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## **Values in motion: from confident learners to responsible citizens**

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### **Abstract**

This chapter will review, from a practitioner's perspective, aspects of a particular programme of related research into learning, values, assessment and citizenship at the Universities of Bristol, Christchurch Canterbury and Newcastle in the UK and some action research enquiries through which the findings and ideas have been tested in practice. The aim is to identify some unifying principles for a values education pedagogy that integrates the development of personal and social responsibility with the notion of movement, as in a journey, towards publicly assessed curricular goals. The five principles identified are concerned with: the intrinsic nature of motivation to learn; the importance of self-awareness to that motivation and the impact of learning relationships upon it; the facilitation of autonomy; and the integration of personal and social development with achievement.

Findings from a study of 16-19 year-olds' perceptions of virtues, values and character formation are used to show a relationship between 'moral agency' and the capacity for learning and personal growth over time. The principle of intrinsic motivation to learn is identified and then linked with the 'ELLI' research at Bristol, which characterises and assesses the attitudes, values, dispositions and beliefs of the 'effective lifelong learner'. The nature of the relationships between learning, self-awareness and personal change are further explored with reference to findings from action enquiries applying and testing the ideas in a range of educational settings. The impact of learning relationships upon power to learn is explored, together with its implications for the role of the teacher. Examples of learners' increased self-reliance and reduced dependency on teachers are used to illustrate and underline the value of developing and supporting learners' autonomy. A close relationship is found between the practical implications of these enquiries and two reviews of worldwide research into the impact of Citizenship Education on schooling, learning and achievement. The theme is identified of an integral relationship, rather than a dichotomy, between values education and the sustainable achievement of the imperatives of public accountability.

The chapter finishes by suggesting a practical approach to self-evaluation for teachers and schools seeking to reconcile the 'humanity agenda' with the 'achievement agenda'.

## **Introduction**

As a former teacher and secondary school leader in the UK, I represent a practitioner's perspective in exploring the connection between a particular programme of research with which I have been engaged and potential and actual developments in the practice of values education. This research into learning, values and citizenship education at the University of Bristol, in partnership with other universities and researcher-practitioners in the last decade, has fore-grounded a complex set of interconnecting factors and processes, driven by emancipatory values, that combine to form what is best described as an optimum 'ecology' for learning and achievement. The purposes of this chapter are, firstly, to review aspects of a group of studies selected for their commonality in illuminating some unifying principles, showing how closely these five principles relate to the values of character formation, virtue and good citizenship and, secondly, to explore the implications of these principles for pedagogy: offering, in other words, a strategic application of the research findings that not only addresses economic and political imperatives but enhances humanity.

The five linked, emerging principles, between them, encompass and interconnect the concepts of personal growth, learning and achievement. The first is about intrinsic motivation to learn and change over time and its manifestation in the expressed values of young people. The second is about the value of self-awareness in optimising and harnessing motivation. The third concerns the impact of learning relationships on self-efficacy and the sort of context in which it is most likely to be encouraged and enhanced. The fourth principle is about the teacher's role in the facilitation and support of learners' developing autonomy and responsibility. The fifth and last is concerned with a dynamic and integrating relationship between personal and social development and curricular, or 'public' achievement.

The chapter ends on a practical note by using the aforementioned principles as the basis for a pedagogy for values (or citizenship) education, offering a set of suggestions for teachers to use in self-evaluation: what we might do more of, and less of, if our purpose is to develop effective learners who are learning both to be good citizens and high achievers.

### **Intrinsic motivation to grow and change over time**

The first piece of research I want to refer to is an in-depth case study of three Sixth Form centres in Bristol, led by Christchurch Canterbury University between 2004 and 2006. Quantitative and qualitative data were collected from 551 students as part of a four-phase investigation of how 16-19 year-old students understood the concept of virtues and values and what they perceived to be the main influences on the formation of their own characters (Arthur J. et al 2006). One of the overall findings of this study was that these young people, who 'have a strong sense of themselves as "moral agents" in society with clear ideas about what virtues and values matter (and) a sense of their own growth and change over time' (Ibid. pp. 110-111).

