Report on Sabbatical Term 3 2015

Mark Rice

Principal

St Paul's College

The Teaching and Learning of Values in Secondary Schools

Recommendations made from Professional Learnings

1. **Family values**

   -ensure family values and school values align and that the values that the school is promoting are communicated to the families, particularly the mothers, so that the school values are supported and reinforced at home.

2. **Peer Leaders**

   -use of student leaders to prepare and deliver messages, stories and presentations that reinforce the promotion and adoption of school values as often as possible. This is very powerful.

3. **Local Peers**

   -develop strategies to increase contact with achievement orientated and `high valued' local peers (same age) increases the adoption of desired school values and positive outcomes. Activities such as House groups, co-curricular involvement or mixed-ability courses increase the opportunity for positive local peer influence.

4. **Assembly**

   - daily gatherings of the whole school enable a sense of community to develop and provide the opportunity for frequent, consistent value statements to be made and promoted by school leaders to the whole school community and provide the opportunity for visible peer leadership.

5. **Briefings**

   - daily gatherings of staff bring a sense of community and cohesion with staff and ensures school leaders are able to have the opportunity to influence staff role modelling and messages to students

6. **Co-curricular**

   -provides real life settings for the articulation of appropriate school values in team talks, goal setting, half time messages, analysis and reviews. This also provides opportunities to experience and live value actions in sporting, dramatic and service contexts. Values in the moment.

7. **Visibility**

   - have high visibility, clarity and vocalisation of school values. Public signage, printed media, school website, use in a specific school prayer and song, and in general prayer and singing.   Frequent and repetitive use of the school's value language will embed it.

8. **Traditions**

   - feature statues, icons, symbols, building names, publications and images that tell the story of where the school has come from.

Introduction

My sabbatical journey has seen me travel to England, Scotland and France and also travel throughout the North and South Islands of New Zealand visiting historical sites and schools. The timing of my visit to the Northern hemisphere made school contact difficult. Following the visit to the sites of the founding of the Marist Brothers which I found to be a spiritually moving experience I refined my focus. An initial focus on the St Paul's College Business Plan evolved into the more general topic of values education

As I have journeyed and collected information, experiences and recommendations I have reframed my report to focus on the best practice teaching of values to students. I have focussed in particular on schools espoused and grounded in the teachings of St Marcellin Champagnat. I have collected examples of school's identity with, and promotion of, particular Marist values with no judgement made. Many of the schools have a dual charism which has influenced the values they promote.

Background Questions

In formulating my recommendations and professional learnings, I began with a series of questions;

1. What values and virtues does to Catholic Church want taught and learnt?
2. What are the particular values of St Marcellin Champagnat that Marist schools want taught and learnt?
3. How do students learn values?
   -What can we learn from research about how students make the best academic and social development whilst at secondary schools?
4. What might work best when teaching and learning values in Marist schools?

Background Information Collection:

In collecting information for this report I have read background information from the Journal of Youth Studies, Journal of Research on Adolescence and the paper `Taking the High Ground, Values and virtues in Catholic Schools, NZCEO'.

School and site visits and discussions with Principals and /or Directors of Religious Studies and others have included:

 Sacred Heart College, Marcellin College, St Paul's College (Auckland); Sacred Heart Girls College (Napier); Cathedral College (Christchurch); John Paul 11 High School (Greymouth); Verdon College (Invercargill); St Gregory's Catholic Science College (London, U.K.); Ark Academy (London U.K.) St Mungoes Academy (Glasgow, Scotland); Le Hermitage (France)

Information was gathered in a variety of ways including formal and informal interviews, school literature, web sites and historical site visits.

Acknowledgements;

First I would like to thank the Ministry of Education and the Board of St Paul's College for making this sabbatical possible. Br Barry Burns deserves particular thanks for facilitating my visit to the site of the founding of the Marist Brothers at the Hermitage in Southern France.

Research Papers

What I learnt from the research?

