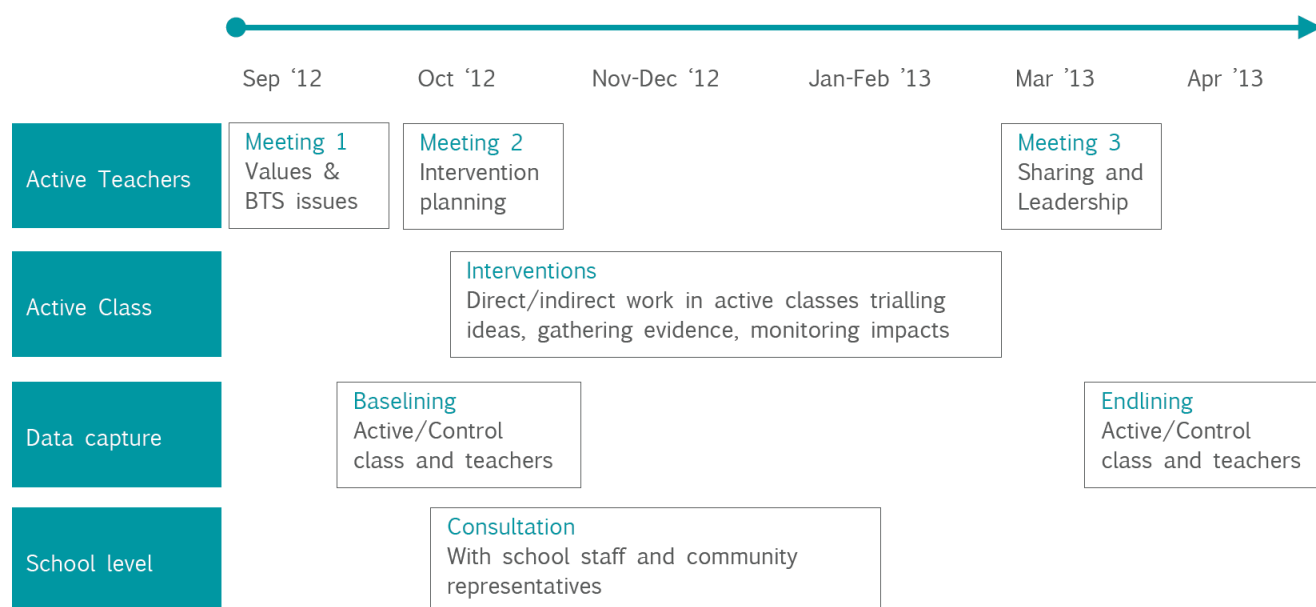
Various elements of the project are explained as necessary in later sections of the report, but the core components are briefly outlined here as context for the wider report.


Project meetings for the active teachers to come together for training, peer exchange and structured reflection were a significant component of the pilot. As well as giving the project co-ordinator the chance to ‘check-in’ with activity and progress, the meetings provided valuable time and space for teachers to explore values and BTS issues for themselves and to challenge both the project and each other to further their own understanding and practice.

Interventions are described in much greater detail in section 5 of this report, but are essentially the activities (whether planned or responsive) that took place within the active classes. Teachers were supported to plan, resource and deliver these interventions according to their own assessment of needs.

Consultations with the wider school community formed an integral part of the project but were limited in extent by available capacity. In each school a staff consultation provided the opportunity

Fig 2.2: A diagrammatic representation of the project pathway showing key actors, components and approximate timescales.





to audit current thinking around values and BTS issues, and to assess current activity in this area. Allied to this, parents/carers of the active class in each school were invited to attend a community meeting in which their own ideas about values and BTS issues could be aired and shared (see Fig 2.3 opposite).

Data capture for a project of this nature is fraught with issues, but was carefully designed and reviewed by both project and academic partners, ahead of implementation. Choices relating to what and how to measure are detailed at the appropriate juncture in the remainder of this report. It should be noted that the methodologies trialled within the pilot are themselves an integral part of the learning to emerge from the project.

2.3 Limitations

The limitations identified in this pilot are many, but are in many ways not so much limits as questions, ideas, research and work ‘in-waiting’ - completely impossible to do within the confines of the current project. As such, many of the limitations have already become ‘next steps’ identified in section 8 of this report (especially page 73). That said, it is useful to state here three key limitations:

- > This initial phase did not work at the whole-school level, primarily due to financial, time and capacity restraints. The findings and learning are therefore only a proxy.
- > The control classes provide only a loose check. In most cases they were a different year group to the active class with subsequent implications for data comparability.
- > The timescale of the pilot over just 6 months severely restricts the likely impact as evidence from other sources suggests this type of work requires 3-5 years to achieve its full potential.

These three limitations in particular combine to caution that the findings from the pilot project should be seen as indicative only, with further work needed to overcome these and reach more conclusive findings - a factor known at the outset of the LTV project.

Fig 2.3: Representatives of the school community were consulted as part of the project process.



3. The pilot schools

3.1 Establishing a cohort

The pilot set out to establish a cohort of six primary schools to participate in the project. Owing to the limited scope of the pilot it was important to consider the character of participating schools as within a small sample this could have a considerable implications on the outcomes.

In recognition of this, clear selection criteria were established to try and ensure both a representative and workable sample of schools. The core criteria for selection are illustrated in Fig 3.1 below and focussed on both process and content considerations. In addition to these core

Fig 3.1: Selection criteria for pilot schools

Process criteria:

...demonstrate a clear understanding of, and commitment to the full process.

...able to support meetings between the delivery partner and the wider school community (including key stakeholders - governors, parents, support staff etc).

...willing to fully participate in the evaluation of the project which may include written, recorded and filmed testimony (subject to normal ethical and permission procedures).

Content criteria:

...demonstrate an openness to exploring values and big issues in relation to their own curriculum, staff development and school vision and ethos.

...willing to form an open and safe learning community for the duration of the pilot project.

...confidence to try things out and to take risks as part of their engagement in the pilot project.

...a propensity to build upon their engagement in the pilot project through further development within their school.

requirements, a series of additional factors were considered to try and ensure a diversity of schools and to limit the extent of third-party influences. In terms of diversity we sought schools that would provide geographic, demographic and performance-related variation. To limit the likely impact of third-party elements on the research, we also sought to ensure that schools were not actively involved in any directly comparable project or initiative that could skew the impact of the present project.

A final pragmatic concern was the geographic proximity of the schools to the delivery partner and to one another, as collaboration through key project meetings that brought the schools together was an essential part of the programme.

3.2 Selected Schools

The pilot project attracted considerable interest from a wide geographical region and provided sufficient choice to select against the criteria. Some candidate schools had to be excluded from the pilot due to the geographic limitations. Other schools applied in partnership (this had been invited as part of the application process) and as a result, the pilot cohort was slightly expanded to include a total of nine schools.

All schools were located within the Midlands region of England (see Fig 3.2, right) and represented a good balance of rural, urban and semi-urban settings. The schools also represented a range of scales from very small to moderately large and were also varied

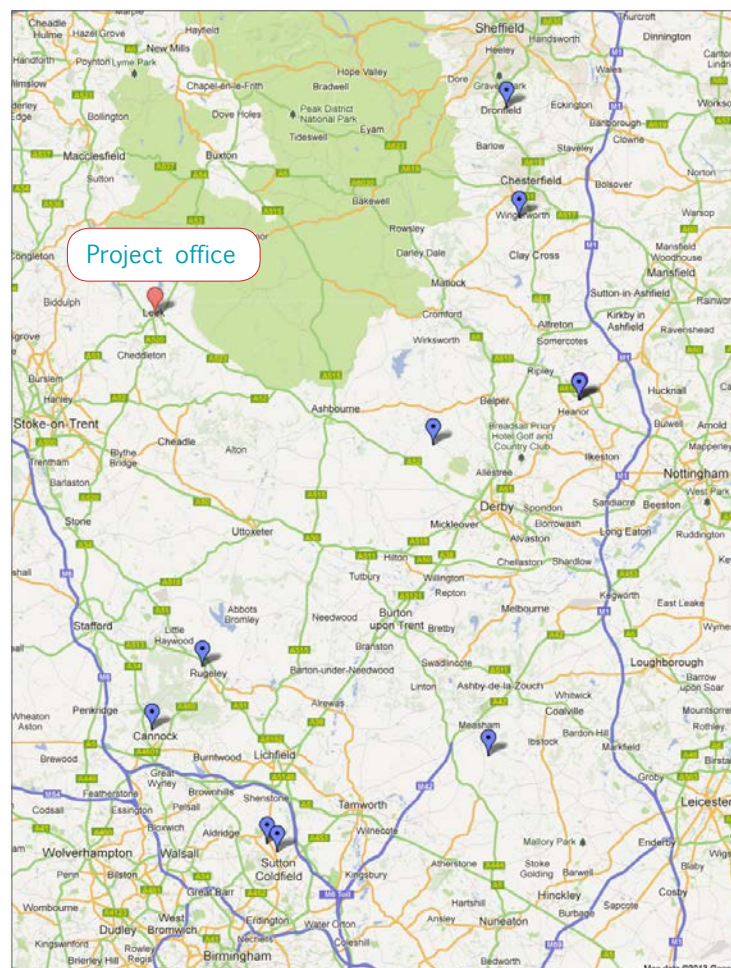


Fig 3.2: Geographical distribution of pilot project schools.

by both socio-economic and academic performance indicators. Fig 3.3 below summarises some of the key data for the nine pilot schools by way of background context. Each school also provided

Fig 3.3: Key data for schools participating in LTV pilot project ¹

School*	Pupils	Ofsted	FSM	Ethnicity	Other info
A	350	Good	4%	mainly White	predominately middle class community intake
B	400	Good	11%	28% ethnic minorities	below average deprivation levels
C ²	230	Satisfactory with G/O features ³	28%	White (95%)	area of high social deprivation
D	210	Satisfactory	n/a	n/a	n/a
E	370	Satisfactory	35%	n/a	acute deprivation (40% child poverty)
F	34	Good	4%	White (100%)	rural, mainly white middle class catchment
G	48	Good	n/a	n/a	rural, mainly white middle class catchment
H ²	140	Outstanding	8%	6% ethnic minorities	n/a
I	126	Satisfactory with Good features	33%	n/a	acute deprivation

Notes:

* Schools are identified by a specific letter in sections 3-5 of this report.

¹ The data in this table was provided by the schools during the application process (July 2012).

² Schools C and H are both junior schools. All others are primary, combining infant and junior phases.

³ G/O = Good/Outstanding

a personal statement as to why they wanted to be involved in the pilot project and how they felt it would benefit their school. These statements were important in ensuring a commitment to the project across such a small sample of schools.

3.3 Active and control classes

Within the pilot schools, leadership staff were asked to identify an ‘active’ and ‘control’ class for the project team to work with. The active class would receive direct and indirect support over the intervention period and the active class teacher would participate in the project cluster meetings. The control class would partake in both baselining and endlining activities (alongside the active class), but neither they nor their teacher would receive any additional input from the project. The choice of year groups was not stipulated and resulted in a distribution shown in Fig 3.4 below.

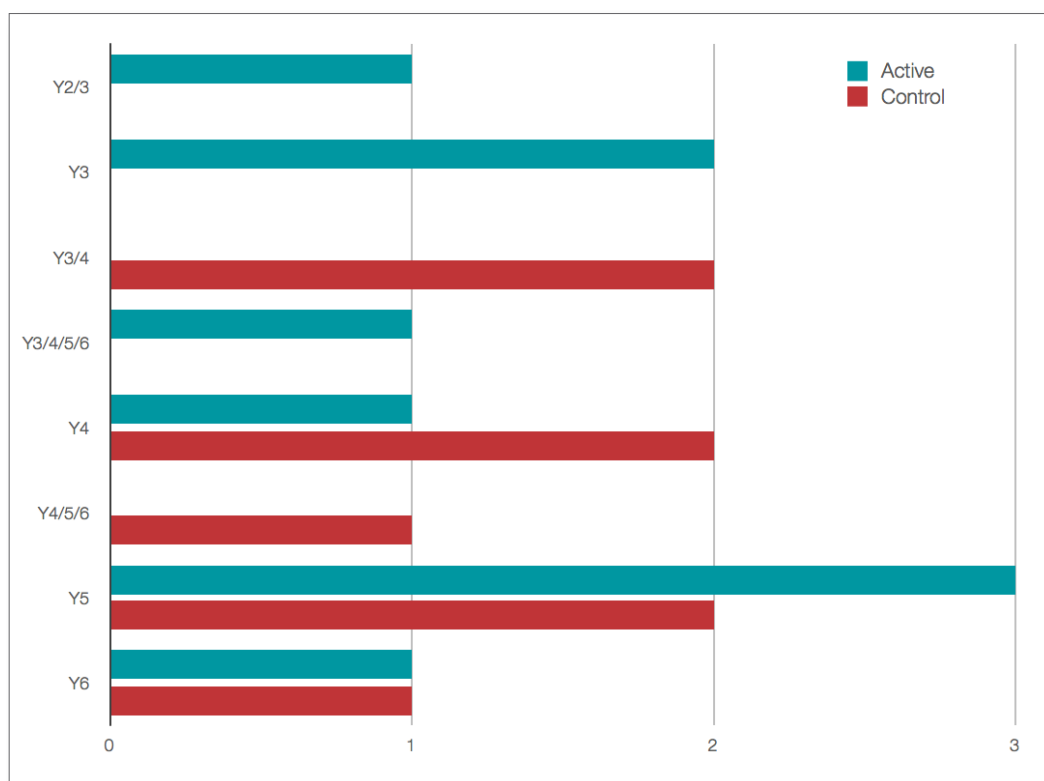


Fig 3.4: Active and control* classes by year group

* School F was too small for a control class.

4. A case for change

4.1 Building a case for change

The pilot project in schools was paralleled by desk-based research into the origins, nature, potential and limitations of ‘Values Education’ and its relationship or otherwise to ‘Bigger Than Self’ (BTS) issues. The purpose of this research and the resulting document was to build a case for change for leading and learning through values and BTS issues.

The *Case for Change* was particularly concerned to set out the specific approach taken by the pilot project and its partners. There is considerable variance in what is popularly understood by values education and this includes some extremely negative interpretations associated with brainwashing, indoctrination, and the transmission of values. It was important to set the current project apart from such understandings and to instead ground it as a potentially positive contribution to an already existing body of practice that whilst values informed, may not be values explicit.

4.2 Exploring the case for change

The *Case for Change* is available as a separate document to this project report and is available to download from the project website at www.learningthroughvalues.org in PDF format. It is structured to firstly explore and define Values Education, before moving on to consider values and learning in relation to existing pedagogies and initiatives.

A case is then built for why schools, authorities and organisations may explore the place of values in their learning and why the current educational flux within England might present a particular opportunity for refocussing the vision, leadership and learning of a school around values and BTS issues.

The *Case for Change* has been peer reviewed and amended to reflect feedback and remains a working document that informs as well as represents the pilot project and the wider interest in values and BTS issues. The following pages share the key points made in the *Case for Change* in order to offer a wider context for the pilot and this report.

“We think so that we can arrange the world, either in our minds or outside of our minds, in a manner that satisfies our values”

Edward de Bono, 2005

* What is Values Education?

Values Education...

... is a relatively new term and still not widely utilised.

... emerged in the 1990s, seemingly in response to:
- concerns about a moral crisis in society (particularly among young people)
- educational research into the part schools play in the formation of values.

... has coincided with global shifts and a subsequent questioning of values and identity.

... is increasingly proving itself as an apt response for today's learners.

... is building upon and strengthening the best of previous educational initiatives.

... supports schools to develop greater independence from, and resilience to change.

* Defining Values Education?

Values Education...

... is, to date at least, a poorly defined concept compared with other 'educations'.

... has to be re-visited and re-defined as new audiences engage in understanding it.

... should be a contested matter - the critical dialogue around meaning is a value in itself.

... is distinct from Moral Education and Character Education (though is often confused).

... should not be defined in a prescriptive manner that risks indoctrination.

... as presently understood is a working definition - testing it forms part of this project.

* A Values Education pedagogy

Values Education...

... is not a predetermined body of knowledge for transmission.

... is built around supporting learners to develop their own critical faculties and identity.

... resonates strongly with other key 'educations' and methodologies.

... is as much about the learning environment as it is about what is learnt.

... is only genuine if operating at whole-school level - within and beyond its boundaries.

... is highly dependent on effective and appropriate leadership.

... is inextricably bound to Bigger Than Self issues.

* Why engage with values?

Values Education...

... is an approach that is fit for our fast-changing times.

... is relevant to young people and increases the enjoyment of learning.

