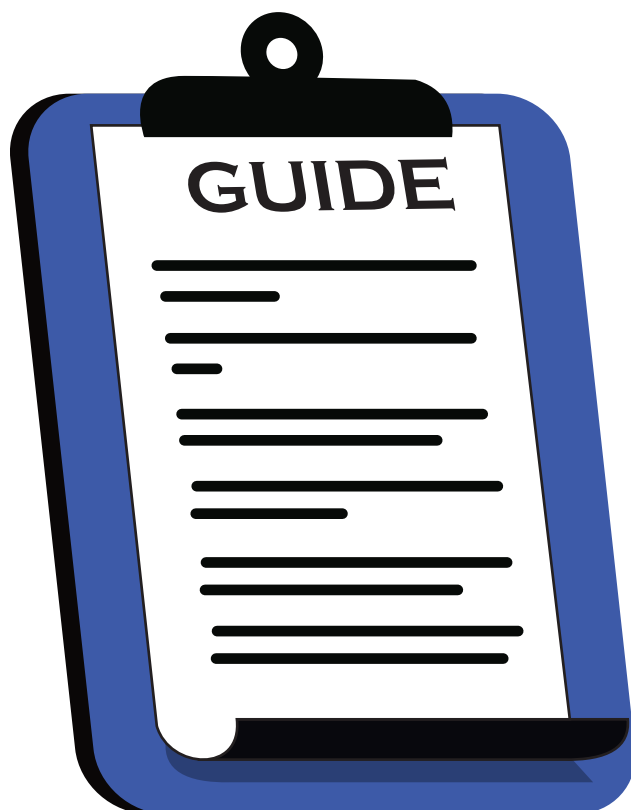


VALUES-BASED EDUCATION:

A GUIDE FOR TEACHERS



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

Introduction

Values are standards that guide an individual on how to respond or behave in a given circumstance. They are shared by members of a society and help determine what is considered good or bad, and desirable or undesirable.

What is Values-based Education?

Values-based Education (VbE) is an approach in which values are intentionally and seamlessly mainstreamed into all aspects of learning; formal, non-formal, and informal.



Overall goal of VbE

The overall goal of the VbE is to nurture values in learners to become empowered, engaged and ethical citizens for positive and holistic transformation of society.

General Learning Outcomes

By the end of the Basic Education Cycle, the learner is expected to:

1

explore various ways through which values can become part and parcel of their lives

2

demonstrate a secure sense of personal identity for self-fulfilment and development

3

exhibit cultural, moral and religious consciousness in their day-to-day life

4

display empathy and respect for diverse groups of people for harmonious relationships

5

practise ethical behaviour that fosters responsible citizenship and good governance

6

apply critical and creative thinking skills towards finding ethical solutions to challenges in society

7

appreciate stewardship of resources and environment for sustainable development.

How is VbE implemented?