I have examined 3 papers in particular and attempted to summarise their key points and findings as they pertain to what works best for academic and /or social development.

1) *Journal of Research on Adolescence   21(1) 225-241, `Schools as Development Contexts During Adolescence', Authors : J S Eccles (University of Michigan), R W Roeser (Portland State University).*

2) *E.S.W. Yao, K.L.Deane, P.Bullen (2015)Trends and transitions from secondary school: insights from a boarding school for disadvantaged New Zealand youth, Journal of Youth Studies,DOI:10.1080/13676261.2015.1048202*

3) **Journal of Youth Studies** *Vol. 9, No. 1, February 2006, pp .91-110*:

Identity, Masculinity and Spirituality: A study of Australian Teenage Boys by Kathleen Engebretson.

I have also used the paper;

`*Taking the High Ground. Values and Virtues in Catholic Schools. NZCEO 2010'*

This has been useful to define values and virtues and to cross-reference a list of recommendations (or actions) that schools can take.

Research Paper 1

Catholic Virtues and Values

`Taking the High Ground, Values and virtues in Catholic Schools, NZCEO 2010'

Comment:

Whilst all Catholic Schools are bound to have students taught, and to learn, all of these virtues and values, schools narrow their focus. In general, the values espoused in the charisms of their founders are usually those that are identified as particular to single schools. This gives simplicity and clarity and enables the history and traditions of the school and its community to be emphasised.

The teaching and learning of all of the Catholic virtues and values occurs through the regular reflection on and use of scripture and the actions of school staff.

Key points for Professional Learning

Definitions:

Virtues are qualities of moral goodness-lived.

Values are internalised sets of beliefs or principles of behaviour.

4 CARDINAL VIRTUES

PRUDENCE   - discern the true good and chose it

JUSTICE   - give your neighbour his due

FORTITUDE   - be firm in difficult situations and pursue good

TEMPERANCE   - moderate pleasures and balance use of goods

3 THEOLOGICAL VIRTUES

FAITH   - Believe in God and all that is revealed

HOPE   - Trust, await eternal life and grace

CHARITY   -Love God and our neighbour for the love of God

7 GIFTS OF THE HOLY SPIRIT

Wisdom, understanding, counsel, courage, knowledge, reverence, wonder and awe

12 FRUTS OF THE SPIRIT

Charity, joy, peace, patience, kindness, goodness, generosity, gentleness, faithfulness, modesty, self-control, chastity (Galatians 5:22-23)

Research Paper 2

Background Information: A summary of a paper published in the

Journal of Research on Adolescence   21(1) 225-241

Schools as Development Contexts During Adolescence

Authors: J S Eccles (University of Michigan), R W Roeser (Portland State University)

> **Comment:**
> This paper provides a very strong argument to support the position that what works for improving the academic development and achievement will also work for developing student's values. Whilst the teacher and school is at the forefront of influencing academic outcomes the influence of the family and peers is particularly strong in influencing values development.
> Schools have a great opportunity to be smart about how they can use staff, structures and policy to provide positive support for its own, and, peer and family influence.

Key points for Professional Learning

Schools influence all parts of adolescent development from intellect, to well-being, to the influence of peers.

If academic work is meaningful and relevant to the students, they will be motivated to learn and connected with their school.

Factors that are key influencers:

1. **The Teacher -Qualifications** -positive correlation between more qualified is more effective

   -**Curriculum**-best when meaningful to development and culture

   -**Beliefs**- Teacher optimism important at 3 levels-1 to 1, Individual and collective, school structural constraints
   - More successful when they view achievement as `goal orientated'
   - Intelligence is malleable
   - Difficulties in school fit the normal learning curve
   - Opportunities to reflect on other values beyond school that are sources of self -worth

   - Less successful when view achievement as `performance orientated/relative ability' this contributes to a decline in:
   - School motivation
   - School engagement
   - Achievement
   - **Relationships**
   - motivation, engagement and well-being are highest when students have a voice, are successful and are supported.