... builds upon existing educations offering efficiencies in curriculum and learning.

... is an effective vehicle for whole-school engagement and development.

... delivers 'palpable' improvements in the learning environment.

... appears to reduce behavioural issues and improve attainment levels.

... has close synergy with current pedagogic research and innovation.

... is supported by leading voices in educational reform and transformation.

... can draw upon a diverse body of support through BTS issues and expertise.

* A moment for change?

> Formal education in England is presently experiencing a period of unprecedented change.

> Change can be alienating and disorientating and that is normal.

> Change opens up new opportunities and can be liberating and reinvigorating.

> Leadership must adapt to the changing times and may have to change itself.

> Change is intensely personal and transcends traditional boundaries and that is OK.

> Values are often brought to the fore during periods of rapid change.

> Values Education fits well with the current changes both as content and process.

> The present moment of change has opened a void and an opportunity for Values Education.

4.3 Using the Case for Change

Looking beyond the present project period one of the challenges will be how to best utilise the Case for Change, alongside the outcomes of the pilot activity in schools. The two have already come together to inform new professional development opportunities for values and BTS issues and in the creation of new materials to aid ongoing dialogue in this critical area of learning.

An early output (depicted opposite in Fig 4.1) was developed to visually represent how values relate to existing initiatives and educations that, to varying degrees, already offer values learning. Referred to as the 'Common Core', the intention is to invite teachers, practitioners and organisations working in a diverse range of 'educations' to more easily engage in the present dialogue around values and BTS issues and in doing so reduce any perceived threat or overload resulting from 'yet another initiative' (anon, 2012).

Fig 4.1: Finding a ‘Common Core’ - a working depiction of how ‘values’ connect through ‘educations’ to ‘bigger than self’ issues.¹



Notes:

¹ This is a working diagram produced by Rob Bowden of Lifeworlds Learning as an aid to understanding the present Leading Through Values pilot project. The diagram should not be copied, distributed or reproduced without prior consent. The content of the diagram stems directly from materials generated in work with the pilot schools and researching the Case for Change.

5. Values interventions

5.1 Defining the interventions

Central to the pilot activity in schools was a series of values-based learning activities that we termed ‘interventions’ for the period of the project. The interventions took several different forms and were not uniform across active classes. Whilst this makes comparative analysis of impact challenging, it more accurately reflects the diversity of schools, teaching and teachers that any such ‘roll out’ of this work would encounter. As such, the diversity of interventions was intended to offer insights as to what might (or might not) work in any extension of the project beyond the pilot.

The key intervention support was as follows:

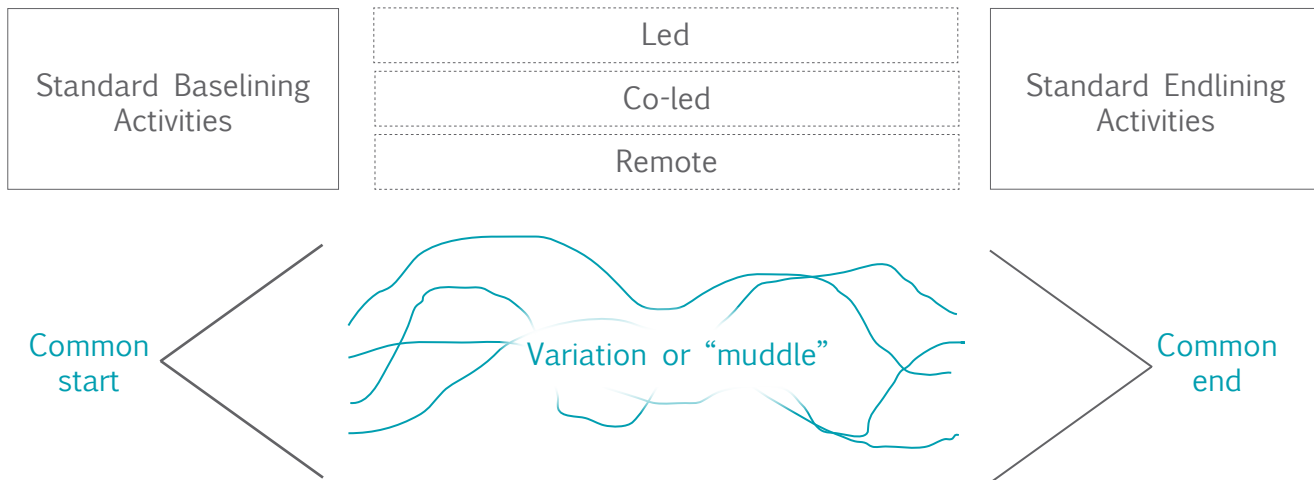
- Standard (all schools):** baselining and endlining of pupils’ values priorities and self/world/issue perspectives.
- Led (externally led):** activities, sessions etc delivered by project delivery partner using content and methods demonstrating values and BTS learning.
- Co-led (mixed led):** activities, sessions etc delivered by active teacher with (or supported by) project delivery partner using content and methods demonstrating values and BTS learning.
- Remote (internally led):** activities, sessions etc delivered by active teacher with remote (email, phone) support from project delivery partner using content and methods demonstrating values and BTS learning



Fig 5.1: Values cards used for baseline and endline surveys with learners.

Each of the pilot schools selected their own intervention pathway (see Fig 5.2 below) in consultation with the delivery partner. Such a tailored approach was considered essential to demonstrating the place and relevance of values and BTS issues in everyday teaching. The remainder of this section provides both an overview and exemplars of the different intervention types.

Fig 5.2: The Muddle in the Middle diagram shows how the pathway for each school differed according to needs and engagement level. There was a common start and end point, but considerable variation (muddle) within the middle intervention phase.



5.2 Baseline/Endline

A key objective of the pilot project was to see whether learning through values and BTS issues would lead to a measurable shift in the values of learners. Within the limits of the pilot project this shift would be determined through two simple and age-appropriate activities conducted at the start of the intervention period and repeated at the end. These activities were conducted with both the active and control classes to allow for the factoring of elements beyond the scope of the present project.

The two activities were intentionally designed to be different. The first used a structured methodology and a series of pre-determined values to ask learners to prioritise those they felt to be most important to them at an individual level. The second used a participatory approach that

enabled learners to collectively create a ‘Selfworld’ map based on a series of three standardised prompts. Although the activity was completed in small groups, the methodology ensured that each learner was free to express their own ideas. As these methods are pivotal to identifying any shift in the values of learners, they are further explained in brief below.

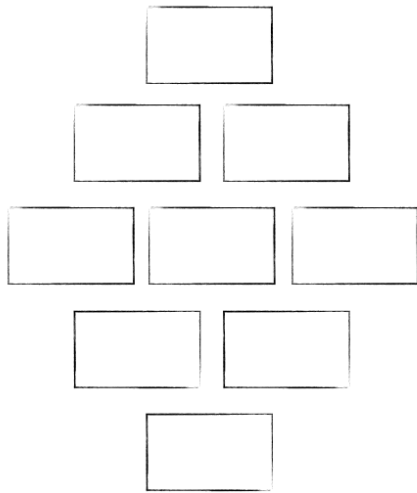


Fig 5.3: Diamond 9 template used by learners in base- and ending.

5.2.1 Diamond 9

The Diamond 9 is a well-established and easily understood methodology for prioritising any set of given criteria. In this case, it was employed to provide a snapshot into the values of learners involved in the pilot project. Each learner was provided with a blank Diamond 9 (Fig 5.3 left) and a brief explanation was given as to how it works. It was important to ensure that learners clearly understood the method in order to carry out the prioritisation that the task demands.

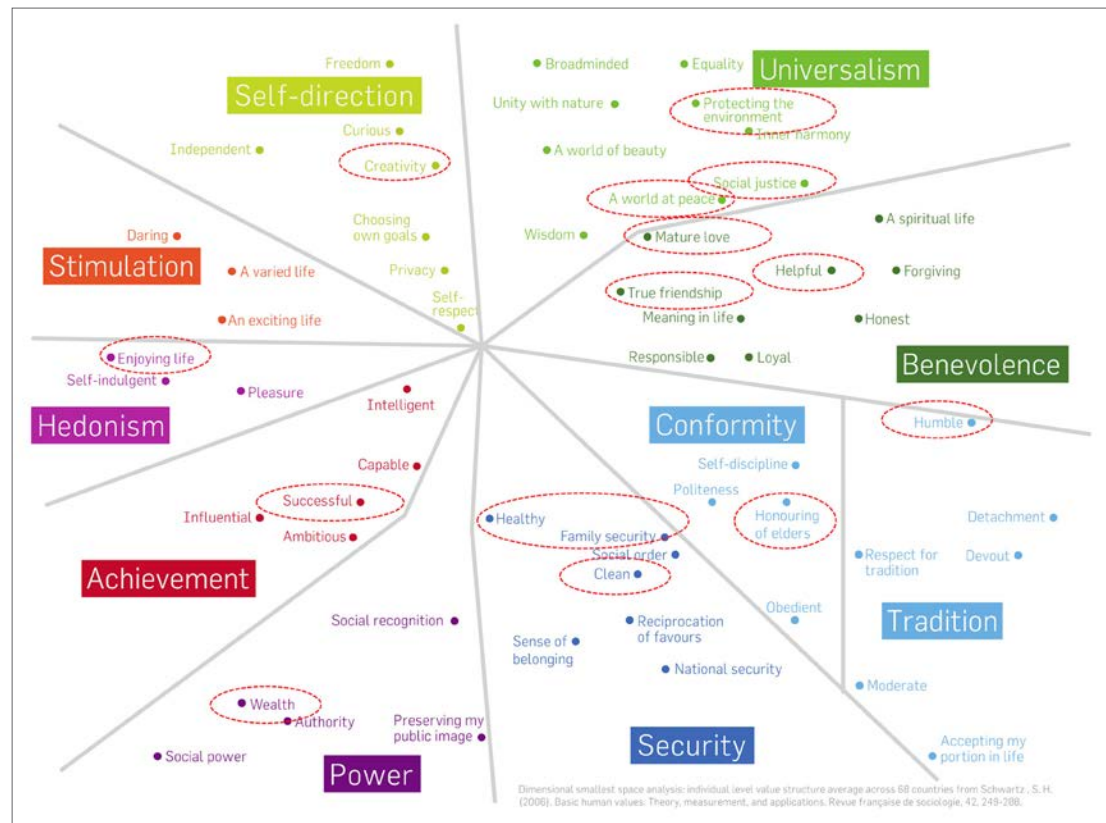
Learners were then provided with a set of values cards - 15 in total - with each card containing an individual value and a brief age-appropriate definition (see Fig 5.1, page 24 for examples). They were asked to read the cards carefully, to make sure they understood the different values (asking for clarification if needed), and to then enter them in the Diamond 9 in response to the question ‘What is most important in life to you?’

In addition to the 15 pre-determined values, learners were told that they could write their own values in the Diamond 9 if they felt that they had a more important value that they wanted to record.

The choice of the 15 values to include as standard for this activity was determined by referring to the 57 human values used in the Common Cause work that influenced the alliance partners behind this project. Reducing 57 values to 15, and making them accessible to primary aged learners, required an inevitable degree of compromise and selection. In order to minimise the bias that is

inherent in this process, care was taken to proportionately select values from across the groups identified by Common Cause (see Fig 5.4 below). The language and definitions of the values were then adapted to be age-appropriate for learners as young as year 2 (age 6-7). In one instance two (*Healthy* and *Family security*) were combined due to their spatial proximity within the values spectrum. Any selection of criteria is subjective and open to critique. The choices, language and definitions used with learners in the present study are further detailed in appendix 1.

Fig 5.4: The 57 human values and those selected for Diamond-9 activity.



5.2.2 Selfworld mapping

Selfworld mapping is a participatory methodology enabling learners to freely express themselves within a small group (typically 4-6) of their peers. The method can be used for a wide range of research questions, but was in this instance employed to explore specific aspects of children's

lifeworlds as they relate to values and BTS issues. Learners were asked a series of common questions, responding to each in turn in order to build up their selfworld map. The process for each active and control class consisted of asking the following key questions¹:

1. *What kind of person would you like to be?* [responses recorded inside outline of person]
2. *What kind of world would you like to live in?* [responses recorded inside outline of world]
3. *What do you think are the big issues in our world?* [responses recorded around edge of world]

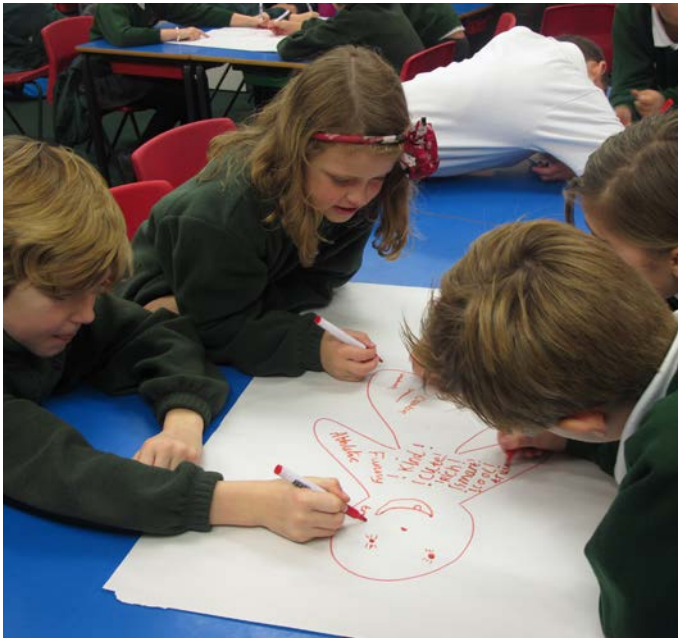


Fig 5.5: Learners adding their ideas to a Selfworld map during the baselining process in the pilot schools.

Each learner had their own pen enabling them all to respond individually should they wish to. Fig 5.5 left shows a typical Selfworld being completed as part of the baselining process, in this case from a year 5 class.

Owing to the volume of data produced using this method (learners working in small groups) and the repetitive nature of the data, it became prudent to adapt the methodology for the endlining process to be dialogue-based with feedback onto a single class-scale selfworld. This adaptation was made as part of the action research process in response to observed patterns of learning and data in the baselining phase.

The Selfworld methodology provided an opportunity to check against the responses to the more structured Diamond 9 activity. Both methods, and the wider project, relied on forming a safe space for working with learners - a process outlined in Fig 5.6 opposite.

Fig 5.6: Creating a safe space for learning through values

Values are personally situated and work with adults has shown that they can be both sensitive and controversial to discuss. In working with primary-aged learners it was important to apply the same understanding in the creation of a free and safe space that would support them to express, explore, challenge and perhaps modify their own values during the project. The standard intervention phase provided an opportunity to form this space with learners and teachers, taking time to:

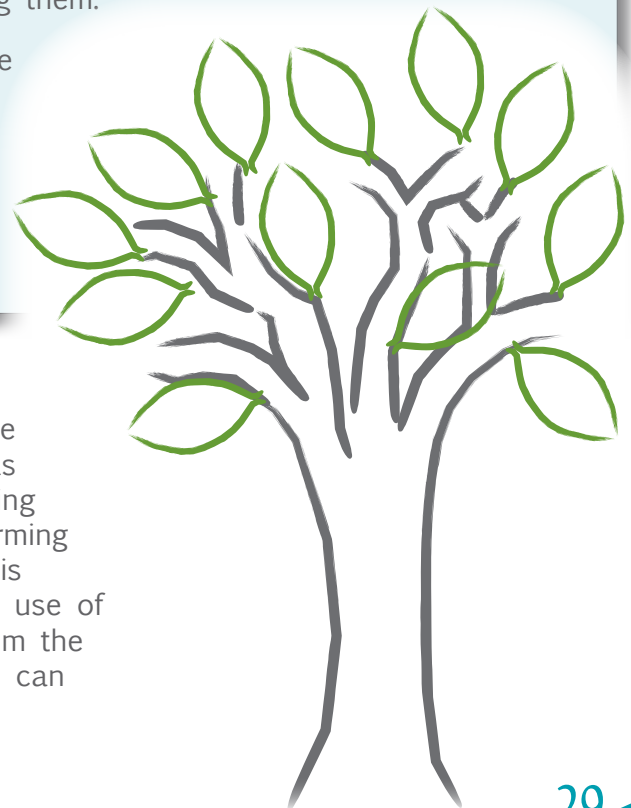
... explain that values (what they think is important in life) are personal and they may have very different ideas to their friends, and that is fine.

... clarify that no-one is being tested and that there are no right or wrong answers in this work - we are interested in what you think.

... emphasise that everyone has the right to say what they think and that we should respect everyone's ideas - not laughing at them or challenging them.

