Wellbeing Enactment in Schools: Implementing Learning Values

This chapter investigates the wellbeing benefits of deeply implementing values and how this has been successfully done. It describes the nine universal competencies (attitudes, values and skills): *Reflection, Collaboration and cooperation, Learning to learn, Respect, Responsibility, Empathy, Self-regulation, Persistence and Trust* (OECD, 2021, p. 48). Furthermore, this chapter explores programmes, approaches and strategies which have been used to implement values in schools and investigates how research and literature suggest they should be enacted in schools using a whole-school approach. Hence, it relates to the school implementation element of quality physical education (cf. Figure 1.2).

Learning Values for Optimising Wellbeing

There are many wellbeing benefits to implementing values within schools; subsequently, academic learning and development are enhanced. However, schools find this difficult to do and while many promote values on their websites, on display boards or even promote a values programme, they are often only at the surface-level stage of implementation; not making an impact on children's learning consistently across the school. The nine global competencies identified by OECDs research report, Embedding Values and Attitudes in Curriculum: Shaping a Better

Future (2021) are detailed. Furthermore, academic benefits suggested by research are shared, as well as successful means for deep implementation.

The first competency is ***Reflection***:

> the act of reflective thinking includes: thinking things through and examining them from all angles; refraining from jumping to conclusions; being able to change one's mind in light of new evidence; and being able to evaluate all evidence fairly (Peterson and Seligman, 2004). When an individual engages in reflective thinking, they also use metacognitive skills as they actively evaluate their own thinking and learning (Van der Schaaf et al., 2013). (OECD, 2021, p. 51)

Research findings suggest *Reflection* as a value impacts academic outcomes and wellbeing:

> As an individual reflects upon the role that these factors play in their own learning, they can better evaluate what types of conditions are best needed to support their learning process. Ideally, this then allows the individual to envisage a personalised learning environment that optimises learning (Istance and Dumont, 2010). (OECD, 2021, p. 52)

The next competency (attitudes, values and skills) is ***Collaboration and cooperation***:

Co-operation requires the development of communication skills as well as shared or socially negotiated skills, including attitudes and behaviours that involve:

- challenging assumptions;
- planning and managing time, including breaking complex tasks into parts and steps: communicating clearly, including refining understanding (through discussion and explanation). (OECD, 2021, pp. 53–54)

Research findings suggest *Collaboration and cooperation* impacts on academic outcomes and wellbeing:

> Collaboration can create a virtuous cycle that fosters agency, improving both student achievement and motivation to learn (Johnson, Johnson and Stanne, 2000; Williams, 2009). It is important to note, however, that organising collaborative groups does not in itself lead to such outcomes

(Domingo, 2008). Findings from several studies point to the need for students to receive guidance from their teachers in how to collaborate through scaffolding such behaviours and competencies as support each other by generating feedback, sharing group decisions, valuing group goals and actively working towards achieving the agreed goals (Frey, Fisher and Everlove, 2009; Gillies, 2016); Jadallah et al., 2011). (OECD, 2021, p. 55)

The third competency (attitudes, values and skills) is ***Learning to Learn [metacognition]*** which involves learning values such as curiosity, exploration, reflection, resilience, confidence and creativity:

Learning to learn strategies aim to equip each student with the ability to reflect on her/his own learning; the skills required to understand, analyse and regulate her/his thinking, attitude and behaviours when engaged in learning; the ability to set goals for learning, to monitor progress, and to take steps and adjust to improve learning. (OECD, 2020)

Research findings suggest *Learning to Learn* impacts on academic outcomes and wellbeing:

Developing metacognition can improve the application of knowledge, skills, and character qualities beyond the immediate contexts in which they were learned (Schraw and Moshman, 1995). Metacognitive practices have been shown to improve academic achievement across age ranges, cognitive abilities and learning domains. This includes reading and text comprehension, writing, mathematics, reasoning and problem solving, and memory. (Dignath and Buttner, 2008; Dignath, Buttner and Langfeldt, 2008). (OECD, 2021, p. 57)

The fourth competency (attitudes, values and skills) is ***Respect***:

Respect is the valuing of self and others, and all living things, including the environment. Respect includes giving due regard to the feelings, wishes, or rights of the self and others. (Dillon, Spring 2018; cited in OECD, 2021, p. 58)

Research findings suggest *Respect* impacts on academic outcomes and wellbeing:

There is widespread agreement that schools should contribute to students' moral development and character formation (Nucci, 2014). Schools should be places where children receive support to develop honesty, respect for others, democracy, and respect for people of different races and backgrounds (Agenda, 1997). Current educational movements, such as Moral Education, Social and Emotional Learning, and Character Education (Elias, 2014) have the goal of and proposed processes for creating such school environments… Successful academic performance has been shown to occur in the context of safe, supportive classroom and school climates that foster respectful, challenging and engaging learning communities. (Zins, 2004; Thompson. 2018). (OECD, 2021, p. 58)

The fifth competency (attitudes, values and skills) is ***Responsibility*** and is defined as:

the ability to act responsibly for a good cause, principles and integrity for individual and collective well-being. A responsible person demonstrates the willingness to accept praise, blame, reward, or punishment for an act or omission and to accept the consequences of their behaviour, they have a commitment to the group and others, they can be depended on, and they have integrity. (OECD, 2020)

Research findings suggest *Responsibility* impacts on academic outcomes and wellbeing:

In school settings, a lack of responsibility increases the likelihood to be actively engaged in bullying. Taking responsibility is as an important factor in developing a global mindset, global interconnectedness and reducing global inequalities (Andreotti, 2014). (OECD, 2021, p. 64)

The sixth competency (attitudes, values and skills) is ***Empathy*** and is defined as:

the capacity to share, understand, and respond with care to others. People tend to have more empathy with others who are more similar (with regard to culture and living conditions) to themselves and with people with whom they are more frequently interacting. Empathy is a multifaceted construct, e.g. it involves perspective taking (cognitive skills) as well as social and emotional skills. (OECD, 2020)

Research findings suggest *Empathy* impacts on academic outcomes and wellbeing:

> Empathy has been shown to have a variety of impacts on social dynamics, such as to motivate prosocial behaviours such as helping, cooperation, and decrease antisocial behaviours such as aggression (Schonert-Reichl, 2011; Eisenberg, 2006). Empathy leads to other prosocial behaviours, to improving intergroup relations, and reducing violence (Finlay and Stephan, 2000). (OECD, 2021, p. 67)

The seventh competency (attitudes, values and skills) is ***self-regulation (self-control)*** and is defined as:

> the ability to delay gratification, control impulses and modulate emotional expression. Self-control is an umbrella construct that incorporates concepts from different disciplines (e.g., impulsivity, conscientiousness, delay of gratification, inattention-hyperactivity, executive function, willpower, intertemporal choice) (OECD, 2020). The related concept of "self-regulated learning" is defined as the process whereby students activate and sustain cognitions and behaviours systematically oriented towards the attainment of their learning goals (Zimmerman, 1986). (OECD, 2021, p. 69)

Research findings suggest *self-regulation* impacts on academic outcomes and wellbeing:

> Through self-regulation and self-control, students set goals, stay focused and aim to achieve their goals. Self-regulated learning enables learners to transform their mental abilities, such as verbal aptitude, into an academic performance skill, such as writing (Zimmerman and Schunk, 2011). It is a proactive process that students use to acquire academic skills in addition to setting goals, such as selecting and deploying strategies and self-monitoring one's effectiveness. Self-regulated learners display personal initiative, perseverance and adaptive skills. These proactive qualities stem from positive motivational feelings and beliefs as well as metacognitive strategies (Zimmerman and Schunk, 2011)... Improvements in self-regulation are associated with decreases in internalising symptoms (e.g. depression, anxiety) and improvements in self-esteem (van Genugten et al., 2017). (OECD, 2021, pp. 70–71)

The eighth competency (attitudes, values and skills) is ***persistence (resilience)*** and is defined as:

the disposition required to maintain effort or interest in an activity in the face of difficulties encountered, the length of time or steps involved or when opposed by someone or something' (OECD, 2020). The American Psychological Association defines resilience as the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress—such as family and relationship problems, serious health problems or workplace and financial stressors. It means "bouncing back" from difficult experiences. (OECD, 2021, p. 73)