   2. **School Culture** -higher academic achievement occurs when the school has a high value on learning, high expectations and all students are treated with dignity and value and feel safe.

-most influence comes from their local peer social position, either positive or negative

3.School Policy -Policies around transition, class organisation, size, start and end times, streaming and co-curricular activities have positive and negative effects.

Research Paper 3

A summary of a paper published in the **Journal of Youth Studies**:

Comment:

Schools can make a difference to student's academic attainment.

If schools are to be successful in contributing to the lifelong learning (and growth) of students then they need to make sure that students are best qualified to both, attain entry to, and be able to successfully transition into education, training or employment opportunities that are going to see them reach their potential.

Students need to develop the values and skills needed for this transition with the support of the school, family and community. Those that are most disadvantaged academically often have a similar disadvantage in developing the values and skills best suited to developing to their potential.

Key points for Professional Learning

How well students make the transition from school to further education, employment or training is an important predictor of adult life adjustment.

Schools can make a difference particularly to those at risk of underachievement and not engaging in further education, employment or training. (NEET)

The study of the group of students in the school showed achievement and NEET status were consistently higher than national levels.

It also highlighted that cultivating student's holistic development is important and that successful transitioning can prevent many negative adult life outcomes such as homelessness and poor health.

Many factors affect student's likely success but schools provide resources to reduce socio-economic disparities and school to work outcomes.

The study concluded that schools by focussing on holistic development, especially promoting independence, facilitated successful transitions.

Research Paper 4

Identity, Masculinity and Spirituality: A study of Australian Teenage Boys by Kathleen Engebretson.

Comment:

The findings of this paper are a reflection of the schools from which the data was collected and the families the students come from. It is pleasing to note the dominant values identified by students were personal integrity and relationship values. The study reinforces the hierarchy of sources of values for students with the school's position as a key influencer still evident. By recognising this hierarchy and working with it I believe schools can have the best chance of making a positive difference to values' teaching and learning.

Key points for Professional Learning:

Spirituality in this research is termed 'connectedness with self'. Information in this paper was collected in response to the question `What kind of man do you want to be?'

Information was grouped into 3 broad categories;

1) personal integrity and relationship values,

2) success orientated values,

3) physical/personality values

Data was gathered from 965 boys aged 15-18 in Melbourne schools,5 Catholic and 1 Lutheran

Only 5%of Catholic young people attend church regularly.

Personal spirituality is proven to help protect young people from depression, suicide and harmful behaviours.

 'The twelve most frequently mentioned values. Listed in order, which indicate much about the construction of masculinity of boys in the study were:

1)Caring, 2) Successful, 3) Respected, 4) Kind, 5) Wealthy 6) Honest,7) Good,8) Happy,9) Loving,10) Family,11) Friendly,12) Helpful.'

Of these 10 were from the personal integrity/relationship grouping.

When questioned as to where they learned values family was first especially mothers, followed by their peers and school.

Schools are well positioned to influence the individual through influence on the peer group.

School Actions and Strategies

Actions and Strategies collected for the teaching and learning of values outside the classroom:

- Use of Scripture - particularly sayings or parables of Jesus
- Story telling that communicates gospel values
- Promote and support idealism illuminated in the person of Jesus Christ
- The school history-succinct information about the school's founding, its charism and school history to present
- Referred to in discussion, speeches, assembly presentations
- Promotion of values and virtues of school's charism
- School operation values as seen by staff, parents and students
- Signage displays, newsletters, promotional material, web sites
- Moral question experiences
- Exploration programmes centred on self-understanding philosophical enquiry and personal challenge
- Opportunities for solitude, silence and meditation
- Service learning experiences
- Graduation awards that recognise value actions
- Value certificate presentations
- Practical programmes such as peer mediation
- Staff role modelling-values caught not taught
- Whole school assemblies
- Mass and sermon
- Personalised School prayer
- Class prayer
- School song and school singing
- House activities
- School music
- Retreats
- Statues, icons and images
- Reflection areas
- Charters-strategic plans
- Badge and Certificate programmes
- Prize-giving
- Reward programmes
- Celebrations and acknowledgements
- Social media promotions
- Vertical forms
- Student last word message
- Student speech/presentation
- Student dance,
- Student music