... model how we can challenge ideas in a constructive manner through dialogic learning.

... explain why we were interested in their thoughts and how their ideas they shared would be used. This included seeking consent to remove the data from the classroom.



5.3 Values Tree

Each active class was encouraged to create a Values Tree in their classroom during the intervention phase. This was intended as a mechanism for recording the values emerging from planned and unplanned learning, with each value forming a leaf on the tree. We were also interested to assess this method's effectiveness in supporting the development and use of a more explicit values language - a key test emerging from the Case for Change. A fuller explanation of the Values Tree can be found in appendix 2 of this report.



Fig 5.7: Year 6 (left) and Year 3 (right) learners in two of the active classes engaging in led intervention activities around Fairtrade (left) and a local windfarm dilemma (right).

5.3 Led interventions

Led interventions were those where learning and teaching was led by the delivery partner with the active teacher observing and/or participating in a led role. All but one of the active classes received a led intervention ranging from philosophy for children (P4C) sessions, to drama, to the more bespoke exploration of local and global issues.

Each intervention was selected and adapted/created in consultation with the active teacher as part of a flexible intervention phase. Teachers had come together with the delivery partner for a full day of intervention planning (Project Meeting 2) to explore options for connecting values and BTS issues to their planned curriculum for the 3 half terms spanning the intervention phase. Each school was given one-to-one support, access to resources from project partners, and the opportunity to share planning with active teachers from other pilot schools.

5.4 Co-led interventions

Co-led interventions were delivered as a partnership between the delivery partner and the active teacher, involving greater involvement of the active teacher in the development, design and delivery of the learning. 7 of the 9 active classes received some form of co-led intervention as part of the

project. As with the led interventions, co-led sessions were initially outlined during the planning day for active teachers, but these plans were added to or adapted, to take account of the needs of both learners and active teachers as the project progressed. Co-led sessions were a particularly good opportunity to team-teach and introduce teaching methodologies and techniques that may have been new or unfamiliar, or to explore how existing methods could be adapted to enable a more explicit engagement with values and BTS issues.

5.5 Remote interventions

Following the active teacher planning day, most of the pilot schools chose to also undertake remote interventions as part of the project. Of the nine schools, only one opted exclusively for remote support. Remote interventions were entirely led by the active teachers, but involved varying degrees of remote support by phone or email from the delivery partner. This support included the sharing of planning ideas, the suggestion or provision of resources, and ideas to extend the learning further or to connect it more explicitly to values and BTS issues.

5.6 Intervention insights

Analysis of the interventions is covered elsewhere in this report. The purpose of this section is to provide short summaries of specific interventions by way of demonstrating their place in the project and their contribution to learners' and teachers' understanding of values and BTS issues. In order to do this, evidence drawn from the sessions is included where relevant, and is drawn from observations and reflections by both the active teacher and the supporting practitioner.

5.6.1 Living together in the peach [School D, yr3: led/co-led/remote]

The year 3 active teacher in school D was using Roald Dahl's *James and the Giant Peach* as the class reader and used participation in the project to adapt their engagement with the book to suit a values and BTS approach. An incident in the story was used to stimulate learners to create rules and guidelines for living together, beginning in the peach before scaling up to think about their homes, their country and the wider world. Building on this they considered ways to tolerate others and appreciate/celebrate the diversity around them. This was done through making a book of drawings about 'all the different ways we are different'. From there, learners moved on to learn a little about South Africa, where many peaches in UK supermarkets come from. They looked at Nelson Mandela as a figure fighting against intolerance and racism,

underlining the importance of their own rules for acceptance and celebration. The learners were then set a super-task to think about global injustice through taking on the role of a leader in a global village (inspired by *'If the world were a village'*) but with limited resources meaning not everyone in their village could be fed and healthy. This led to a discussion and exploration of human rights using the illustrated book *'We are all born free'* as a stimulus. The delivery partner then delivered a workshop 'A Fairtrade World' to build on rights and relate them to trade, choice and personal actions.

The active teacher in this learning reflected at the end of the unit of work that it had been no more work than planning a normal lesson. The key had been knowing where to source material in order to engage with the BTS issues.

She commented that she wanted to continue using the approaches and learning into her next class topic and remarked that she had new confidence in her own teaching and in the abilities of her learners, that would support her to find a link.

Observed extract from Human Rights lesson:

Teacher: Do other countries have laws? Are they always the same as our laws? I wonder who makes up the laws for the whole world?

Learners: The Royal Family! God!

Teacher: well yes, if you are a Christian, for example, then you believe God did make laws, as he gave the Ten Commandments to Christians, so God is right in a way...

Learners: The King and Queen of the whole world?

Teacher: If we were going to make rules in this school I might take people from Y3, Y4, Y5 etc and get everyone together.. How about the world?

Learners: reps from each country?

5.6.2 Windfarm dilemma [School A, yr3: co-led]

As part of a planned unit of work on electricity and energy, the year 3 active teacher in School A decided to bring in a debate around the use of wind energy as a means of connecting the learning to values and BTS issues. Existing materials on Moja Island produced by project partner Practical Action were identified by the teacher, but judged to be too high-level for the age group. At this point the delivery partner used Moja Island as an inspiration to create an adapted

beauty wind turbines add to the beauty of the Peak District	beauty wind turbines destroy the beauty of the Peak District
protecting the past wind turbines are an important part of human history too	protecting the past wind turbines harm the historical places around castles and grand houses
money for local people a wind turbine just for locals would save money spent on energy	money for local people wind turbines stop tourists visiting the area and paying local businesses
wildlife wind turbines have a very small effect on wildlife	wildlife wind turbines have a very serious effect on wildlife including rare birds
calm and peace wind turbines are peaceful and gentle, reminding us of the wind and weather	calm and peace wind turbines create unbearable noise for people living very near

resource suitable for use at year 3. This primarily involved thinking about language and terminology, but also presented an opportunity to link the learning to a real-life local example of a windfarm controversy. Evidence from the real proceedings of the windfarm appeal was used to create differing perspectives on the issue and to explore these using language that might encourage a consideration of values.

A role play was used with the learners acting as committee members tasked with having to decide for or against the development of the windfarm. They heard from the active teacher and practitioner in roles as energy company representative and leader of a local anti-turbine campaigning group. To support their discussions a series of cards (see left) summarising the perspectives was also provided. The cards specifically drew out the values

behind different views and attitudes in order to help learners consider their own values in relation to this issue. Working in small groups (4-5) learners questioned the witnesses, before voting for or against the turbines and reaching a class decision.

5.6.3 An enquiry into resilience [School I, yr6: led]

The year 6 active class in School I were engaged in a creative curriculum topic, 'Friend or Foe' with a focus on World War II. Prior to this they had completed another topic, also linked to the values pilot on Victorian street children. The active teacher had expressed an interest in using Philosophy for Children (P4C) as a methodology that might be appropriate for learning through values and BTS issues. The delivery partner worked with the active teacher to devise and deliver a P4C session that would link to their learning around conflict and children. P4C sessions are built around a stimulus that in this case was the picture book *'The colour of home'* which deals with an asylum seeker arriving in the UK with his family after violence in his home country, Somalia, who paints a picture at school to show what had happened to him. Hassan's story was read to the year 6 learners who were then supported to use the ideas from the book as part of their first philosophical enquiry.

The P4C approach takes participants through ten structured steps of an enquiry including first thoughts, question airing, question choosing, building dialogue, and finishing with last thoughts and a review of the enquiry. Following the initial stages of the enquiry, the year 6 learners chose their enquiry question as:

“If you had to leave behind everything you’d ever had, and everything you’d ever known, how would you feel?”



The complexity of a P4C enquiry is often best captured through filming of the enquiry, but this would not have been appropriate for an initial enquiry. Notes were taken during the enquiry by the practitioner and a selection of the first and last thoughts are shared below to evidence the learners’ thinking at the beginning and end of the enquiry.

First thoughts

- scared
- heartbroken
- angry at the killing
- he used his feelings in the painting
- you would have coped better when you could make yourself understood

Last thoughts

- I just don’t think anyone should have to go through that.
- I think another way to cope is don’t think of the past, think of the future.
- He should just let his feelings out.
- I think all death is natural but death from old age, just passing on, is different to killing and murdering - the pain is different.

The active teacher identified the use of P4C as one of the highlights of the intervention phase, mentioning improved behaviour, higher levels of engagement and participation, and deeper and more complex thinking among the observations of her learners. Similar observations were made by other schools using P4C in the project, suggesting it as a methodology with high potential.

5.7 Interventions analysis

The insights offered in section 5.6 are merely a snapshot of the many activities that have taken place during the intervention phase of the project. The following provides key intervention numbers and further learning evidence as recorded by the active teachers and delivery partner.



“It’s good that there’s some noise because if we couldn’t talk in our classroom it wouldn’t be good. If the world was all quiet it wouldn’t be good.”

Yr 3 responding to discussion around what is meant by ‘peaceful’ as a value for our world.

“Don’t you think it’s a bit ungrateful to use up one Earth and then go somewhere else.”

Yr 6 responding to Wall-E film as part of co-led session



“No Henry VIII wouldn’t be a good leader today because he didn’t value mutual respect.”

Yr 5 in discussion about global leaders as part of their topic on the Tudors and Henry VIII.



6. Learner outcomes

6.1 Evidencing change

Establishing the extent to which young people respond to work around values and BTS issues was a core objective of the pilot project. Within such a short pilot period and with limited resource it was clear that any evidence would be indicative rather than conclusive. It is important therefore that the findings shared in this report are read and interpreted as such. Within these limits, the project set out to evidence the following key changes in relation to learners:

- > A shift in values towards more intrinsic values.
- > Increased engagement with and understanding of BTS issues.
- > Greater participation as active citizens and in BTS issues.
- > Improved understanding of 'community' and of their connections with local and global systems.
- > Improvements in behaviour and/or attainment.

This section shares findings from the initial analysis of the pilot intervention phase. It draws heavily on the baselining and endlining data as these provide the only standardised data sets from which to draw before and after observations (i.e. a measure of change) and by which comparison can also be made across the active classes involved. Reducing the evidence to purely quantitative outcomes however, masks rich and often complex insights gained through observations, teacher reflections and more qualitative pupil work. In order to counter this shortcoming, statistical evidence is balanced and analysed with reference to, and where appropriate inclusion of, these more qualitative elements. This includes the reflections of the practitioners representing the delivery partner and is an integral part of the action research approach adopted for this project.

The findings that follow are presented in line with the changes that the project set out to evidence, with each key change addressed in turn, and contributing to a concluding discussion of the overall outcomes and impact on learners in section 8. Data handling is an important consideration in the analysis and findings, and the choices taken with regard to this are shared in Fig 6.1 opposite.

Fig 6.1: Data handling

The data collected in the pilot schools has been anonymised in the collation and analysis of results. This is in line with conventional social research practice and also enables more direct and impartial comparison of results across the cohort of pilot schools.

Each school is referred to using an alphanumerical system whereby S prefixes the school's number, A indicates the active class/teacher and C indicates the control class/teacher where they are referenced in the findings.

Initial analysis of the data has been conducted at several levels ranging from complete cohort to subjective and objective sampling. Where sampling has been employed it is clarified alongside the use and analysis of the associated data set.

6.2 The values of young people

A central interest of the project was whether a more explicit engagement with values and Bigger Than Self (BTS) issues might shift the values of young people towards those that are more intrinsic and associated in particular with universalism and benevolence.

Given the project team's understanding of, and engagement in, how values work (more thoroughly evidenced in the Case for Change) care was taken to minimise the transmission of values and to instead seek a measure of the values naturally held by learners at any given point in the project. The primary means of measuring change in the values held by young people was



Fig 6.2: Collated responses to selfworld baseline 'What kind of person do you want to be?'

through the base- and endlining activities completed with all active and control classes (see page 19). For the purposes of analysis the main interest is in the active classes who have received the specific values and BTS interventions described in section 5.6.

Of the two methods used, the individual Diamond 9 activity provides the primary marker of change. This is because it measures change at the level of the individual learner and across a set of predefined values that represent those considered common to the majority of human societies¹. A further reason for prioritising this activity over the Selfworld Mapping stems from observed learner behaviour. These observations reassured the project delivery team that pupils were sufficiently engaged in the task and methodology to limit the impact of peer pressure on learners' individual responses. These observations were further supported through an initial analysis of the data (see Fig 6.3) that confirmed even though learners were sitting in close proximity during the activity, they were able to exercise freedom in their selection of values.

1	BEING SUCCESSFUL		3	7	9	7	3	9	7	7			3	7
2	BEING CLEAN	5	3	3	5							3	3	5
3	BEING HELPFUL	3	1		3	3	1		3				5	
4	PEACE	5	7	3	1	5	5	3		5	3	1		5
5	ENJOYING LIFE	7		5	7	5		5	5	1		5	7	
6	RESPECTING ELDERERS	1	5	7	5		5	3	1		7	7	5	
7	BEING FAIR						5		5	3	5			
8	BEING HEALTHY AND SAFE	5		5	3		3	7						5
9	FRIENDSHIP	7	9	5		7	7	5	7	5	7	7	3	3

Fig 6.3: An extract of raw data from the Diamond-9 activity demonstrating confidence in the individual freedom of response for learners sitting together (indicated by coloured data sets where sharing a table/group).

Confidence in the Diamond 9 methodology was countered by concern as to the level of peer-pressure and straight copying of ideas observed during the Selfworld Mapping. This was clearly evidenced by a high degree of repetition within the responses whereby one learner entered an idea and the others simply repeated it such that it appeared 6 times in some instances. This could be read as a high degree of agreement, but practitioner reflection deemed it a less reliable indicator of change. As such the Selfworld methodology was adapted (see page 27) for the endlining and

multiple entries filtered during the analysis of baseline data. Adapted in this way, the Selfworld Mapping has primarily been used as a secondary check of observed change in the Diamond 9 method - can a similar change be seen in a second activity/method in order to increase our confidence in the findings?

The partners behind this project hold a particular interest in tracking the presence of intrinsic values in young people. Using the Common Cause values map (see appendix 3) these values would be identified as within the universalism and benevolence groupings and are listed in Fig 6.4 below.

Fig 6.4: Desired values for young people

The following are values identified within the Common Cause values map that are considered desirable for positive social change. The blue text shares those values drawn from each grouping that were shared with learners.

Universalism - equality, broadminded, unity with nature, protecting the environment, a world of beauty, inner harmony, a world at peace, social justice, wisdom
[being fair, care for the environment, peace]

Benevolence - mature love, a spiritual life, forgiving, honest, helpful, true friendship, meaning in life, responsible, loyal [love, friendship, being helpful]

The involvement of British Red Cross in this project, and their particular interest in how values may support young people and communities to become more resilient, led the delivery team to include 'healthy and safe' as an additional desired value in their analysis with young people. This composite value made up of 'healthy' and 'family security' in the original values map, is normally situated in the 'security' grouping of the values circumplex². Its inclusion in the project index of measurable change is justified by its close affinity to the work of the British Red Cross. It is also closely associated with the Millennium Development Goals that are a key driver of global learning - broadly supported by partner organisations and potential audiences of this work.

Notes:

¹ The values used were drawn from the 57 human values detailed in Common Cause, but learners were given the freedom to add their own values to those predefined should they wish to.

² The location of values within the circumplex, their categorisation within groupings and their desirability or otherwise as contributors to positive social change are all highly contentious issues. Though beyond the remit of this project, dialogue within the project has made clear the need for a more systematic unpacking of the values that we may wish to actively nurture within formal education.

6.2.1 Change across the project

The values emerging from the Diamond 9 activity have been analysed at three levels. Each level tells its own change story, and together they provide a check as to overall shift in the values of young people. The three levels of analysis are as follows:

- L1** - this level analysed only the lead values recorded by each individual learner - the one placed in the top position of the Diamond 9. This offers a snapshot measure but also an indication of whether there has been any change in what young people consider to be most important in life.
- L3** - this level analysed the top 3 values recorded in the Diamond 9 on an occurrence basis. This provides a slightly more detailed scrutiny of what young people consider to be more important in life.
- L9** - this more complex level of analysis took the complete Diamond 9 of each individual learner and applied a weighting to each entry with the highest rated value given a score of 9, the next two 7, the middle three 5, followed by 3 for the next two and a score of 1 for the value at the bottom of the diamond. This level enables an assessment of the overall presence of particular values.