Research findings suggest *persistence (resilience)* impacts on academic outcomes and wellbeing:

Mastery goals are positively associated with not only academic learning but also psychological well-being (Kaplan and Maehr, 1999). Students who pursue mastery goals have relatively high levels of self-esteem and low levels of depressive symptoms, and this suggests that striving towards learning and growth can lead to enhanced well-being (Tuominen-Soini, Salmela-Aro and Niemivirta, 2008). (OECD, 2021, p. 76)

The ninth and last competency (attitudes, values and skills) is **trust** and is defined as:

an attitude developed towards individuals and institutions/ organisations based on a belief in the reliability and integrity of actions taken or planned. Trust is formed when one is confident that the actions of others are primarily based on good intentions and ethical considerations rather than being specifically aimed to impact negatively on individuals or groups. Trust is a multidimensional construct which is formed when care, competence and openness are exhibited by individuals and institutions/ organisations. The degree of personal and/ or societal wellness is closely related to the level of trust held within a community (OECD, 2020). (OECD, 2021, p. 77)

Research findings suggest *trust* impacts on academic outcomes and wellbeing:

Improvements in interpersonal trust within the school community (between teachers, teachers and parents, teachers and principal, and teacher and students) have been found to be related to improvements in academic achievement in elementary school students (Bryk and Schneider, 2002;

Adams and Forsyth, 2013)... Interpersonal trust has been linked to prosocial behaviours (e.g. helpfulness) among peers, as prosocial behaviours are often initiated when an individual feels that others have good intentions and will keep their promises (Rotenberg et al., 2005). (OECD, 2021, p. 80)

Deep implementation of Learning Values occurs in all aspects of a child's lived experience. Planned learning (formal), unplanned learning (informal), intentional or not. This is explored, specifically within the realm of Health, Wellbeing and Physical Education (H, W & PE) in Chapter 8—*Contemporary problems in school communities: Critically exploring the power of educational approaches for health, wellbeing and physical education*. "They learn through the formal school curriculum, but also through their peers and teachers at school, from siblings and parents at home, and from others with whom they interact in the community" (OECD, 2021, p. 105). In what is described as a large learning ecosystem, "nourished from childhood and influencing students' wellbeing as cognitive development into their adult lives" (OECD, 2021, p. 106). Learning for Life in the 21st Century: Sociocultural Perspectives on the future of education (Wells & Claxton, 2002) promoted the cultural setting in which learning takes place, across the boundaries of school, home, work and community. The socio-cultural perspectives have influenced what is referred to today as place-based pedagogy (cf. p. 88).

There are books and programmes that are available and/or can be purchased by schools to assist with the implementation of values. Professor Guy Claxton who co-edited the socio-cultural book above, Learning for Life in the 21st Century, is a cognitive scientist who has authored numerous psychology and education books on the specific focus of *Learning to Learn* [metacognition] which he terms 'learning power'; non-intellectual forms of intelligence.

Claxton urges educators to look beyond the tests, grades and university entrance purpose of schools and to prepare students with a mental tool box for life, a building of character to meet the challenges and opportunities of life. "To be able to tackle complex matters with confidence, capability and relish; getting good academic results while developing independence, initiative and love for learning" (Claxton, 2020). Claxton has written books about learning power specifically for primary school and secondary school, acknowledging the developmentally appropriateness required for implementation. Powering Up Children: The

Learning Power Approach to Primary Teaching (Claxton & Carlzon, 2019) explains the LPA [Learning Power Approach] helps children grow in their independence, resourcefulness, creativity, curiosity and capacity for thinking. The elements of learning power include curiosity (inquisitive), attention (mindset for learning), determination (enduring challenges important to the learner), imagination (creative exploration), thinking (clarifying), socialising (collaborating), reflection and organising (ownership of learning).

Another programme framework used to implement values in schools is High Performance Learning (HPL) developed by Professor Deborah Eyres. HPL is identified by Eyres as an 'innovative style of cognition-based education'.