Marist Values

Values of schools with a Marist Heritage

- **Sacred Heart College (Auckland)**
  Family Spirit, Presence, Simplicity, Support for needy, Diligence, Loyalty and Pride
- **John Paul II High School (Greymouth)**
  Love God, Love one another-Consideration, Co-operation, Commitment
- **Cathedral College(Christchurch)**
  To live by faith, a love of learning, participation to succeed, academically focussed.
- **Verdon College (Invercargill)**
  Truth, Presence, Passion for work, In the way of Mary, Family Spirit and Community, Diligent study, Simplicity, Witness, Prayer
- **St Paul's College (Auckland)**
  Faith, Perseverance, Passion, Courage, Brotherhood
- **Values from the windows of the church of St Marcellin Champagnat's upbringing near St Etienne, France.**
  Humour, Welcoming, Labour, Generosity, Modesty, Simplicity, Humility

Marist Values in School Prayer

Sacred Heart College(Auckland)
Lord, teach me to be courageous and to live simply.
May I do what is right, acting always with faith and integrity, supporting others to do the same. May I use wisely the talents You have given me, for the benefit of others.
May I respect others especially my family, being grateful for all they are and do for me
May Jesus, Mary and Marcellin be my guides today and always until I meet You face too face.
Amen
St Marcellin Champagnat
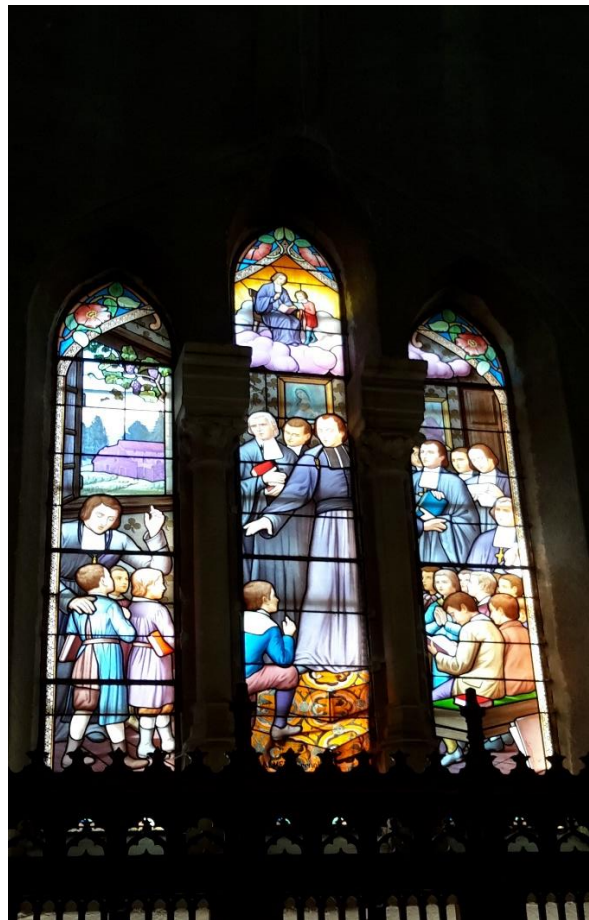Pray for us

(Designer and producer Anthony Hos ,2012)