In each instance the data from across the nine active classes has been amalgamated and converted into percentage form, thus allowing analysis at cohort, sub-cohort and individual school level. The findings are as follows:

L1: Findings

At L1 we are interested in what young people rate as the most important thing in life. Looking at the baseline data, collected prior to any active engagement, the five most important values identified by the active class cohort (n=211) were love (25%), friendship, being healthy and safe, enjoying life (each with 13%) and respecting elders (9%). The full rating for all 15 values (plus any additionally stated values) is shown in Fig 6.5a opposite. When combined to analyse the proportion of top values falling within the desired group, the data shows that 66% of the values rated as 'most important' met this criteria.

By the end of the intervention period the L1 analysis found the five most important values across the entire active cohort (n=216) to be love (35%), enjoying life (14%), friendship (12%), peace (7%), and being successful (7%). The full range of results is shown in Fig 6.5b below. Overall it was observed that the combined presence of top values falling within the desired group remained static at 66%, suggesting no aggregate shift towards more intrinsic values.

Fig 6.5a: L1 baseline analysis of top-rated values (full cohort).

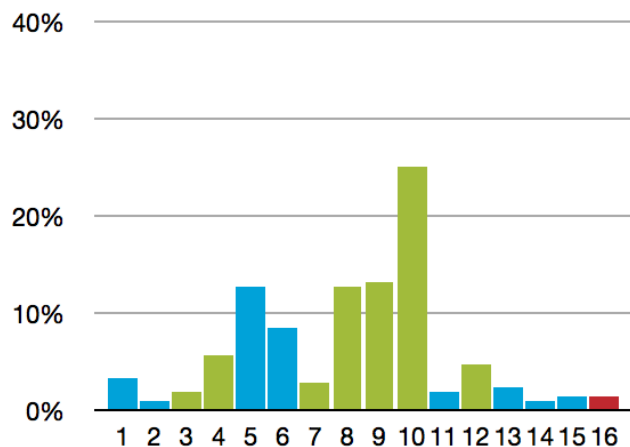
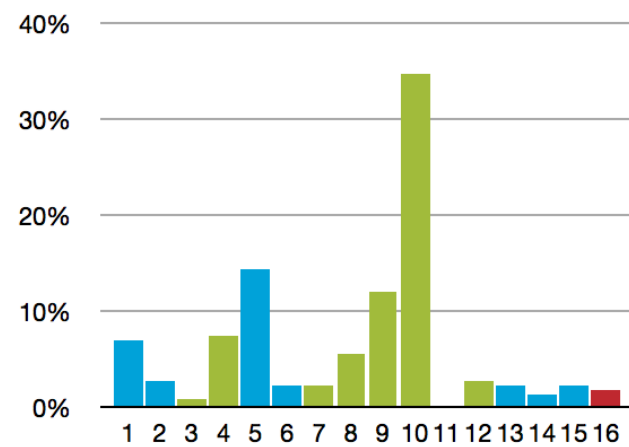


Fig 6.5b: L1 endline analysis of top-rated values (full cohort).



Values key: ■ = desired value groups ■ = other value groups ■ = other (pupil identified)

- 1 - being successful
- 2 - being clean
- 3 - being helpful
- 4 - peace
- 5 - enjoying life

- 6 - respecting elders
- 7 - being fair
- 8 - being healthy & safe
- 9 - friendship
- 10 - love

- 11 - money & owning things
- 12 - care for the environment
- 13 - play
- 14 - being creative
- 15 - not showing off
- 16 - other

Records and observations taken throughout the intervention period identified a distinct sub-cohort of five active classes that could be said to be more 'highly engaged'. The characteristics of this cohort combined one or more of the following elements: teachers actively sought led/co-led interventions, consistent involvement of the active teacher (throughout the project), and directly visible leadership support. With no discernable movement across the entire active cohort, a second level of L1 analysis was undertaken to consider whether there was any variation in shift by sub-cohort. This revealed a change in top-rated values within the desired group from 62% in the baselining (n=113) to 69% in the endlining data (n=108).

The more detailed shift in specific values is depicted in Fig 6.6a/b below but shows only relatively small shifts in most instances. It is interesting to note that in the remaining sub-cohort the equivalent shift in the more desirable value-set moved from 72% (n=98) in the baselining to 63% (n=108) at the endlining stage. This significant shift away from the more desired value groups helps to explain the static change when considered as an entire cohort and raises questions as to why this might be. Interpretation of this finding, balanced against other known factors suggests it is partly due to a different teacher/learner experience in some of these schools, but that it may also be partly methodological. These issues are returned to in section 6.2.2 on page 44.

Fig 6.6a: L1 baseline analysis of top-rated values (high sub-cohort).

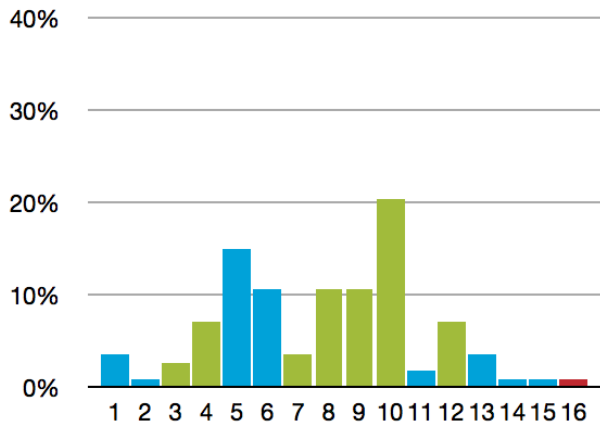
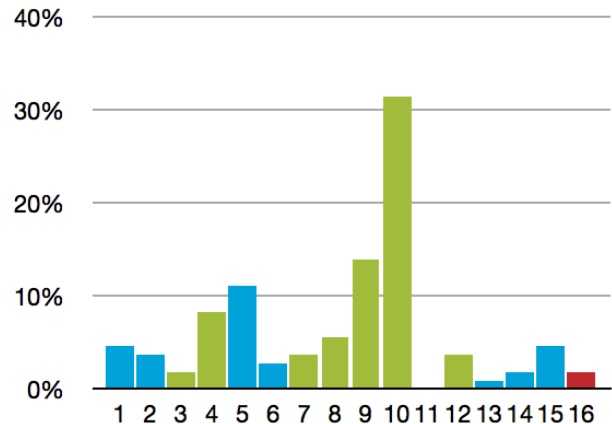


Fig 6.6b: L1 endline analysis of top-rated values (high sub-cohort).



Values key: ■ = desired value groups ■ = other value groups ■ = other (pupil identified)

- 1 - being successful
- 2 - being clean
- 3 - being helpful
- 4 - peace
- 5 - enjoying life

- 6 - respecting elders
- 7 - being fair
- 8 - being healthy & safe
- 9 - friendship
- 10 - love

- 11 - money & owning things
- 12 - care for the environment
- 13 - play
- 14 - being creative
- 15 - not showing off
- 16 - other

L3: Findings

The L3 analysis allowed a slightly deeper look at those values prioritised by young people, that fall within those value groups of interest to this project. The data was collated from a frequency count of the values appearing within the top 3 sections of the Diamond 9 analysis. It has not been given any weighting in this analysis, and so a value appearing at the top of the diamond is treated on a par with one in either of the next two positions. By this mode the data shows that for the full cohort, there was no discernable shift with the proportion of values from the more desired groups remaining at 63%. This is marginally lower than for the L1 analysis which is to be expected with a bigger sample of values at L3.

Exploring the L3 pattern within the sub-cohort of more highly engaged schools reveals an identical pattern to that in the L1 analysis, with a move from 62% (n=113) at baselining to 69% (n=108) by the endlining stage. Within the remaining sub-cohort there was a similar downward shift in the more desirable values from 62% (n=98) to 57% (n=108), which again raised questions as to why these schools differed.

Observation Point

The L3 analysis acted to confirm patterns identified at L1, and provides a degree of confidence in the L1 methodology as a quick snapshot means of determining any values shift. This is in itself an important observation for any future work in this area, though clearly the choice of values given to learners to order remains a highly subjective issue requiring further consideration and refinement.

L9: Findings

The most detailed level of analysis involved weighting each value in the Diamond 9 to establish a broader understanding of what young people felt was important in life. L9 enables the identification of desired values appearing anywhere in the 9 chosen, but ensures they are not given undue prominence through the weighting process. In a few instances (less than 5% of the cohort) learners mistakenly featured the same value twice. In these cases the highest occurrence was included with the lower one omitted from analysis.

Across the full cohort of schools there was a very small shift towards the more desired value-set with a movement from 56% (n=211) to 57% (n=216) between the base- and endlining points.

This is so small to be negligible in terms of significant findings. What it does confirm, however, is a pattern of minimal shift across the full cohort of schools over the project period. Applying the same sub-cohort analysis used in L1 and L3, we find a modest shift within the more highly engaged group of schools with a shift from 56% to 59% towards the more desired value-set. The breakdown of individual values (see Fig 6.7a/b below) shows only small changes across the given values. Within the remaining cohort the overall movement is minimal, moving from 56% to 55%.

Fig 6.7a: L9 baseline weighted analysis (high sub-cohort).

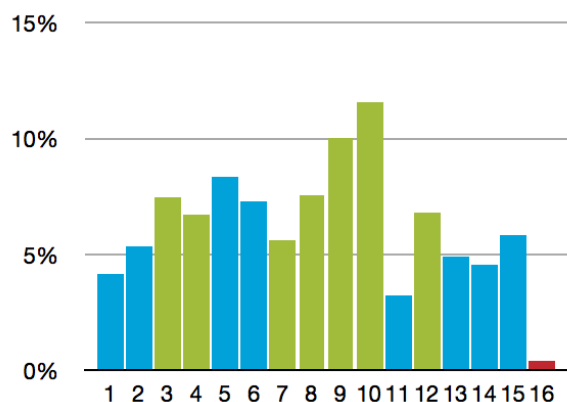
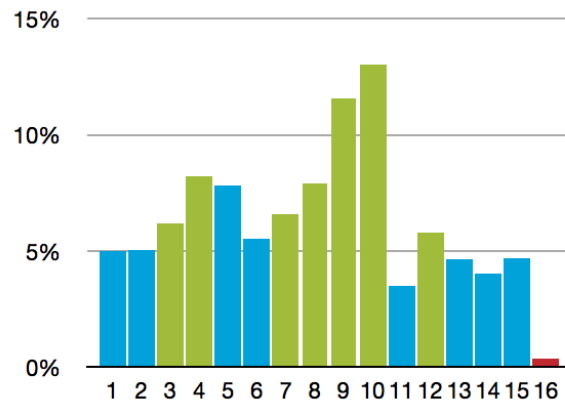


Fig 6.7b: L9 endline weighted analysis (high sub-cohort).



Values key: ■ = desired value groups ■ = other value groups ■ = other (pupil identified)

1 - being successful

2 - being clean

3 - being helpful

4 - peace

5 - enjoying life

6 - respecting elders

7 - being fair

8 - being healthy & safe

9 - friendship

10 - love

11 - money & owning things

12 - care for the environment

13 - play

14 - being creative

15 - not showing off

16 - other

6.2.2 The devil is in the detail

At cohort and sub-cohort level, it is apparent that any shift was hard to evidence and where it was observable it was in many instances far from conclusive. This raised two key issues for further consideration. The first was to reflect on the methodology used and determine whether or not this influences the findings. The second was to recognise that cohort-level analysis may be inherently

Observation Point

It is worth noting that whilst the L1/L3/L9 analyses may not show the traction that was hoped for at full cohort level they all demonstrate that those values considered most desirable for positive social change comprise the majority of stated values at all three levels and that their occurrence at L1 reaches two-thirds of the cohort.

problematic as it does not account for the different teaching and learning experiences that are known to have taken place in each individual school. The methodological concerns could be countered in part by comparing the results of the Diamond 9 with those of other evaluative tools and in particular the Selfworlds. As such this element is dealt with in section 6.3.2 further in this report. The challenge of cohort-level analysis was addressed by looking deeper into the data to try and identify what was happening within individual schools. The findings of the active classes in all nine cohort schools are presented in Fig 6.8 below, analysed at L1, L3 and L9, and appear to confirm the usefulness of a more individual school-level assessment.

School	L1 (count)		L3 (count)		L9 (weighted)	
	Base/End	Change	Base/End	Change	Base/End	Change
A9	58.06 / 76.92	18.86	65.56 / 78.21	12.65	53.85 / 62.91	9.06
A8	70.00 / 35.71	- 34.29	64.44 / 47.62	- 16.82	59.26 / 49.40	- 9.86
A7	77.27 / 82.61	5.34	54.55 / 60.29	5.74	54.34 / 56.18	1.84
A6	54.55 / 48.00	- 6.55	46.97 / 42.67	- 4.3	47.82 / 43.14	- 4.68
A5	71.43 / 63.64	- 7.79	61.9 / 54.55	- 7.35	55.13 / 49.34	- 5.79
A4	50.00 / 53.33	3.33	69.05 / 73.33	4.28	64.13 / 64.89	0.76
A3	73.91 / 82.61	8.7	66.67 / 76.81	10.14	59.22 / 66.24	7.02
A2	68.00 / 71.49	3.49	63.77 / 63.81	0.04	52.62 / 60.95	8.33
A1	69.57 / 78.95	9.38	72.46 / 71.93	- 0.53	57.56 / 62.66	5.1

Fig 6.8: Analysis of Diamond 9 evaluation for active classes in all nine schools at L1, L3 and L9. The change measured is in the percentage of values falling within the desired value group.

The key trends emerging from the comparative table in Fig 6.8, are that, of 27 possible shifts in values (9 schools at 3 levels of analysis), 17 indicate a shift towards the desired values-set, whilst 10 indicate an opposing shift. The magnitude of these shifts varies considerably ranging from 0.04 to 18.86% in terms of positive movement and from -0.53% to -34.29% in negative movements.

At school level, and ignoring movements of less than +/- 1% the data shows that 6/9 active classes record a positive shift at L1, falling to 4/9 at L3 and rising again to 5/9 at L9. Looking across the active classes, there is more fluctuation in those exhibiting a generally positive shift than in those exhibiting a negative shift. Class A2, for example, moves from a positive of 3.49% at L1 to 0.04 at L3 to 8.33 at L9. Accepting these fluctuations, it is still possible to identify 6 active classes in which there appears to have been a positive shift towards the desired value set. These are identified as A1, A2, A3, A4, A7 and A9 in Fig 6.8. The remaining 3 active classes (A5, A6, A8) consistently indicate a shift away from the desired value set. Drawing on practitioner observations and reflections made during the project, a range of plausible explanations can be drawn for these patterns, some with a higher degree of confidence than others. As these deeper and more qualitative understandings often draw upon more than one form of analysis, they are not offered here, but will be returned to in more discursive sections of the report.

6.2.3 Can we be confident?

Initial analysis of the Diamond 9 data reveals any number of alternative means of interpreting and comparing trends. It would be possible for example to consider the findings by age group or by gender or even to track individual learners through the data trail. Such complex interpretation is beyond this initial pilot and may not reveal sufficient new data over such a short timescale. In order to increase confidence in the summary analysis so far shared however, it was felt prudent to check a sample of data in more depth.

After considering the options available, the decision was made to look in more depth at the data produced by the active class demonstrating the biggest positive shift at L1. This choice was driven by several factors. Firstly, we wanted to test whether with such a significant positive change in L1 this might be attributed to something elsewhere in the school and therefore not to the pilot project. Secondly, the control class in this school was across the entire cohort, the one offering the most direct comparison, it being a year 3/4 combined class, against a year 3 active class.

The comparison consisted of comparing the base- and endlining results for the control class to establish whether they exhibited a similar positive shift towards the more desired value-set. If this could be shown then it would lead us to discount or at least contextualise the gains in the active class, with subsequent implications for the findings in other active classes.

Applying the same level of L1, L3 and L9 analysis to the C9 class as to the A9 class revealed findings as presented in Fig 6.9 below. What these appear to show is that we can take some confidence in the shift measured within the active class, as this shift is not mirrored in the control class, which remains largely static and actually shows -9% shift at the L1 analysis.

Fig 6.9: Confidence check into sample school (S9) looking at active (A9) and control (C9) classes across L1, L3, and L9 analysis levels. The data shows percentage change between base- and endlining of each class.

Class	L1 (count)	L3 (count)	L9 (weighted)
A9	+18.86	+12.65	+9.06
C9	-8.75	+0.62	-0.62

An L9 frequency (as opposed to weighted) analysis was also completed for A9 and C9 as an additional level of checking. This method samples the presence of values anywhere in the Diamond 9 without affording any weighting. This was deemed useful as a check and also in the knowledge that learners were given 15 values from which to select and so were naturally excluding 6 as less important in any case, before prioritising the 9 they had chosen. Using this additional check the active (A9) class showed a change of +6.3% in the occurrence of desired values whereas the control (C9) class showed a -0.87% change. These data appear to further reinforce confidence in the findings.