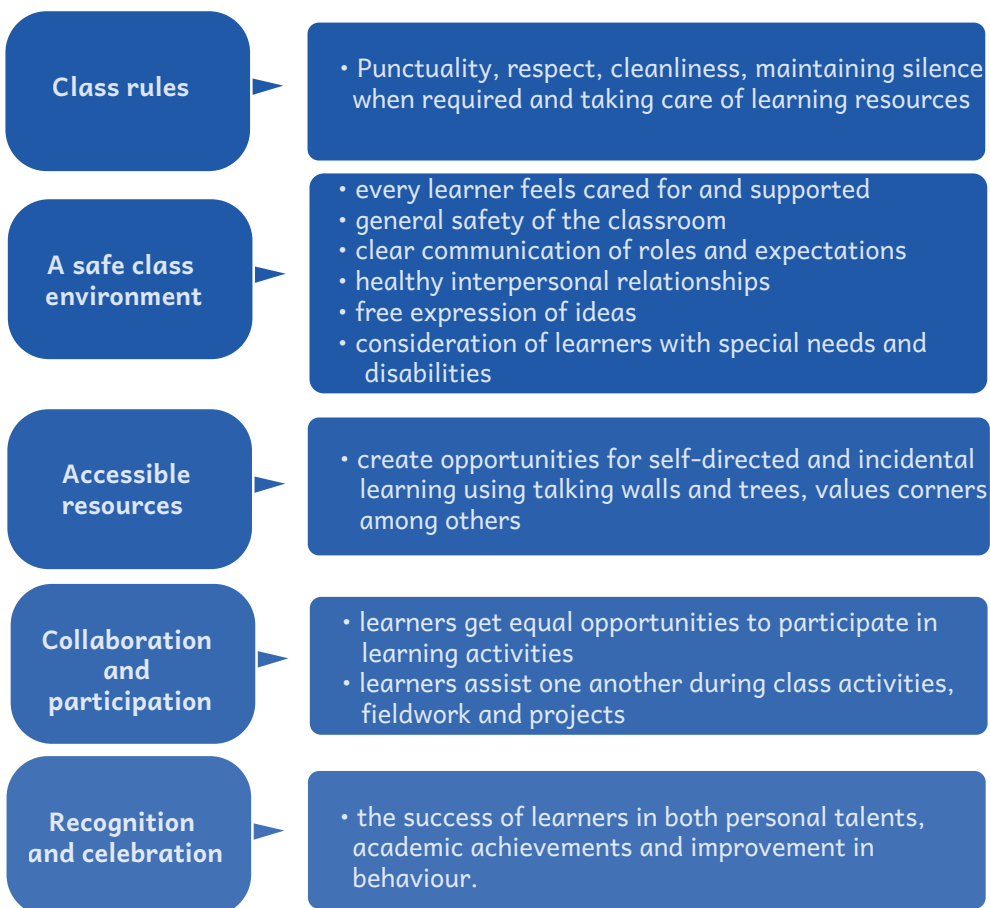
VbE is implemented through a strategy referred to as the Whole School Approach (WSA) that views the school as a unified community where every member contributes to the learning and well-being of learners. Thus, all activities, processes, and practices in a learning institution should be grounded in values.



This guide helps teachers to implement Values-based Education (VbE) in practical classroom and school-wide practices. It supports the consistent promotion, observation and reinforcement of values to create a positive learning environment. The guide entails the expected class culture, the role modelling of values by teachers and parents, positive reinforcement of values, and monitoring, evaluation and learning of VbE.

Class Culture

The key role of the teacher is to guide learners in coming up with a classroom culture aligned to the school culture.



Establishing the status of your class culture

At the beginning of every year, establish the status of your class in upholding the expected school culture. Check for indicators of class culture or lack of it. Tick a Yes or No, where “Yes” shows that the indicators have been exhibited by the learner and “No” shows that the indicators have not been exhibited by the learner.

Table 1: Indicators for assessing class culture

Indicators	Yes	No	Remarks
1 Class rules are available			
2 Class rules formulated in collaboration with learners			
3 The rules are followed by all learners			
4 Every learner in my class feels safe and cared for			
5 Materials for the intended values well displayed in class			
6 Every learner collaborates and participates both in and out of class activities			
7 Every learner’s success is recognised and celebrated			
Any other comment on the values exhibited by learners			
.....			
.....			
.....			
.....			
.....			
.....			
.....			

Values and some of their indicators as conceptualised in CBC

Values are nurtured during lessons, co-curricula activities and daily interactions.

What you should pay attention to in values.

1

Love

- Putting other people's interests first
- Caring for self and others
- Forgiving easily when wronged
- Avoiding causing pain to others



2

Respect

- Showing humility
- Listening to others' views
- Waiting for own turn when doing group tasks
- Appreciating what others think and feel



3

Unity

- Enjoying working with others
- Working for achievement of common goals
- Sharing resources with others



4

Responsibility

- Caring for own belongings and those of others
- Completing assigned tasks
- Can be relied upon
- Solving problems without blaming others



5

Peace

- Being calm
- Relating well with others
- Avoiding hurting others
- Solving differences in a friendly manner



6

Integrity

- Doing the right things always
- Being honest and fair to others
- Following set rules and procedures when doing things
- Using resources wisely



7

Patriotism

- Serving the community
- Obeying set rules and regulations
- Loving the country
- Respecting different cultures



8

Social Justice

- Living in harmony with others
- Being fair to all
- Giving everyone equal opportunity
- Sharing resources with others fairly



Contextualising values

Consider the school setting and the social environment of the learners. Adapt and apply the values in ways that are meaningful and relevant to the specific class, school and community.