MARIST IMAGES

L'Hermitage,France

St Marcellin Champagnat

L' Hermitage Chapel image

Site of First Marist School

Commerative Cross at restored Chapel of Champagnat's

baptism

Original Table for Champagnat Brothers meetings
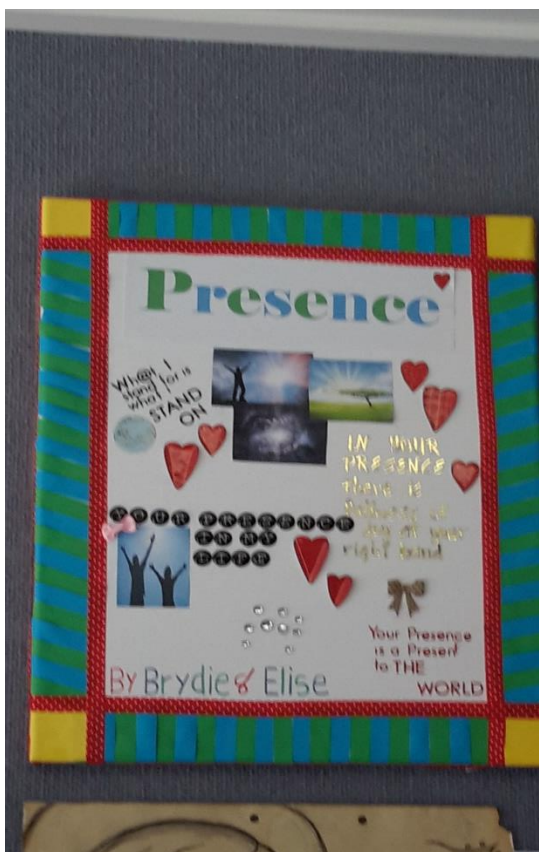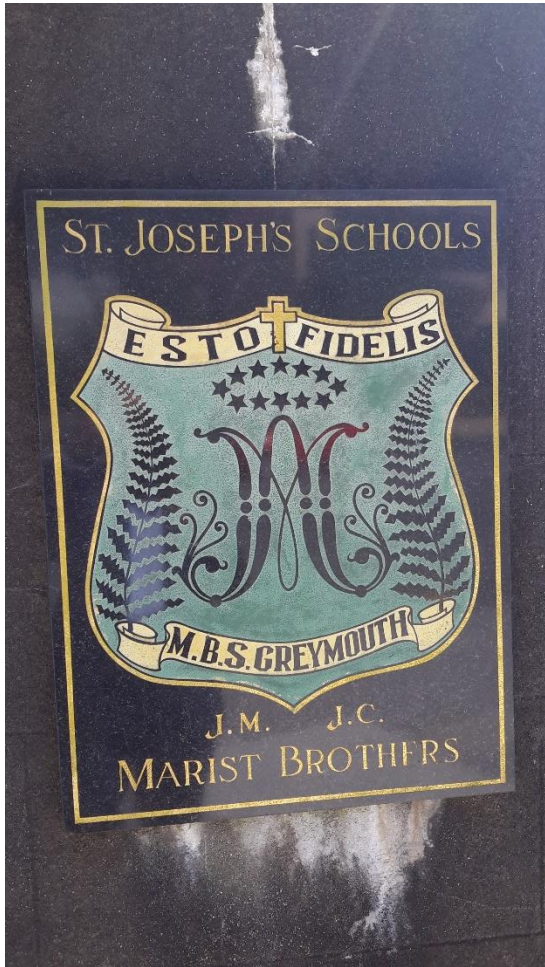
Value promotion images

Sacred Heart Girls College Napier   Verdon College, Invercargill

"Let us love in action and in truth"
1 John 3:18

jJO

ST. JOSEPH'S SCHOOLS
ESTO FIDELIS
M.B.S. GREYMOUTH
J.M.   J.C.
MARIST BROTHERS

MERCY

Presence

When I
stand
for what
STAND
ON

IN YOUR
PRESENCE
There is

YOUR PRESENCE
IN MY LIFE

Your Presence
is a Present
to THE WORLD

By Brydie & Elise

RESPECT   EXCELLENCE

COMMUNITY   TRUTH

Marist values highlighted in the church of the village St Marcellin grew up in