A full analysis of the control classes has not been completed for this report and it is acknowledged that this may reveal other, less coherent patterns. Any such revelations would have to be weighed against other factors that may influence the comparability of active and control classes. In school S1 for instance the A1 class was a year 6 class compared to the C1 class being year 3. Similar disparities were present in other schools and this is clearly a consideration for any extension to this work where a control sample is required to help demonstrate outcomes and impact.

6.3 Young people and BTS issues?

The partner organisations behind this pilot can be characterised by a shared interest in Bigger Than Self (BTS) issues. These are defined, but not limited, by the partners to be those issues that relate to:

- global poverty
- sustainability
- humanitarianism

Within the pilot project then, a core objective was to ascertain what young people considered to be BTS issues and whether we could identify any increased engagement in, or understanding of BTS issues over the intervention period. Assessment of this measure was primarily reliant on the Selfworld analysis whereby learners were asked what they considered to be big issues.



Fig 6.10: Collated responses to selfworld baseline 'What are the big issues that concern you?'

6.3.1 Be careful what you say!

The idea of BTS issues whilst clear and useful to those familiar with it, is nevertheless new to many and this included both the teachers and learners involved in the pilot project. As such we needed to introduce the concept during the baselining process in order to optimise the relevance and appropriateness of learners.

A scripted explanation of BTS issues was used to ensure consistency across the nine schools and across the delivery team. Within this script the idea of 'litter' was used to illustrate an issue that could be both local in nature (familiar to their school/home environment) but that by extension, could also be considered nationally and globally as a BTS issue. This example introduced the notion of scale into their thinking such that they were encouraged to think at a broader, more global, scale than they may otherwise have done. At the same time the example was carefully

chosen to ensure that the very local issues that they may consider to be ‘big’ were not in any way undervalued.

One of the immediate observations to emerge from the baselining phase of the pilot was the power of the educator to influence learners - a power that is sometimes not, we suggest, fully acknowledged. This power is evidenced by the obvious dominance of ‘litter’ as a big issue as portrayed in Fig 6.10 opposite. Such power was anecdotally reinforced by issues that appeared in other schools and correlated to identified recent and/or local events. In those schools baselined around the end of October for example, the presence of ‘fire’ as an issue was noted and in discussions with teaching staff correlated to recent internal and/or external interventions around fire safety ahead of the bonfire night season. Similarly, the issue of ‘kidnapping’ was linked very clearly to current news stories around the disappearance of April Jones in Machynlleth and appeared prominently in the baselining that took place at that time.

This finding has important methodological implications and raises issues for how and when evaluative data as to the outcomes or impact of any intervention is collected. The experience of this project would suggest that evaluation close to the intervention carries considerable risk of skewing data. This concern was used to inform the endlining of the present project with interventions finishing in all schools prior to the Easter vacation and endlining taking place in the two weeks after this significant break in learning. This forced and uniform distance from the learning would, it was hoped, enable a more genuine assessment of the ideas of young people. This intent was further nurtured by actively requesting all active teachers not to refresh or remind learners of any intervention work ahead of the endlining. Observed impact from the baselining - the ‘litter’ example - also meant that no reminder or example of BTS issues was given during the endlining process.

These measures also concur with insights from the Case for Change that good values education should not be about transmission, but about transformation. The time-lag between interventions and endlining was thus intended to reduce the risk of simply reporting transmission of values and ideas (learners repeating back their recent learned experience) and to instead try and observe more genuine shifts in beliefs, attitudes and the values underpinning them. This is where it is possible to begin thinking about transformation.

6.3.2 From self to other

The primary means of identifying any shift in the values of young people was to analyse the Selfworld maps at the base- and endlining stages of the project. This process involved coding the issues identified by learners into a common and comparable format. As with all coding choices this

is a subjective process and so a clear process was essential to maintain consistency across data sets. For this report analysis was made by coding identified issues according to the best-matched value from within the Common Cause values map. Fig 6.11 below provides an illustration of how the issues identified by learners were coded using this method. Where there was uncertainty with the coding, decisions were made using a reflective dialogue between the delivery practitioners. This enabled practitioners to recall the point of collection (in the classroom) and provide any further detail regarding the issues in order to assist with more accurate coding.

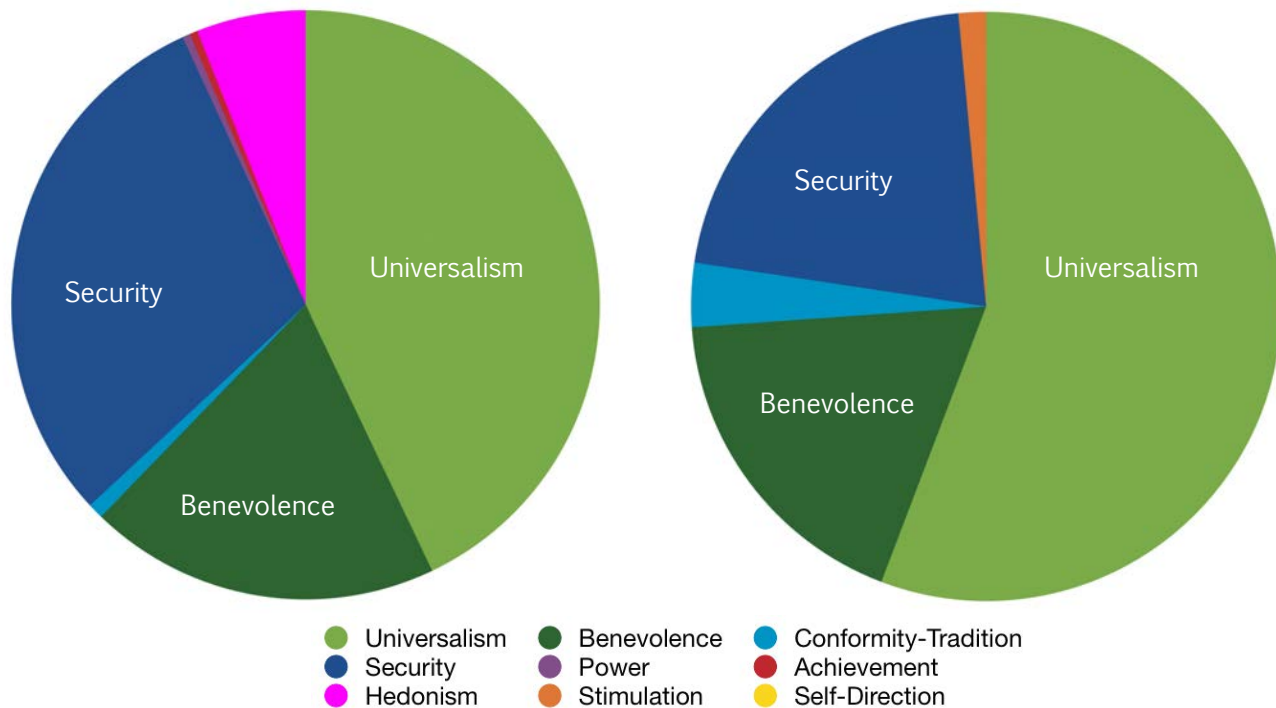
Issues (learner identified)	Coded value	Coded value group
war, terrorism, killing	a world at peace	Universalism
stupid inventions	responsible	Benevolence
racism, women's rights	equality	Universalism

Fig 6.11: Exemplar learner issues and coding choices for determining shift in awareness/ understanding of Bigger Than Self issues among young people.

Following coding of learners' issues it has been possible to compare the findings by broad value groupings as defined within Common Cause. This analytical method was applied to data collected at both the base- and endlining stages for the active classes. When amalgamated to form a cohort data set and measured by frequency (the number of times a value appears across the 9 classes) it is possible to discern any notable shifts. The change in issues is represented in Fig 6.12 opposite which offers a comparison of issues by value group at the beginning and end of the intervention phase.

The key observed trend in this data is a general increase in those issues associated with concerns of universalism and benevolence - the two value groups that are of greatest interest to the current project. This finding appears to suggest that there is then, a measurable shift in the issues identified by young people from the self and towards others and the wider world. This is further supported by the reduction in issues associated with the security, hedonism, achievement and power

Fig 6.12: Change in the issues identified by the active cohort as measured by value grouping at baselining (left) and endlining (right).



value groups that are more connected to concern for self. Whilst this movement is reassuring in terms of project aims and objectives, it is worth noting that even at the baselining stage the more desired universalism and benevolence value sets were dominant within the issues identified.

In order to ascertain to what extent the shift could therefore be seen as beyond a statistical variation, a deeper analysis of the raw and coded data was undertaken. This included a consideration of the range of issues identified as well as the overall frequency, with the intent being to show that a greater range of issues would suggest a deepening of understanding around BTS issues as opposed to simply greater awareness. By this measure it was found that the range of issues associated with concerns of universalism and benevolence increased by a modest 9%, but this included several new issues including child labour, lack of education, slum housing, dirty water, lack of technology and putting people down (stigmatisation). These mainly fall under concerns coded as social justice and by this value-code alone there was a 93% increase in the range of

issues identified and a 59% increase in frequency. This suggests that there may have been some deepening of understanding with regard to BTS issues, a finding that is further supported by teacher reflections on the increased depth of understanding in many of their learners.

6.4 Young people as active citizens

Among the changes this project was interested in was evidence of greater participation of young people as active citizens and in BTS issues. Capacity restrictions have limited the analysis of this objective to largely anecdotal evidence, but practitioner, teacher and learner reflections all indicate that there is some evidence of a positive change in this regard. A typical example of this is in the observation of several active teachers, that their learners are more readily engaging with news items that relate to BTS issues and in some instances, thinking about what they or others could do to help people. The conflict in Syria is a particular example that was picked out by one teacher as 'coming from nowhere' and as being 'entirely generated by them'. The teacher went on to reflect that she was not sure the issue would have been raised prior to involvement in the project.

In another school, one teacher recapped how in a normal debating scenario in which she would habitually ask her learners to take a position either for or against a specific issue, the learners insisted that there should be a middle grouping for those who were able to see both sides of the story and engage in the greyness in between. This ended up being a significant grouping and was interpreted by the teacher as representing greater pupil agency and a more critical engagement in issues - both key aspects of active citizenship. The topic of debate driving this newly observed behaviour was a unit of work on the Romans and whether Boudicca should have gone to war or not. This demonstrates that the skills and dispositions associated with aspects such as active citizenship are not an 'add-on'. They can be nurtured through traditional curriculum topics and perhaps made even more relevant to the present by linking them to current dilemmas, which in this example may have included the conflict in Syria, mentioned above.

A final example of this comes not from a teacher or practitioner but from a governor in one of the pilot schools who used the opportunity of the project to observe the ending process in both the active and control classes. Following comments relayed by the headteacher, the governor in question was generous in sharing her reflections on this experience. Her words have been mildly edited to ensure anonymity, but clearly support other observations of increased agency among the active classes:

“It was interesting from an outsider’s point of view to see the difference in the two classes. [The control class] were very keen to debate all the issues and some had very strong views they really wanted to share. They had lots to say about certain issues and were happy to talk about them but didn’t appear to have the vocabulary and needed [support from the delivery partner] to find the words... In [the active class], whilst this is to be expected as they are the younger group, they had so much more to say for themselves but interestingly they had the bigger words, and needed less help to put on the board what they wanted to say.”

6.5 Young people and community

Improved understanding of ‘community’ at a local and global scale is another area of interest that has only been afforded anecdotal evidence within the current pilot. On the whole, there is less clear cut evidence of any significant progress in this. It is possible to identify examples where learners have referenced communities at local and global scales, but this area of consideration requires further work in any future phase of research and engagement. An example of where this has been seen within the present project comes from the windfarm debate described on page 32. This role play of a local development issue enabled learners to consider the potential impact on different members of the community and to connect a local issue with much broader systems such as the local and regional economy and the challenges of global climate change.

Similarly, two of the active classes received interventions about Fairtrade and trade justice more widely. In a pupil focus group at one of these schools (completed at the end of the project), a pupil reflected that this activity in particular had given them a new perspective on how they were connected with people and places elsewhere in the world through things such as the food they eat.

“It’s important because you’re not just eating stuff from ready-made, from take aways, you’re eating stuff from around the world, cos you might not know it, but stuff might be coming from around the world”

Yr 6 learner

6.6 Behaviour and attainment

Observations relating to changes in learner behaviour and attainment are included in section 7.5 of the report in Learning and Teaching Outcomes as they are closely associated with teacher observations and leadership issues.



7. Learning and teaching outcomes

7.1 Evidencing intent

Whereas the focus of section 6 was evidencing a change in the values of young people and their awareness of and engagement in BTS issues, this section is more concerned with evidencing an intent on the part of teachers and school leaders to implement values learning in their schools and to see BTS issues as effective and accessible context for this. Within this broad intent, the project sought to evidence the following key changes in relation to teachers and school leadership:

- > A shift in the ethos of the school towards the promotion of intrinsic values.
- > Increased curriculum time spent on values and BTS learning.
- > The development of skills and dispositions necessary to support values and BTS learning.
- > Greater awareness of the support that project partners can offer to schools.
- > Increased recognition of the value of these approaches for learning.

This section details some of the initial findings of the pilot project in relation to the above changes before taking key issues forward into a discussion in section 8.

The data used to collate this evidence is drawn from a number of sources. A teacher survey assessing teachers' perspectives on a wide range of values-related issues was completed as part of the base- and endlining and offers a key opportunity for measuring change around some standardised metrics. Seven of the active teachers were filmed towards the end of the intervention period in order to gain reflective testimony about their involvement in the project, its implications for their own learning, and any influence this has had on their practice.

In addition to these structured forms of data capture, we have utilised verbal and written reflections from teachers, leaders and governors including emails and phone conversations. The reflections and observations notes of the delivery partner provide another source to complement or extend interpretation and have proven useful as a check against observed data elsewhere. Finally, and by no means least, rich data for this section has been gleaned from the opportunities within

the project to bring teachers and leaders together for the sharing of ideas and dilemmas as they relate to this work. Such opportunities include the formal cohort meetings of the active schools, but also meetings within each school with staff members and senior leadership.

These latter meetings were primarily held to openly share the project process with the school and field questions or concerns. They also provided an opportunity to introduce the wider staff body to work around values, and to ascertain and discuss what they themselves valued and thought was significant for their learners and the world they are growing up in. As the active/control element of the project design was considered valuable for checking any identified shifts, the extent to which the wider school populace was involved during

the project was carefully controlled so as not to artificially influence the findings. This presented limits to the extent to which the pilot was able to deliver against certain objectives (see page 10) and in particular those relating to whole school ethos and wider community engagement - both of which would have necessitated taking the work beyond the confines of the active class.

7.2 A shift in ethos

Across the varying data sets there is clear evidence of a shift in the ethos of the school towards the promotion of the desired value-sets, and further to this, that BTS issues are recognised as a key vehicle to assist in this transition. 5 of the 9 schools made unsolicited commitments to making this work a core element of school improvement. Within the endlining testimony one school described the impact as:

“Quite inspirational. Our next steps are to re-write curriculum policies in order to include values teaching and learning.”

Active teacher, S3

7 out of 9 teachers...

An important factor in the reading of this section and any teacher-related data is that of the nine active teachers who began the project, two had left their positions by the end of the intervention period and so were unavailable for follow-up and endlining. In one instance this was very sudden with the delivery partner only becoming aware at a late stage and suffering an inevitable loss of data. In the other instance, teacher illness and inclement weather prevented the opportunity to complete an endlining process in good time and so this teachers' data is also omitted from much final analysis.

A commitment to incorporating values and BTS issues into the school ethos is not the same as making it happen, however, and in their end of project reflections the active teachers, and more engaged headteachers, were clearly aware of this. Among the active teachers this critical realisation was identified by 4 out of 7 active teachers who expressed a higher degree of uncertainty in their whole-school approach to values education than they had had at the start of the project.

This negative movement (becoming more uncertain) is considered a positive outcome of the project as it indicates increased understanding of what values education is, how values work, and what better quality values education (especially that supported through BTS issues) might look like. It also suggests that schools will require the support of external parties such as the partners behind this project in order to tackle this challenge. This need for support and development was also evident in teacher testimony as in this qualitative reflection from the endlining survey:

“We have started to consider our approach as a school to values, the language we use and how we want the children to show these, because we realised that the children are not aware of our school values and are not able to act upon them. We realised that we consider this as important and feel it is not an “add” on, but teachers need support in this area and we need a focus as a whole staff”

Active teacher, S8

It is important to note that whilst recognising the benefit of external support, the majority of active teachers reported an increase in their own confidence to lead through values within their school, believing they would be able to share ideas and support their colleagues in the development of the wider school ethos. In schools where the opportunity to involve more than just the active teacher in cohort meetings had been taken (this was offered to all participating schools), this confidence was almost palpable and reflections by one teacher in particular suggests that the need to wait until the completion of the project (for control reasons) had almost become a frustration:

“We have kept values education to the active class, but the whole school staff are behind the values work. The plan is to launch full school after pilot project. We’ve taken [the] decision not to teach values explicitly until research project is finished.”