> HPL believes successful students are made, not born so the underpinning HPL philosophy is that schools should act accordingly. They should see every student as a potential high performer and they change their language and behaviour to reflect this.
> The successful students they are seeking to create are not just test passers they are independent thoughtful individuals who can thrive in school and beyond. The HPL student profile describes the dimensions of success.
> In order to become high performing students need to master, over time the key success competencies Advanced Cognitive Performance Characteristics (ACPCs), and Values, Attributes and Attitudes (VAAs). This language becomes the language of teaching and learning in the school and creates a common language that enables students and staff to describe and talk about learning. (High Performance Learning, 2024)

HPL is located in the Human Capital Approach (Eyre, 2011), also referred to as Humanism and Phenomenological Approach (cf. p. 26). HPL proclaim that everyone can reach their potential and perform highly if they are motivated and given opportunities and support. "We are not saying that everyone can be a high performer, but we are saying that if you take this approach every person will do as well as they can, and more will reach the high levels of performance we have traditionally called 'gifted'" (Eyre, 2011, p. 21). For HPL to be successful students require a clear understanding of the goal and journey; a school culture of excellence; the learner needs to truly believe in themselves and to be prepared to work independently; parents need to believe in their children and offer support and encouragement and teachers and school leaders need to have

high expectations and create opportunities and offer support. Furthermore, HPL should not be delivered as a separate subject, rather it needs to be implemented as the context suits (Eyre, 2011). "High performance needs to be nurtured systematically in class every single day, not just in a separate programme from time to time. This means a more advanced curriculum, teaching and learning methodologies focused on creating excellence" (p. 21).

There are seven pillars identified for high performance: Mindset shift, Enquiry based learning, Expertise development, Practice and training, Feedback, Engagement of parents and with students and not to them. "There are 30 generic competencies students need to develop and these can be grouped into 8 sets across 5 levels from novice to expert. The more competent students are in each of these the better they will do" (High Performance Learning, 2024). HPL consists of 20 Advanced Cognitive Performance Characteristics (ACPCs) and 10 Values Attitudes and Attributes (VAAs).

Values Based Education (VbE) was founded by Dr. Neil Hawkes and is referred to as a philosophy, an approach to education and movement rather than a programme. VbE:

> empowers educational settings to underpin their life and curriculum with universal positive human values such as respect, integrity, honesty and compassion. Values-based Education provides a teaching environment in which learners experience those positive universal values first hand throughout their schooling. (Values Based Education, 2024)

Hawkes explains that "This involves underpinning everything in school, the policies, the way you behave, the relationships, everything with a set of universal, positive, human values". Subsequently, "they can then form positive relationships with themselves and with other people" (Hawkes, 2018). An effective VbE school environment will have three core foundations. The first core foundation is that all adults model the school's chosen values. The second is that an ethical vocabulary derived from the values is used and the third is that reflective practices are used so that the experiences can be processed and awareness is optimised. It is argued by Hawkes that the outcome of using an ethical vocabulary in a VbE environment in schools is ethical intelligence. "The ethical vocabulary is the foundation of a new universal narrative through which all human beings, irrespective of culture; religion or ethnicity can

communicate, thereby establishing trust and well being" (Values Based Education, 2024). Also, the outcome of VbE is self-leadership, fulfilling one's potential.

Schools that have successfully embedded VbE using a whole school approach see improvements in:

- staff and pupil relationships
- respectful, responsible and kind behaviour
- quality of teaching and learning—motivated and brave teachers and learners
- educational standards and outcomes
- parent and wider community engagement
- levels of independence and ambition
- learners' ability to self-regulate and manage emotions
- child-centred pedagogy and learner voice
- staff contentment, recruitment and retention (Values Based Education, 2024).

There are seven pillars of VbE that underpin all values: Modelling, Inner Curriculum, Reflection, Atmosphere, Curriculum, Leadership and Ethical Vocabulary. Hawkes explains that when modelling respect, for example, teachers wouldn't yell at children and Inner Curriculum is the inner world of thoughts, feelings, emotions and sensations (Hawkes, 2018).