What-to-do

Establish rules and routine for the class.

- Collaborate with learners to come up with behavioural indicators to observe with guidance from other teachers.
- Communicate with the learners on the behaviour they are expected to exhibit in their day-to-day interactions.

Reinforce values

- Establish a reward system suitable for all learners. Use a participatory approach in identifying and recognising a champion of values at no cost. This can be done weekly, during school assemblies or termly, during school closing assemblies.
- Create posters with statements or words of intended values and place them strategically on classroom walls or noticeboards.
- Guide learners to form groups during class discussions. Names of the groups can take after names of values. Roles to be equitably shared among members of the groups.
- Recognise groups of learners for portraying expected behaviour.
- Create opportunities for learners to model and reflect on good behaviour. This can be done during non-formal activities such as games and sports, music and drama, clubs and societies, field trips and symposiums.
- Use learner-centred methods such as storytelling, role play, songs, games, poems, question and answer, field trips, debate, project-based learning.
- Encourage peer learning to help model values among themselves.

Role model values

Children learn from observed behaviour from teachers, parents, peer community members and leaders. It is therefore important to exemplify the values expected from learners and members of the school community. Role modelling may include time keeping, dressing, and language use to learners, fellow teachers, non-teaching staff, parents, guardians, caregivers and visitors.

Involve parents, guardians and caregivers

Parents play a critical role in the learning and character formation of their children. Sensitise parents, guardians and caregivers on their roles in nurturing values in children.

Roles of Parents, Guardians and Caregivers

Modelling and reinforcing values

like integrity, respect, love and responsibility at home to support a child's character development.

Maintaining open communication

with teachers to stay informed, address concerns and encourage value-based conversations in their own child/children and other learners.

Creating a supportive home environment

where the child feels safe to express self and discuss issues openly.

Active participation in school life

by attending events, volunteering and encouraging participation in co-curricular activities.

Collaboration with the school

to ensure consistent expectations and an environment that supports learning and personal growth.

How to involve parents, guardians and caregivers

- Make use of existing platforms such as class meetings, and academic days to empower the parents on their role in nurturing values in children.
- Guide parents on home or family practices to help nurture and reinforce values. These include: age-appropriate chores, home routine, welcoming and addressing visitors, appropriate greetings among others.
- Encourage parents to model the expected values for their children to emulate. This may include appropriate use of language, decent dressing, respectful conversations, peaceful conflict resolution, avoidance of gossip among other practices.
- Guide parents to use scenarios, real life experiences and storytelling as a way of nurturing values among their children.
- Encourage parents-to-parents sharing of success stories or testimonials demonstrating how practicing values can positively impact their children's behaviour.

Assessment

- Assessment of values is an ongoing process that extends beyond the classroom. Assessment of values should focus on observed behaviour.
- Use assessment tools such as observation schedules, anecdotal records, journals, checklists and rating scales to assess learners.
- Consider self-assessment, peer feedback, other teachers' reports and informal conversations with parents, guardians, caregivers for comprehensive assessment of values in learners.
- Consider giving value based assessment tasks.

Monitoring, Evaluation, Accountability and Learning

Monitoring allows you to check the progress. Evaluation and learning help in identifying challenges and areas of improvement. Use table 2 to check the progress by ticking either “Yes” or “No” against the indicators of values exhibited by the class.

Table 2: Sample monitoring, evaluation, accountability and learning tool.

Indicators	Yes	No	Remarks
1 Class rules formulated in collaboration with learners			
2 The rules are followed by all learners			
3 Every learner in my class feels safe and cared for			
4 Material for the intended values are well displayed in class			
5 Every learner collaborates and participates both in and out of class activities			
6 Every learner’s success is recognised and celebrated			
“Yes” shows that the indicators have been exhibited by the learners and need further reinforcement. “No” shows that the indicator has not been exhibited by the learner and therefore needs improvement.			
Notable achievements			
Areas of improvement			
Lessons learnt			