Active teacher, S9

Based on insights from the Case for Change, there would be good reasons to caution against seeing this work as a ‘quick fix’ for schools, and it is encouraging to note that this appears to have been clearly recognised by the teachers involved. Several spoke in their video testimony for example of the need to further reflect and think about their involvement in the project. Others referenced an awakening to “*just how many values there are*” and therefore the deeper complexity of bringing them into learning and teaching. Another felt that she had just begun to engage with this area of work (as might be expected from a short pilot) and that it was “*vast*”.

A concern of the delivery partner in relation to this vastness and complexity was that it could lead to this work being seen as an obstacle in the busy life of a school. This concern does not appear to have materialised however, with active teachers instead seeing the complexity as opportunity and the vastness as motivating, hence helping to explain the reported confidence to take this work forward at whole-school.

Observations made by the delivery practitioners combined with informal and formal reflections from the teachers, suggest that the unifying nature of values education (a point made within the Case for Change) may be helpful in building confidence to take ideas forwards. This is evident in several of the active teachers enthusing about the opportunities that a values approach presented to utilise and build upon work and initiatives already in place. One school spoke of how the work would especially enrich and extend their work around SMSC (Spiritual, Moral, Social and Cultural) learning, which is a required observation with Ofsted. Another reflected in some detail on how they saw the work dovetailing with existing practice and how the project had supported this:

“We are going to add values education to our planning alongside global education which is a priority in our school. This will enable us to think about values and how we can incorporate it across the curriculum. The sessions that have been provided by the team in school have been important as they have given us a starting point on how to include values explicitly in the children’s education. The meetings have been important as the schools involved had approached the project in different ways and so sharing ideas was very useful.”

Active teacher, S4

7.2.1 It’s in the DNA

One of the activities undertaken in all schools as part of the baselining process was a meeting with the full teaching staff (and support staff in some instances). This meeting was partly to share the project with staff, but also to ‘take the temperature’ of the school in terms of their own ideas about values, and about what they want for their learners and for the world they are growing up in. Teachers’ perceptions of BTS issues and how active they believed their school to be in

terms of values, active citizenship and community engagement were also obtained through these meetings. The data is not scientific as it was gathered openly (thus at risk of peer pressure for example) and often, due to the nature of busy schools and the difficulty of getting a whole staff team together, as part of a wider meeting with other agenda items. Despite these limitations, the meetings provided useful background context for the delivery partner (helping to tailor the provision of support to each school) and produced data for comparison with other project findings.

In relation to school ethos and a potential shift towards one that places values and BTS issues at its core, the staff meetings produced interesting data in response to the question: “What do you think is most important in life?” Staff were each given a copy of the 57 values mapped within the Common Cause work and asked to select the 5 that they felt were most important to them personally, not as teachers (though there is no reason they could not be the same of course). When collated their values were distributed across the ten values groups depicted in Fig 7.1 right.

This indicates a natural predilection towards the more desired value-sets (note that Security was almost completely comprised of being healthy and safe) informing this work and would seem to suggest that there is a strong common starting point for developing a whole school ethos around this.

This position was further supported in analysing staff responses to the type of learners they hoped to create, as shown in the word cloud in Fig 7.2 opposite.

7.2.2 Don't forget the community!

Fig 7.1: Most important values identified by teachers (n=60) in project schools, arranged by value group.

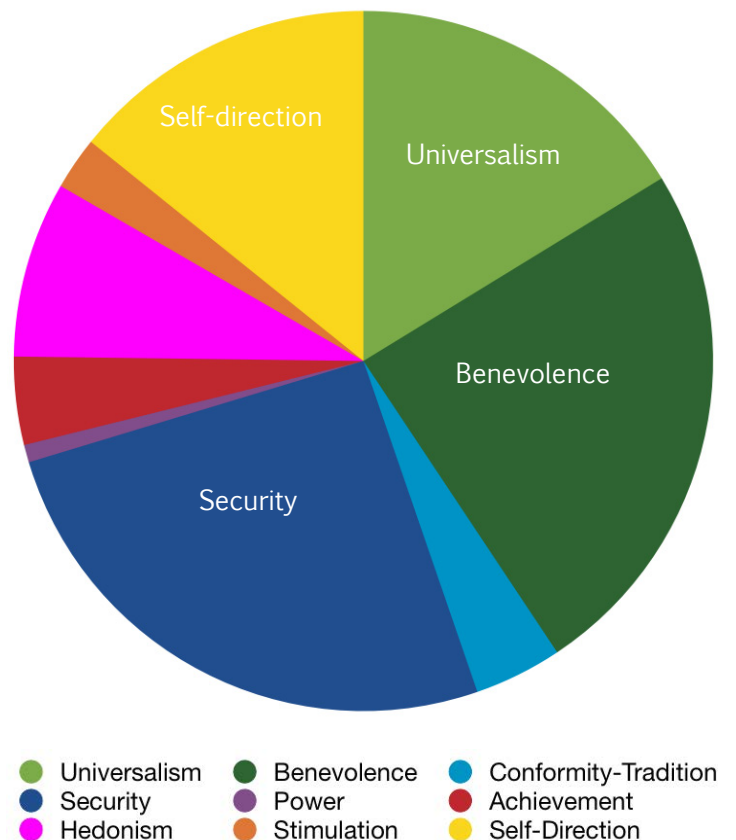


Fig 7.2: Staff responses to Selfworld analysis on the desired values of their own learners. - consolidated across project schools.



A key interest of this pilot project was community engagement. This is in recognition of the important, but often under-recognised and under-utilised links between schools and their communities, and of the complex ways (in terms of values, attitudes and behaviours) in which these interact to determine change. How this relationship could be nurtured and more actively engaged through values and BTS issues is therefore of great interest, especially if it could emulate the generally positive trends (towards desired value-sets) identified across the majority of the active classes. The limitations of the current pilot mean that this area of understanding is the least developed and so remains an area of intense interest for any extension or future project related to the present findings.

That said, the project did include an assessment of school/community relationships as perceived by the staff at the school, and the parents/carers of learners within the active classes were invited to attend a session in which they were given space and support to explore their own ideas of what was important in life and what issues they felt were of concern.

The key observation in this area is that it appears that both teaching staff and community representatives engaged in the pilot surveys share similar aspirations and perspectives in terms of their outlook for learners, their worlds, and the issues facing them. This again offers

encouragement for the active engagement of the community in the development of a whole school ethos around values and BTS issues. The observations also go some way to challenge the perceptions of some staff who in the baselining sessions intimated that perhaps the community did not hold the same values as the school staff. Whilst the sample of the community was very small and only from the active class, initial indications suggest that this void may not be as evident as initially supposed and that this area of work may in fact present an opportunity for greater community engagement in the school.

A final observation is the significance of the community (and specifically the home) in influencing the values and attitudes of young people. At numerous points teachers spoke of these links, sometimes with expectation, but sometimes in surprise. Similarly they reported on conversations that had clearly taken place at home following up learning in class, and then found their way back into the classroom through further discussion and sharing. Some staff commented on the appetite for discussion around values and again, identified this as a potential opportunity for closer relations with the school. One member of staff also identified the potential of this stronger relationship for effecting change, commenting that:

“Where changes can be made it can start with one person then spread to our class then the school and onto the wider community”

Active teacher, S9

7.3 Giving it time

A key learning and teaching outcome has been the recognition of BTS issues and values education as an effective, enjoyable and worthwhile approach to learning. Teachers spoke, at times with surprise, of the level of engagement they witnessed in their learners, including from those that they would identify as being more disengaged or even disruptive learners. Whilst these observations reference improved behaviour and engagement during the values and BTS learning sessions, teachers have also made observations on attainment. These have been reported as both general improvements, especially in speaking and listening, but also in relation to special educational needs. During an evaluation activity assessing teachers' own highlights of their involvement in the pilot phase, one teacher chose the moment when:

“... a statemented child, who rarely engages in an appropriate way, could say how during the Egyptian riots Mubarak was breaking human rights by not letting people choose their own president.”

Active teacher, S6

Surprise at the motivation of learners has been a standout observation across many of the project schools and active teachers spoke of their expectations of their learners being raised as a result of their engagement. These are captured across the project and shared here through a sample of comments from active teachers, headteachers and governors:

“how primary age children can have such insightful and meaningful views and thoughts about values”

“how much ‘more’ the children wanted to know ... Why is ‘he’ doing that? Why can’t they just change?”

“deep, insightful and challenging views of young children (Y2/3) when given the opportunity to discuss and debate.”

“that children were able and willing to be so compassionate towards other people”

“that children put themselves into someone else’s shoes to understand their values”

“that children who can’t cope well with the complexities of ‘subtraction’ can have an understanding of (and recall at a later date) topical world issues!”

7.3.1 Connecting the dots

The compassion, insight, agency and interest identified in the extracts above, is directly linked in teacher conversations and observations, to the process employed. In particular this included efforts to connect the learning to current topics, so as not to overload teachers and learners or potentially degrade the values and BTS learning by making it too ‘novel’ or ‘different’.

This element of the project delivery was given extended consideration in the second of the project cohort meetings with an entire day dedicated to exploring how values education and BTS issues could connect to curriculum topics as diverse as the Tudors, space exploration, weather, electricity, James and the Giant Peach, Great Britain, and World War II. Each active teacher was supported to

think about their planned teaching through the lens of values and BTS issues and offered ideas and resources that could help to deliver on this.

Developing the confidence to connect the curriculum and learning to values and BTS issues was a key objective that has gained considerable traction based on the testimony of active teachers. It is of particular note that teachers identified their own learning as central to this outcome, recognising the importance of their own understanding and critical insight:

“The project has been a reminder to me to look at two sides of an issue - especially when teaching it but also when looking at it myself. It made me evaluate WHAT I teach and WHY I teach the topics I do. Are the topics that I teach of any ‘real-life’ value?”

Active teacher, S6

Such critical insight has made it easier for teachers to connect the dots to the ‘day-to-day’ teaching within their current curriculum. The role of values in providing the ‘common core’ and BTS issues as the context/relevance for this (see Fig 4.1, p.23) is evident in the reflections of active teachers, in this instance drawn from personal ‘moments of realisation’:

“values fit into every topic - they are ‘real’ links not ‘add-ons!’”

“values education needs to be made more explicit when discussing global issues.”

“implementing ‘Learning through Values’ doesn’t mean lots of additional planning in an already over-loaded curriculum”

“once one starts thinking about values, you then start to look for and/or realise the values in all situations you are in.”

“children have a restricted understanding of life outside their own, so hugely important we help them to understand B.T.S. issues”

“values underpins everything we do - doesn’t need to be taught separately to everything else. There are some common values to all in our school, but we should not decide which ones are the most important.”

7.4 A change in practice and confidence to continue

An unexpected outcome of the pilot project (primarily because of its short duration) was the extent to which active teachers spoke of a change in their own practice. This transformative outcome is very encouraging for future work in this area but requires further understanding.

A primary factor influencing practice is believed to be the strong connection that values make with the lifeworld of the educator. Most active teachers spoke of becoming more aware of values in their own lives of noticing or referencing values more directly in their everyday practice. This heightened awareness also enabled them to critically reflect on their own classroom environment and wider school setting:

“I am now more aware of the values involved with big global issues and reflect more on these outside of school too.”

Active teacher, S4

“It has made me consider my own values in life, what is really important and appreciating what I have. In my teaching it has made me more aware of discussions with children in my class on values through their education. In the creative curriculum topics have developed into discussions on the values of people in history, throughout the wider world and within our own community.”

Active teacher, S1

This personal realisation, allied with the close connection between values, BTS issues and the existing curriculum (as discussed on p.61-62) has instilled high levels of confidence in the active teachers to continue their work in this area, with several reporting a permanent shift. Reflecting on this, one teacher stated:

“It’s not a new way of teaching so much as a new idea of teaching. A new way of reflecting on how you teach and what’s going to have the best impact.”

Active teacher, S4

Another reported how the values lens had shifted their pedagogy and philosophy of education and made them realise *“I have the power to change things”*. This power of values was acknowledged by several other teachers and also identified for its potential amongst learners and in the very fabric of the school. This was drawn out in particular in the reflections of one active teacher who is also a senior leader and aspiring head:

“not only have we got our ordinary school values but we’ve also been able to incorporate values in all of the subjects and talk about values that might have been broken through children falling out, or issues at playtime, to values that we’ve talked about in the creative curriculum, to issues around the world. I think that the values should be a very important, very visual, part of the school so that when you go into a school parents, children, governors, cleaners, everybody is aware of the values of their school. I think its really important that educators should encourage everyone to take part.”

Active teacher, S1

7.4.1 To know is to do - support from external partners

A key contributor to shifting practice and greater confidence has been an increased awareness in active teachers of the support available to support work around values and BTS issues. Teachers expressed that knowing where to go, where to find BTS and values content, would enable them to continue work in their classrooms and to extend activity to the wider school. One teacher described the significance of this in their own experience of the project:

“As a teacher you very much get trapped into being in a bubble - I’ve taught this way and these are the resources I’ve always used. If someone had said ‘just teach values’ I’d have been like, where do I go? I’d never have thought of going to the Practical Action website, but to have the resources there ready to use - brilliant. That saved me hours and hours! I think just the knowledge that they’re there. I didn’t know that educational resources were there on those websites before...”

Active teacher, S6

Encouragingly, it appears active teachers do not feel overly dependent on direct external support for this work to be sustainable in their own settings. Several spoke of having confidence to continue trialling ideas and exploring what works, in the knowledge that external support through a range of values and BTS-related organisations was available to them should they need it. That said, some active teachers identified a desire for more structured and organised support for learning with one suggesting that:

“It would be really useful to create a bank of teaching ideas and resources to support the teaching of values in the classroom.”

Active teacher, S8

7.5 It has value!

The Case for Change that forms part of this project sought to evidence positive changes in behaviour and attainment through employing a values and BTS approach to learning. As with other projects and studies, proving such a shift was not the mainstay of the present project, but aware of the interest in this potential benefit, the delivery partner actively pursued any such evidence emerging from the observations of active teachers.

The present project clearly confirms anecdotal evidence of improved attainment and behaviour emerging from other values education studies. In one school in particular this aspect was identified as a key outcome with the active teacher sharing an example of three learners where greater than expected progress was made in the writing due to their high levels of engagement. In each case learners had made at least 2 sub-levels of progress (a year's worth) in just the one term of involvement in the project.

Aside from such formal assessments of progress (of which this was one of the few), the more commonly identified development, almost without exception, was in the speaking and listening abilities of the learners. Active teachers spoke of nearly all children becoming more engaged and skilled in this area of learning and several noted how the project had encouraged those who are normally less confident to voice their opinions:

“The project highlights the influence different people and environments have on an individual’s values. The class became more tolerant of each other’s beliefs when we unpicked what values were and how we all differed from each other depending on individuals circumstances. Within a safe environment we were able to challenge behaviours.”

Active teacher, S7

The values language fostered throughout the project and supported in class through the use of the ‘values tree’ (p.29) appears to have been especially important for this and is referred to by a number of teachers. Several discuss how the values dialect is the key component in this work enabling young people to “*reflect on situations and articulate their understanding through values*” (active teacher, S1). In other reflections at the end of a project cohort meeting, a teacher shared her own realisation that “*it is through values that the bigger than self issues arise*”. Observations throughout the intervention phase would go further and suggest that the values language is a key enabler to young people engaging in BTS issues and that without it, it is harder for learners to connect the issues (the ‘other’ and ‘wider world’) with ‘self’.

Evidence within the project points to a strong correlation between the development of values and BTS work and notable improvements in individual and classroom behaviour. Active teachers

reference using the emerging values language within their classroom management and of learners themselves beginning to refer to the values they have learned about in relation to the conduct of themselves and their peers. These observations are again indicative of the potentially transformational nature of values education and of the close connection (as evidenced within the Case for Change) between learning about values and living by those same values. Of particular note for the present project is the learners' own ability to see this as outlined in the box below.

Seeing it for themselves...

In addition to teachers recognising improved behaviour within the project learning, the learners in the active classes also appeared to note this as an outcome of the project. Given the opportunity to pursue this further with a small focus group of active learners (voted for by their peers), they reflected that:

"I think we do get along much more cos you know that if you're hurting someone its basically like you're hurting yourself."