All programmes, philosophies and approaches advocating values in schools do actively encourage similar positive outcomes, however, there is no magic formula when implementing within schools. Rather it is contextual, complex, has many layers and requires strong leadership. "Cultivating positive attitudes and values in school can occur formally [taught explicitly] or informally. An increasing body of research suggests that students develop their attitudes and values in a large learning ecosystem nourished from childhood and influencing students' well-being as well as cognitive development into their adult lives" (OECD, 2021, p. 106). Values should be taught formally and explicitly in lessons and assemblies, they are also learnt informally. Values can be 'sought', a term used to represent the aspirations of the students and community members. Values can also be learnt through the hidden curriculum (cf. p. 115).

To analyse how students develop their attitudes and values, not only being taught in formal learning settings, but also in informal and non-formal settings, a much broader analytical framework is necessary. The OECD E2030 project has set out a multi-layered ecosystem framework to curriculum change (with micro-, meso-, exo-, macro- and chrono-systems). This can illustrate the complex landscape in which students learn from many people, including those other than teachers; even from animals and nature; from home, school or neighbourhood/community environments; or through the roles they are given to play; and learn from reflections on the experiences or events they have gone through. (OECD, 2021, p. 106)

However, deeply implementing wellbeing through Learning Values/competencies involves curriculum change and curriculum reform is a socially complex process (Fullan, 2001; Sparkes, 1991).

Policy construction, implementation, and evaluation are designed to bring about curriculum change, which according to Dinan-Thompson (2001, p. 9) 'implies a level of metamorphosis in the overall plan of education, including teachers and their ideologies'. Subsequently, Fullan offers a criterion for leading change in schools (2001) which includes leaders disposing: moral purpose; understanding change; developing good relationships; able to build knowledge; and coherence making. (Lynch, 2022a, p. 4)

Specifically for this project, the leader focused on:

- Using the strengths of teachers in the school to share their views and research (expertise with other teachers) during staff meetings and the evaluation of the whole school curriculum, environment and partnerships;
- adopting the Health Promoting School model (McCuaig et al., 2013; World Health Organisation 1996).
- Allowing teachers time to reflect on their practice during staff meetings. Using curriculum as the base of professional development (Lynch, 2022a, p. 12).

This is supported by OECD's research report, Embedding Values and Attitudes in Curriculum: Shaping a Better Future (2021). The complex nature of curriculum change (and curriculum reform) is further described:

> Design and implementation of curriculum are affected by many contextual factors at different levels: at the micro-(teacher), meso-(school), exo-system (mass media and community programmes), macro-(governmental/societal), and chrono-system (time and change over time) (Bronfenbrenner and Morris, 1998; McLaughlin, 1990; Spillane, Reiser and Reimer, 2002; Tichnor-Wagner et al., 2018). Students and teachers are part of a complex ecosystem which includes the school, family and community, as well as cultural beliefs that shape expectations around skills, competencies and values, for example, that should be included in a curriculum. The considerations then of curriculum redesign can be influenced at all of these levels and are not independent of them. Curriculum redesign and implementation are complex processes that involve the intersection of multiple policy dimensions (i.e. goals, tools, documents, programmes and resources associated with the redesigned curriculum), people (i.e. students, parents, teachers, community members, school leaders, administrators and all those who play a role in designing and implementing curriculum), and diversity of place (i.e. the varied locations in which the curriculum is taught) (Honig, 2006). (OECD, 2021, p. 161)

Teacher beliefs are also a key variable when it comes to successfully implementing values. Just as teacher's curriculum approaches reflect their views (cf. p. 41), so do the modelling of values. As addressed in Chapter 8 (cf. p. 122), teachers need to be educated about discourses and ideologies that often exist without their conscious knowledge.

During a Keynote presentation held at a Physical Literacy and Health conference on October 1st, 2022, at Dulwich College Singapore; Lynch shared how he recommended competencies (attitudes, values and skills) be implemented using holistic learning, specifically using the physical dimension to promote wellbeing. Giving the example of an International Baccalaureate (IB) Learner Profile amended to be developmentally appropriate for a primary/elementary context. The IB Learner Profile "describes a broad range of human capacities and responsibilities that go beyond academic success" (International Baccalaureate, 2024). Lynch, using the Learner Profile aim of developing students, gave an example of simplifying to what he termed Learning Values. Firstly, the Learning Values should be underpinned by the vision and the mission of the school. Furthermore, it is essential that, just like the curriculum, they are developmentally appropriate for the children. Accentuating the significance of implementation, Lynch questions, 'Are they truly in the classroom? Do the children identify them? Does the teacher give feedback related to

them? Do they give dojo points or rewards in relation to them? Is this what is ruling the goals for expected behaviour?' (Lynch, 2022b).