"I think its important to feel how other people feel, because you never know. They might be upset. You can't see the inside of their feelings."

"I think we get along more since we've been doing about the values and Fairtrade and that, and it's letting us learn more."

The last reflection connecting improvements in behaviour with increased opportunities for learning is especially interesting coming from a year 6 pupil and would appear to reinforce the views of teachers that learners are genuinely interested and motivated by values and BTS issues.

7.6 Taking the lead

Developing a whole-school leadership approach for values and BTS issues will require work beyond this initial pilot, but insights gleaned across the 9 active classes provide an indication into what some of the ingredients might be. In the final project cohort meeting, active teachers together with senior leaders (2 headteachers, 1 deputy head and 1 governor) considered various aspects of leadership in relation to values and BTS issues.

Based on the experience of the pilot project in their schools, they were asked to suggest key ingredients that would strengthen or weaken the adoption of values and BTS learning at a whole school level. Fig 7.3 below shares some of the key suggestions emerging from this.

Fig 7.3: “What would strengthen or weaken learning around values and Bigger Than Self issues?” - collated responses from across the project cohort.

Strengthens	Weakens	
<ul style="list-style-type: none"> * allowing time for children to reflect and discuss ideas * children’s enthusiasm for themes/topics (BTS issues) * support from school leadership * bank of resources * opportunities to share ideas for values activities * keeping it positive - ensuring BTS issues are not all ‘doom and gloom’ * pupils that can think critically * involving parents 	<ul style="list-style-type: none"> * creativity in teachers and learners * incorporating learning across the curriculum * fresh ideas for teaching through values * children confident and able to articulate their feelings * providing inspiring learning opportunities * keeping content current and relevant - the world does not stand still! * engaging wider community 	<ul style="list-style-type: none"> * labelling values as right or wrong * just teaching ‘safe’ topics - never challenging values! * embedded views and beliefs - children, staff and parents * resistance from staff * keeping it going when there are other (competing) priorities * lack of resources and knowledge of where to find them * involving the wider community

Building on this, discussion turned to consider the nature of school systems and what, from a systems perspective, might be needed to support whole-school development. Among the key components identified were:

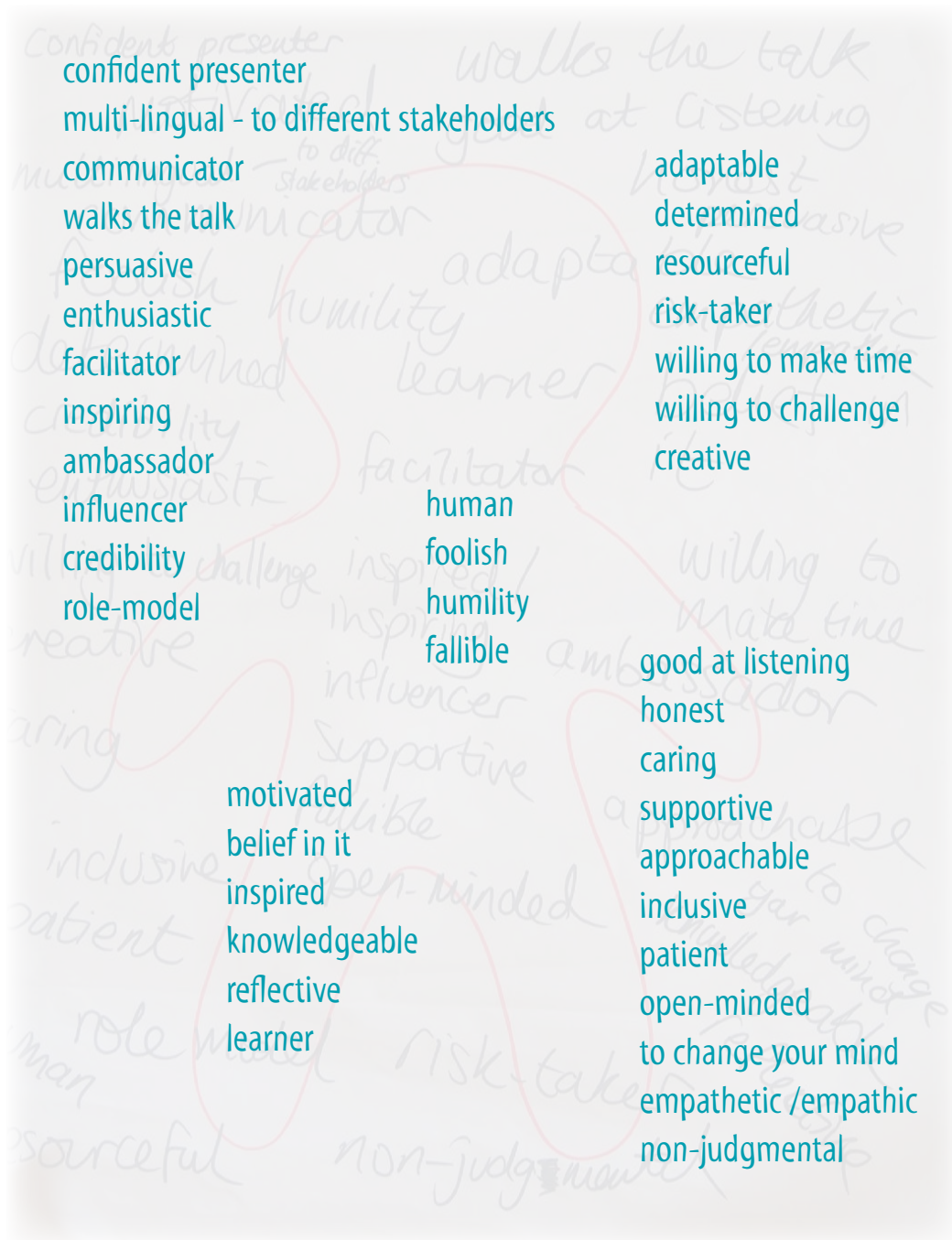
- improved links between schools working on values and BTS issues - developing a network
- teaching staff who are more knowledgeable themselves - CPD needs of staff
- engaging with outside agencies to help integrate values education into the curriculum
- identification of relevant providers and resources to support development
- regular slot for shared learning as team/staff meetings
- share with others - best practice/leadership opportunities across schools
- seeing the learning as a series of cycles that slowly builds vocabulary, knowledge, competence
- gradual scaling from class, to key stage, to whole school - learning as expand/extend
- developing links with external interests (businesses, community orgs, NGOs etc)
- integrating across internal systems - monitoring, training, planning etc - and age appropriate
- sharing the burden/challenge/leadership to ensure sustainability
- appointing a governor for values to create resilient school community
- building across the curriculum (PSHE/SMSC/Geog/RE etc) - multiple home for values work

As well as these largely positive aspects, one or two potential obstacles were identified. These included uncertainty as to the direction of curriculum change and any subsequent expectations handed down from Ofsted, and lack of clarity from the project as to where and how to take the learning and experience of the pilot forwards. These issues are further discussed in section 8.

The final leadership consideration was into the nature of the leader themselves. What would be the values, qualities, attributes, characteristics of a leader in a values-led school? The responses from the entire project community, including partner representatives, is depicted in Fig 7.4 opposite.

Fig 7.4: Project group responses to the question:

'What qualities are needed to lead through values?'



8. Key learning and reflections

8.1 Building a community, sharing the learning, taking next steps

This final section of the report is structured around a series of statements that share the key learning from the pilot project. These are summarised on pages 71-72 and then further explored with brief reflections on the learning in subsequent pages. In this later consideration the learning has on occasion been grouped to enable reflection on interrelated statements. The learning and reflections shared in this section draw on the outcomes in sections 6 and 7 above, but are supplemented by the interpretations of the delivery practitioners constructed through professional review, video-stimulated reflective dialogue, and action research journals.

The intention of this section is to contribute to a growing community of enquiry around values, BTS issues and formal education. A wide range of individuals, organisations, universities and schools have expressed an interest in sharing the learning emerging from this pilot project and their critical review of both findings and learning is welcomed in the interest of furthering this work. Aside from developing the collective work in this area, it is hoped that readers will find individual points of interest that contribute to their own next steps.

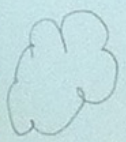
A final intent of this report, and of this section in particular, is to reach out to organisations who may be interested to partake in the continuation and deepening of this work through dissemination, networking, and a further, more extensive phase of action research at the whole-school level.

Fig 8.1: Year 3 learners exploring a values-laden local development issue to build their critical skills.

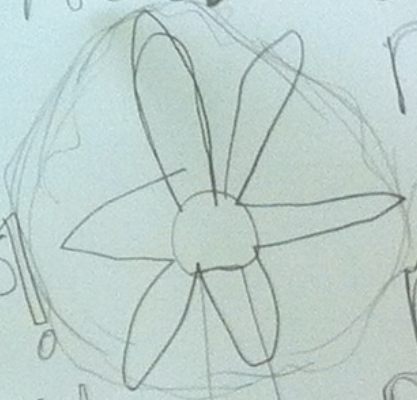
Do you like
Wind turbines
or not!



no!



yes!



no!
no!

yes!

yes!



Key learning - a summary

Learning through values:

The active development of a values language in the classroom is key to deepening learners' understanding of and engagement with values and BTS issues.

Connecting values and BTS issues to the 'day-to-day' learning (as opposed to an add-on) supports learners to begin identifying these links for themselves.

The most successful learning was observed where teachers 'walk the talk' and use values to support a more active pupil voice in the classroom environment.

A safe space in which learners can confidently express their thoughts and ideas without judgement is essential for critical engagement.

Learning through values and BTS issues has a direct and positive impact on classroom behaviour and on the attainment of learners.

Supporting the evolution of values through classroom dialogue that creates ownership is essential to the sustainability of learning through values.

Teaching through values:

Values training is critical for the effective implementation of learning through values.

The direct or indirect support of leadership is a major factor in the success of learning through values.

Teachers who are supported to take risks and 'let go' achieve more, and gain greater confidence in these approaches than those who 'play it safe'.

The engagement of an external provider and/or resources to support values and BTS approaches has a significant impact.

The most successful teachers are those who were able to critically reflect on their own values and on the values that permeate and govern their professional role in school.

The opportunity for peer learning around values and BTS issues is critical for teachers' own development and reflection in an area of complex and controversial learning.

Teachers need structured reflection time to unpack the true meaning and potential of learning through values.

Connecting values and BTS issues to existing curricula and planning is empowering for teachers.

Next steps:

To identify and design an effective process for scaling the learning in the project from an active class to a whole-school, with specific consideration of the leadership requirements.

A dedicated portal for teachers to access information/resources/share ideas/identify opportunities for continued values and BTS work.

Deeper engagement with age-appropriate values language, developing the circumplex to be effective for younger people.

Deeper engagement with the desired values of a 21st century school and how these fit with the circumplex and with the agendas of external parties and the local community.

Auditing and signposting existing resources to support values learning and BTS issues.

Creation of a methodological toolkit for effective delivery of values/BTS education.

Professional courses for school leaders/teachers/governors on values education and BTS issues.

8.2 Learners and learning

This section takes key learning/s in relation to learners and provides brief reflections on these from the wider project data and research. It is not an exhaustive exploration, but more of an insight into how the learning has been identified and evidenced.

The active development of a values language in the classroom is key to deepening learners' understanding of and engagement with values and BTS issues.

Supporting the evolution of values through classroom dialogue that creates ownership is essential to the sustainability of learning through values.

From across the data higher levels of understanding and engagement are evident in those classrooms that actively sought to encourage the development of an explicit values language. The Values Tree (see appendix 2) created by project partner, Lifeworlds Learning, was identified as key to this, enabling learners to take ownership of the values arising in their learning and to recall them as needed. Reinforcing this point, active teachers in several schools identify the language of values as central to giving learners a voice to express themselves when dealing with complex and controversial issues. They note that this voice could even be found by normally reluctant contributors and helped more disruptive learners to make more meaningful and positive contributions to class dialogue. The observation during a project meeting that 'the values lead to the big issues' is further testimony to the significance of a values lexicon being central to any further work in this area.

The challenge is to make values language accessible and meaningful to younger learners and to find the connections between the values held by young people and those informing this work which are obtained from and constructed for adults. A further challenge is to explore practical means of ensuring the continued ownership of values by learners, as this seems central to the motivation of learners for this work.

Connecting values and BTS issues to the 'day-to-day' learning (as opposed to an add-on) supports learners to begin identifying these links for themselves.

A key principle in the development of the intervention phase was to demonstrate how values and BTS issues are genuinely cross-curricula and can be linked to and arise in all manner of day-to-

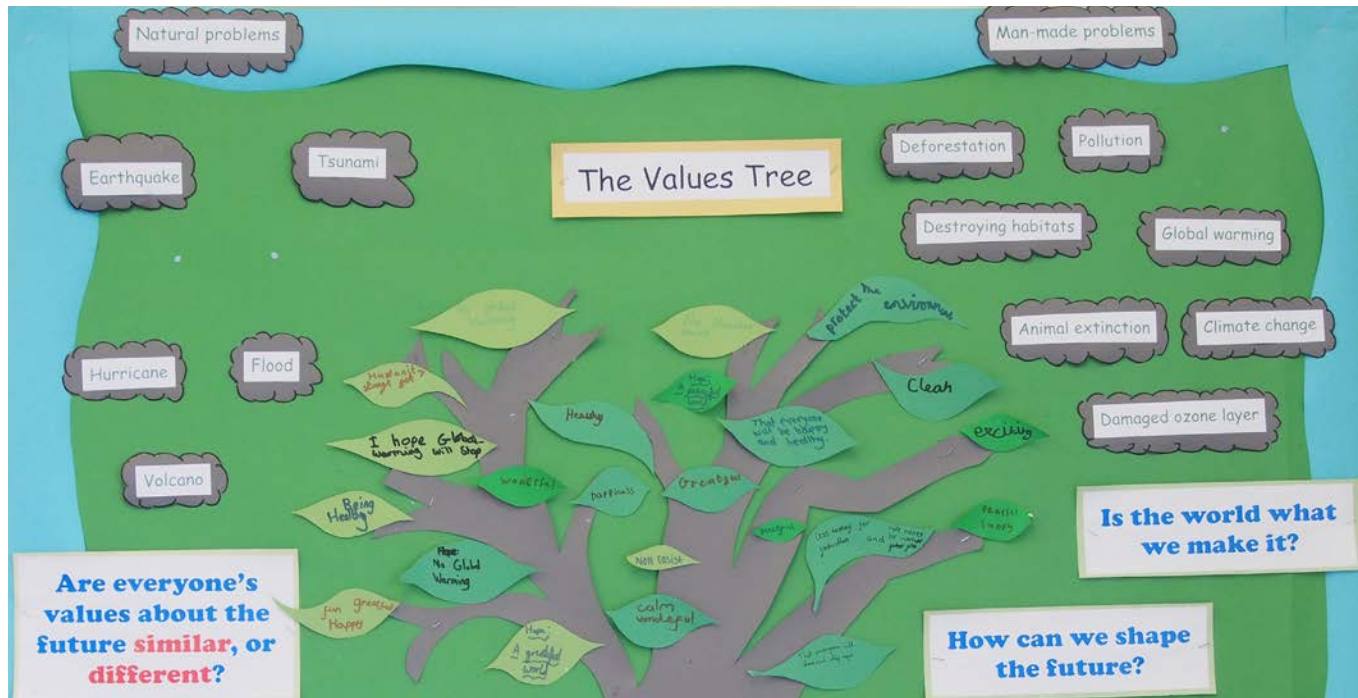


Fig 8.2: The Values Tree - a clear contributor to developing a values language amongst learners and a subsequent deepening of interest in BTS issues.

day learning. This principle has not only proven to be the case within the project, but has also, it appears helped learners to begin identifying values and BTS links for themselves. The process of making this learning ‘normal’ as opposed to the conventional approach taken by many schools where such learning is confined to a particular day, week or initiative, seems to have played a significant role in this and is worthy of further exploration in any future or related work. This observation is not only of importance in broadening understanding of concepts like global learning, active citizenship, and humanitarianism, but also crucial to the development of values, which are strengthened through regular airing in much the same way as muscles respond to regular exercise. The challenge for future work will be to make engagement with values and BTS issues meaningful and where possible integral to planned learning and avoid the tokenism that could arise from it being artificially added. Evidence from the pilot suggests that learners themselves begin to identify the values and issues in their learning, perhaps naturally countering the risk of tokenism. Though encouraging, this is clearly an area in need of further exploration.

A safe space in which learners can confidently express their thoughts and ideas without judgement is essential for critical engagement.

The most successful learning was observed where teachers 'walk the talk' and use values to support a more active pupil voice in the classroom environment.

The formation of a safe space for this work is critical and bears out in the analysis of individual schools' experiences. In those where learners were actively supported to share ideas in a non-judgemental environment, their grasp of issues, depth of engagement and motivation for learning was notably enhanced. The role of the teacher in modelling this behaviour and learning is an especially important observation and is in many ways an obvious statement to make. It is after all supported by the literature on values and by many associated literatures on pupil voice, citizenship and dialogic learning to name but a few. The key observation emerging from the pilot is the connection between this taking place in the classroom, and the space given to teachers to think through values and issues for themselves and recognise their agency within the classroom in relation to these. It is noted that both teacher modelling and creating a safe space were less evident in those schools where the active teacher had not attended the initial values and BTS training day.

A challenge for future work would be to more effectively document the practice that supports the safe spaces so vital to this work, and to formulate this in ways that can be shared more widely and connected to educational debates around learning. There may be particular implications for how these issues are introduced and promoted within ITE courses for example.

Learning through values and BTS issues has a direct and positive impact on classroom behaviour and on the attainment of learners.

The Case for Change supporting the pilot project suggested a strong correlation between values education and improvements in behaviour and attainment. The evidence of this is often anecdotal and whilst this is also true of the current project, both the frequency and strength with which it is identified by teachers, senior leaders and even learners, suggests a high level of confidence in this assertion. Of particular interest is not the perhaps expected causal link between values, behaviour improvement and higher attainment, but the link values and BTS issues have with increased enjoyment of learning. The project would suggest this arises from the combined factors of being 'given a voice' and of the learning being more closely connected to 'real-life' issues and concerns.

Fig 8.3: Connecting locally relevant issues to global BTS issues is a key motivator for learning.

A challenge for any future work is to take this learning into the development of values and BTS resources and perhaps audit those that already exist for these clearly desirable qualities. Furthermore it would seem that a more explicit measure of gains in attainment and improvements in behaviour is overdue in this area of work. It is suggested this could form a key component of any longer and more in-depth project.

8.2 Teachers and teaching

This section provides reflections on the key learning to emerge from the project in relation to teachers and teaching practice. It is here that the most profound and potentially transformational changes are evident. This is an observation that ties in closely with the initial assertion of the project that it is 'leading' through values and the teacher as leader, that is key.

Values training is critical for the effective implementation of learning through values.

The most successful teachers are those who were able to critically reflect on their own values and on the values that permeate and govern their professional role in school.

Of the 9 active teachers, 5 were present throughout the project period and therefore received the full intended support/input from the delivery partner. Two active teachers were no longer in post by the end of the pilot period, whilst in three there were personnel changes between the first and second project meetings. This observation is significant because there are strong indications in the data of greater shifts in those settings where teachers received the full programme of support. The initial meeting in which participants were given training into values and their function, as well as the opportunity to explore their own values in some depth, appears to have been particularly important.



The impact of the training is evident in both the observed practice and the reflective testimony of teachers, with those who received the training able to analyse and articulate the impacts with greater clarity than those who had not. Key to this is the ability to step outside of conventional teaching roles and engage with their position from a values perspective. A simple example of this is in the language used by different teachers. Those who had received training for example, spoke of ‘enabling the values to emerge from their learners’ and identified ‘the importance of not imposing their own values on learners’. This is in contrast to those who had not benefited from the training who more commonly spoke of ‘teaching them the values’ or of wanting to ‘give learners the values we think they should have’. Connecting this to theory with the Case for Change, the latter is much more about values transmission and less about the long term shift in values that can come about through more transformational approaches.

The challenge for the project is how to make the training into values and BTS issues available at a realistic scale. The process employed in the project was heavily reliant on building a community of enquiry and creating a safe space for educators to unpick both their personal and professional values. Though clearly of benefit to the intended impact of this work, schools and school leaders in particular may well require further encouragement to engage in such an intensive learning process for their staff. With release from schools increasingly difficult, this suggests that a whole-school approach where training is offered within the school (through INSET for example) may be the most appropriate route to pursue.

The direct or indirect support of leadership is a major factor in the success of learning through values.

Teachers who are supported to take risks and ‘let go’ achieve more, and gain greater confidence in these approaches than those who ‘play it safe’.

That leaders and leadership would play an important part in the impact of this project was never without doubt, and informed the title as Leading rather than Learning Through Values. The data suggests that this indeed the case. At the simplest of levels for example, the biggest gain in the desired values of learners were witnessed in the school that had committed the most to the project in terms of leadership with their active teacher, head teacher and chair of governors attending all key sessions and showing a high engagement in the project and its learning. Other schools committing the direct or indirect support of leadership, or placing a senior leader in the position of active teacher, also demonstrated the biggest gains under the measures used. A key factor in this

observation would appear to be the confidence this instills in the active teacher to 'take risks' and 'try things out' as part of the project. This is seen in the testimony of those teachers who reflected on things that they had done that they would never have considered trying or doing prior to their engagement in the project, and that their willingness to take a chance had been rewarded in the response of their learners - many of them exceeding their expectations in both ability and interest.

Another leadership element in those schools exhibiting the larger gains, is the involvement of the external delivery partner. This suggests that the led and co-led approaches to support that were used in the project are more effective than the remote approaches where the delivery partner was less involved in the learning. Two factors may be drawn from this. The first is that support may be necessary for some to model taking risks and draw teachers away from their 'bubble' as it was described by one teacher. The second is that peer support (in this instance between the active teacher and delivery partner) is important in this area of work and this lends itself again to whole school development rather than the ambassador or co-ordinator role that has often been assigned to this type of learning.

The engagement of an external provider and/or resources to support values and BTS approaches has a significant impact.

Connecting values and BTS issues to existing curricula and planning is empowering for teachers.

The role of the delivery partner in driving this work is identified as key by many of the active teachers. They particularly note the importance of introducing new resources and methodologies into the classroom and of encouraging them to try things out. Another key benefit appears to have been the work undertaken to connect values and BTS issues to planned teaching. The ability to see these approaches as complementing existing curricula was empowering for many participants, who spoke of seeing their teaching with new eyes or of having their practice refreshed by these approaches. It is suggested that this encourages greater engagement with values and BTS issues as they are not seen as something extra that needs to find space in an already crowded curriculum.

The challenge emerging from this is for more work on linking values and BTS issues to existing curricula topics, and on showcasing how teachers can build the bridges for themselves - gaining confidence to enrich and extend their teaching through the integration of values and BTS approaches. Dedicated values and BTS resources are also requested by several active teachers who speak of 'being braver' to tackle 'real-life' issues within the classroom.

The opportunity for peer learning around values and BTS issues is critical for teachers' own development and reflection in an area of complex and controversial learning.

Teachers need structured reflection time to unpack the true meaning and potential of learning through values.

During the ending of active teachers, the most uniform response from teachers across the pilot schools was of the need for greater reflection. Whilst nearly all were quick to identify the impact on their learners and on their own practice, the need for further reflection as to the longer term implications for themselves and their schools was clearly identified. This is to be expected from engagement in the theoretical literature and existing studies of values education and there are also strong correlations with writings on the teaching of BTS issues.

What is also clear from the data is that the sessions where teachers could come together to share their experiences, ideas and challenges, were highly valued by the active teachers. Similar comments were made in relation to the external support of the delivery partner, with several noting that even the knowledge that 'it was there if we needed it' was enough to instill confidence.

The challenge emerging from this learning is to avoid a quick-fix scaling up of the pilot process and to recognise the significance of human contact and mutual learning that is essential for this work. This again, leans towards the support of whole-school approaches whereby (following training) the staff can provide the mutual support needed for driving this work forwards. It also suggests that a professional network that enables both the remote and direct sharing of practice among practitioners would be of great support to the wider adoption of the approaches used in the pilot.

8.3 Next steps

The key lessons emerging from this pilot project confirm the anticipated need for a deeper, whole-school project to fully explore the potential of learning through values and of Bigger Than Self issues as a context for this learning.

The project identifies the need for an integrated programme combining professional development, resource provision and/or creation, networking opportunities and reflective, action-research approaches supported by more rigorous and extensive monitoring and evaluation. The pilot suggests that lasting impact is observable within a relatively short time-frame, but there are strong

indications that a focus on depth (longer timescale, fewer schools, whole school/community) is necessary to convert indicative findings into conclusive results.

The pilot has shown that the approaches trialled to date do increase engagement in Bigger Than Self issues and contribute towards the prioritisation of values that are closely associated with the developing humane and resilient communities. It would appear therefore that there is considerable scope for the continued, and perhaps expanded, involvement of organisations concerned with these issues. Furthermore, there is potential to further demonstrate how the work, support and resources of these organisations directly benefit schools who choose to place values and BTS issues at the heart of the vision and ethos.

8.4 Recommendations

The initial analysis and reporting of the LTV pilot project lead to the following closing recommendations:

Project partners continue to seek [opportunities to disseminate](#) the indicative findings from the pilot project in order to attract further organisations to support a further phase of research and development.

A seed fund is established to facilitate [a substantial grant application](#) for a 2-3 year study at whole-school level, building on the learning from this pilot and extending more explicitly into leadership and community engagement.

The project website is further developed to become [a lasting and expanding hub for values education](#) (particularly as it relates to BTS issues) within the UK.

Appendix 1

The values used for the Diamond 9 activity were selected from the Common Cause values map (see appendix 3) and adapted for learners as follows:

Common Cause	Pilot Project
Successful - achieving goals	Being successful - achieving your goals
Clean - neat, tidy	Being clean - neat and tidy with no dirt
Helpful - working for the welfare of others	Being helpful - working to help others
A world at peace - free of war and conflict	Peace - no war or fighting
Enjoying life - enjoying food, sex, leisure etc	Enjoying life -enjoying food, relaxing, free-time etc
Honouring of Elders - showing respect	Respecting Elders - showing respect to people older than you
Social justice - correcting injustice, care for the weak	Being fair - treating everyone fairly
Healthy - not being sick physically or mentally	Being healthy and safe - not being ill and staying protected
Family security - safety for loved ones	

Common Cause

True Friendship - close, supportive friends

Mature love - deep emotional and spiritual intimacy

Wealth - material possessions, money

Protecting the environment - preserving nature

An exciting life - stimulating experiences

Creativity - uniqueness, imagination

Humble - modest, self effacing

Pilot Project

Friendship - close friends who care about you

Love - deep emotion and close to people

Money and owning things - having money and things like a car, TV, house

Care for the environment - looking after nature

Play - having fun and excitement

Being creative - having good ideas about how to do something

Not showing off - being modest and not boasting about how good you are

Appendix 2

What is it?

The Values Tree is a simple way to help you develop and use a more explicit 'values language' during the intervention period of the project.

Why are we using it?

The Values Tree has two key purposes:

- › It provides a record for evaluation and reporting of the values emerging in your classroom during the intervention. This provides evidence for the pilot project.
- › It provides a growing language built around values that can be used in your classroom during interventions but also more generally in your day to day teaching.

How does it work?

The idea is simple. You create a tree trunk somewhere in your classroom. This would be best on a display board that is always visible for everyone to refer to. As values emerge in your teaching (intervention-based or more general) each value can be made into a leaf and added to the tree. You may need to support learners to identify and agree that something is a value to be added. For example, if learners were discussing people killing wildlife or damaging environments (litter, pollution, deforestation etc) and expressing that it was wrong, they may need support to arrive at a value such as 'care for the environment'. If they have begun that process (i.e. the value has emerged, albeit hidden) then it is fine to help them reach an agreed value for the tree.





The hope is that they may then use that values language in a future encounter. They may also begin self-identifying values through their learning that they wish to add to the tree. Please remember we are interested in all values, whatever they are.

How do we know it's a value?

We are not defining the values as we are interested to see what you and your learners identify and agree on as being values. There is very little work done on what young people consider to be a value. To help you decide we offer the definition of a value as;

Something that we think is important. A value can influence how we behave and what we think about things.

As we all hold different values, not everyone will agree with all of the values on the tree. It is not a consensus tree however. It is for recording what values emerge, whether or not we agree with them on a personal level.

How to record the values

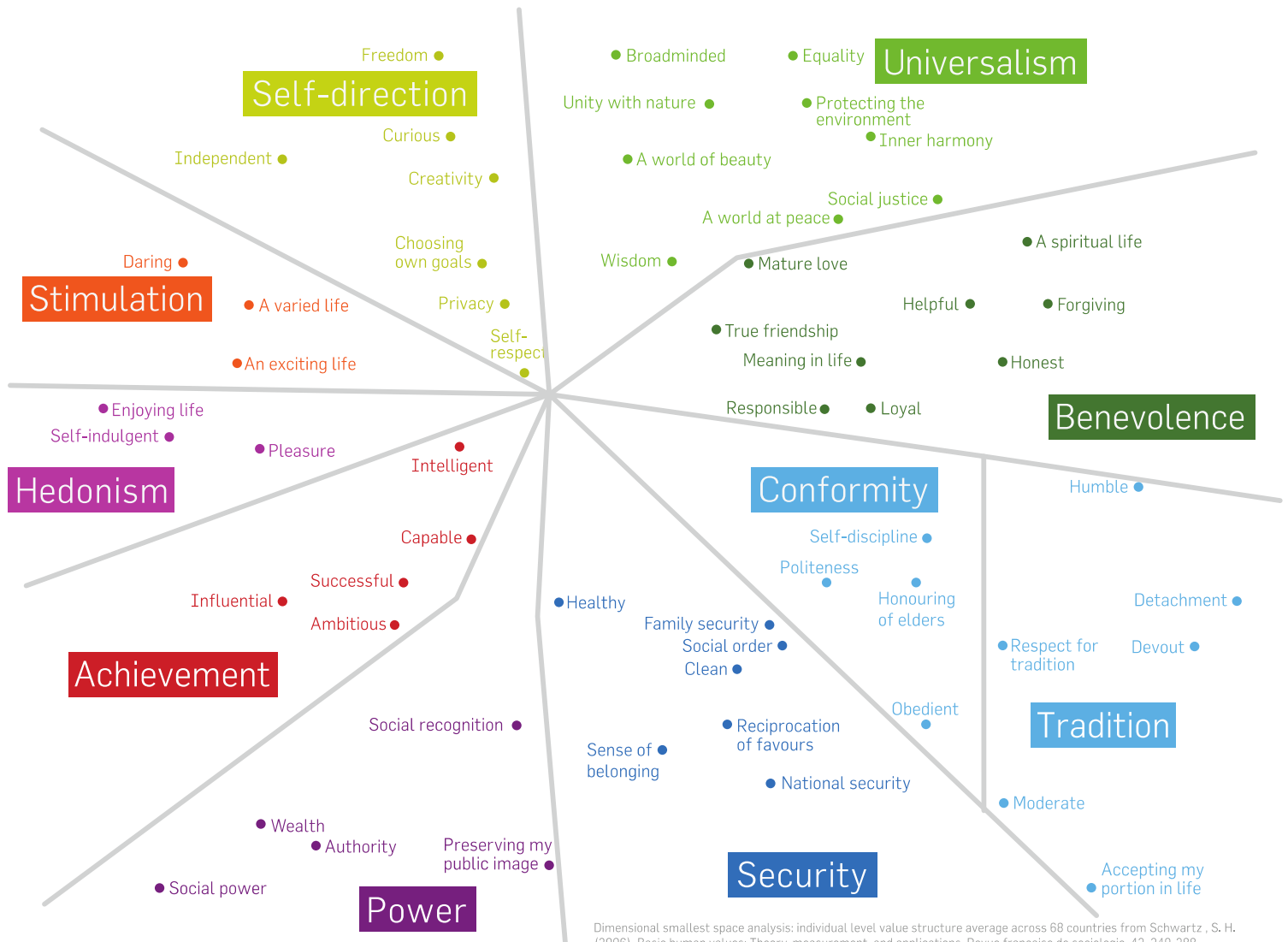
The Values Tree can be made however you like - the key is that it can be used. The only other thing we would appreciate is a record of how each value emerged. This does not need to be long - just a note in your own journal/project notes that allows us to see what triggered that value in your learners.

We would like to photograph the Values Trees in your school at the end of the intervention period as a key output of the project so please keep them until this has been done.

Appendix 3

The values used in this work have been drawn from the values map used in the Common Cause Handbook. The map is reproduced below (and right as values groups) for ease of reference.





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.

Leading Through Values

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This project report was written and produced by the project delivery partner, Lifeworlds Learning. The views and opinions expressed within it are those of its author and do not necessarily represent those of the organisations supporting the LTV project.

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