The Learning Values chosen for the particular primary/elementary school context were simplified to child-friendly language. Lynch explains a competition was held across the school involving the children (and parental assistance in the early years) to design and name a character that best represents the Learning Value. Every class collected a tally of votes for their favourite character. The Learning Values chosen by the children included: Inquirers—simplified to Curious, Knowledgeable—simplified to Explorers, Thinkers—simplified to Creative, Communicators—simplified to Confident, Principled—simplified to Respect, Open-minded—simplified to Accept, Caring—simplified to Kind, Risk-takers—simplified to Resilient, Balanced—simplified to Wellbeing and Reflective (Reflect).

The school had been implementing Learning Values for 12 months and while many strategies had been used formally and informally, it was going to take more time to continue to deeply implement. That is, to be considered across every policy, to be known, understood and used with confidence by all staff, all children, all parents and all community members. Ten Learning Values were regarded as appropriate for secondary students and upper primary but were too many for the early years. Ideally, this could be reduced to three or four Learning Value representative categories which has been done in a developmentally appropriate manner for the early years of primary school and special education schools (refer to Table 10.1). The simplified version (Table 10.1) may be a more effective way for implementing Learning Values for upper primary, secondary and even adult education. To relate the characters to the world of the students, fluffy toys and puppets were introduced as a sensory resource that the children could touch, cuddle, be responsible for and use as a reference for the Learning Value.

Fig. 10.1 Three key curriculum pillars for implementing competencies (attitudes, values and skills)

Table 10.1 Learning values simplified into four categories

Simplified Learning Value category/Goal Overview	Relevant Learning Value/competencies (attitudes, values and skills)
Be positive	Reflection (Reflect), Learning to learn (Explore, Curious, Resilient, Creative), Self-regulation (Wellbeing, Self-control, Confidence),
Show respect	Respect, Collaboration and cooperation (Empathy), Trust
Be kind (to yourself and others)	Empathy (Responsibility and Accept), Forgiveness
Give your best	Responsibility (Resilience), Persistence (Resilience, Self-regulation, Confidence)

Other strategies included reviewing and developing the Feedback Policy, Assessment Policy and Homework Policy to align with the Learning Values. Learning Value references were used in books, using stickers and positive rewards, feedback (teacher, peer and self), student reflections, everyday language embedded within school culture, signage, Assembly presentations and teachers addressing Learning Values within varying contexts and planning for them as part of the curriculum. This is what Hawkes and VbE refer to as using an ethical vocabulary. When all teachers in all classrooms are consistently implementing Learning Values in all areas of the curriculum, formal and informal; when the school as a whole is coming together regularly as one community of learners to celebrate and reflect on values at Assembly, then Learning Values are being deeply implemented.

Furthermore, Lynch shares that the Learning Values need to be enacted across three key curriculum pillars: Community (belonging and partnerships), metacognition (thinking about learning) and values (global citizenship) (Fig. 10.1). Similar to the education philosophy of Singapore:

Another finding was that challenging deeper thinking is necessary for teachers and not only the children. Effective senior leadership in this project enabled refinement of the twenty-first-century curriculum and development of core drivers. The curriculum having a well-being platform was supported by the sequence of Maslow's hierarchy of needs (1943)... Thus, belonging, love, and feeling good about yourself gave impetus to

the case study school's core curriculum drivers of Citizenship (values) and Community (partnerships and belonging). Furthermore, desire to learn, artistic and creative, and reaching your potential is aligned with the core curriculum driver Metacognition (learning powers). Examples where the curriculum was embedded with deep values (and empathy) included the Year 4 pathway 'A long walk to freedom—Nelson Mandela'. (Lynch, 2022a, 2022b, p. 13)

The review and development of the Feedback Policy resulted in children not only being assessed (and given feedback) with regards to their understanding of the learning objectives for the lesson or learning experience but also holistically as they develop as life-long learners; the learning process underlying the task. Lynch emphasises how powerful and important it was that these strategies were consistent not only across the physical dimension, especially quality physical education, but that they were consistent across all learning areas in a whole school approach.

When planning, it is essential that firstly, the educators as a collective, consider their context. This is required for identifying the school's vision and mission and subsequent values—all of which should have been decided and agreed upon as policy. The vision, mission and values should be revisited regularly, especially when planning. Hence, school leaders require skills and deep knowledge of the curriculum reform process and its complex nature. The key curriculum pillars (Fig. 10.1) need to be reflected upon by all teachers when planning and should be identified on any planning documentation. Hence, the school community needs to consider what makes them unique as a school, what is relevant and a priority within their holistic learning community and how they can best connect with the world of the children. Only then can the formal curriculum be considered, the knowledge and skills, aims and objectives (curriculum intent).

The teacher's role in planning is to contextualise the curriculum for their particular class who the teacher knows best, and this includes the school's Learning Values/competencies. As an educator, one is required to creatively think through the mind of the child to develop interesting and engaging learning experiences;to be a role model of the Learning Values/competencies; to cater for the different children's needs but to also challenge them; to offer a balance of approaches to learning in an inclusive (socio-cultural) learning environment; to offer constructive feedback which is also positive, relevant and timely (Lynch, 2018).

When values are successfully implemented:

> The leader was inclusive to all teachers and teaching approaches; using an inclusive socio-cultural approach. This is identified as one of the greatest modern-day challenges for leaders in education (Lynch 2017b) and was targeted during a two-hour workshop presented to small groups over 4 weeks, 'Digging Deeper: Learning that is intriguing, engaging and purposeful'... Another contributing factor shared by teachers for the lower-than-expected results for progress in 2019 SATs was that there was previously a heavy focus on a constructivist approach (process) to education across all subject areas and that the balance needed during implementation was limited... Grint (2008) emphasises the ability of leaders to identify the problem and consequent approach to resolving it. The three drivers had been a whole school focus for the last two years, but this project exploited their meaningfulness and connection to all learning areas. (Lynch, 2022a, 2022b, p. 14)

Research from around the world indicates that there are impacts on academic outcomes and wellbeing when values are implemented deeply and consistently in schools. Furthermore, values are necessary for preparing students for the future and are essential to every school, regardless of whether or not they are secular, religious or sit within a denomination. While values will be unique to the school's context and philosophy there are nine universal competencies, (attitudes, values and skills): *Reflection, Collaboration and cooperation, Learning to learn, Respect, Responsibility, Empathy, Self-regulation, Persistence and Trust* (OECD, 2021, p. 48), which can be prioritised and enacted in a simplified and developmentally appropriate way for children. Deep implementation of Learning Values occurs in all aspects of a child's lived experience. Subsequently, values and competencies can be categorised into three key curriculum pillars: Community (belonging and partnerships), metacognition (thinking about learning) and values (global citizenship) (Fig. 10.1).

Curriculum change (and curriculum reform) is a long and complex process, which occurs in a large learning ecosystem. This chapter explores programmes, approaches and strategies used to assist with the implementation of values in schools and investigates how research and literature suggest they should be enacted in schools using a whole school approach. All programmes, philosophies and approaches advocating values in schools do actively encourage similar positive outcomes and priorities.

Values need to underpin everything in the school, teachers need to understand and believe in the power of Learning Values and they need to be models of Learning Values. Also, children and teachers need to regularly have time to reflect and ensure the Learning Values are developmentally appropriate, understood and embraced by the children. Moreso, school leaders need to not only believe in Learning Values but they need to be passionate role models, they require skills and deep knowledge of the curriculum reform process and its complex nature.

Reflection

This chapter describes the nine universal competencies (attitudes, values and skills): Reflection, Collaboration and cooperation, Learning to learn, Respect, Responsibility, Empathy, Self-regulation, Persistence and Trust (OECD, 2021). Which of these are explicitly enacted within your context? How are they enacted? Within your context, has a programme been used to implement values? If so, what are the strengths and weaknesses of this? Are values identified within your context's vision and mission? Are values identified in policies within your context?

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