Following a preliminary theory building stage, an 81-item character questionnaire was designed and administered to the entire population and a factor analytic study selected as the most appropriate means of exploring whether there were any coherent underlying themes or factors that could be understood as dimensions of character formation. This

enabled new scales to be created for each of the factors, which were tested for reliability. Fifteen key dimensions of character emerged from the study, which were then scored according to the questionnaire responses (see table 1, below). The mean scores indicate the strength of the students' self-report on each factor.

<b>Character factor</b>	<b>Mean</b>	<b>Std. Deviation</b>
Living my virtues and values	76.1630	10.70520
Critical learning and becoming	74.0045	11.15371
Ambition, meaning and purpose	73.4795	15.63086
Critical social justice	73.2164	14.35784
Challenge and responsibility	71.7809	14.83962
Family influence	70.7899	20.42706
Teachers respect for students	70.7193	15.18821
Identity in relationship	69.9858	13.39381
Influence of peers	62.2942	17.90240
Critical values and school	58.9110	14.38256
Community engagement	51.1586	25.63368
Wider family influences	49.8936	25.85417
Political engagement	43.5029	20.94131
Media and community influences	35.0149	22.92697
Spiritual and religious engagement	34.3845	32.49014

*Table 1: Rank of mean scores for dimensions of character (Arthur J. et al 2006 pp 58-59)*

The factors I want to focus on here are those ranked second, third and fifth in the table: *Critical learning and becoming; Ambition, meaning and purpose; Challenge and responsibility*. It is worth ‘unpacking’ these, with these extracts from the first-person descriptions in the Report:

**‘Critical learning and becoming’** is characterised thus:

*I know how to become a better person, am continually changing and growing as a person, and I have overcome lots of difficulties in my life, which have helped make me the person I am today. Current events make me think about the meaning and purpose of life and I know that there is sometimes a gap between what I do and what I know is right. ...I often change as a result of my learning and I usually take responsibility.*

**‘Ambition, meaning and purpose’** includes:

*I have a strong sense of my own purpose and meaning in life and what I would like to be doing in the future. I am ambitious to do well in life and my exams*

**‘Challenge and responsibility’** is as follows:

*When I struggle with something I will persevere with it, I challenge others’ opinions and am open to being challenged myself and I am able to take full responsibility for my own learning.*

(Arthur J. et al 2006 pp 57-58)

The fact that the mean scores in these three dimensions are relatively high suggests that a large majority of these young people think of themselves as ‘continually changing and

growing’, having a sense of ‘meaning and purpose’ in life and identifying and desiring in time to close this ‘gap’ between how they behave and how they aspire to behave. This appears to be linked to an openness to challenge and acceptance of ‘full responsibility’ for their own learning.

This willingness to accept responsibility and the desire to change for the better can be seen as a deep-seated ‘learning energy’ that one would hope teachers are in a position to identify and foster. The most important implication for teachers, though, and the first of the five principles that I am proposing for a values-based pedagogy, is that the drive to learn and improve is intrinsic to the human condition and does not need to be somehow ‘implanted’ or seen as the teacher’s responsibility to engender. A skilled and experienced teacher will spot it, know it, value it, exploit it and refuse to blame anyone else for their failure to do so. Any apparent weakness, or indeed absence of such motivation must be interpreted as being as much or more a contextual factor than a reflection of the personality or temperament or innate capacity of the individual learner. The context is the teacher’s responsibility. Given that, motivation is the learner’s!

### **Self-awareness and learning how to learn and change**

Perhaps the research most important and relevant to the notion of self-motivated personal growth and change over time is the Effective Lifelong Learning Inventory (ELLI) research at the University of Bristol’s Graduate School of Education, (Deakin Crick et al 2004). Its core aims were to identify and define the values, attitudes, beliefs and behaviour characteristic of the effective lifelong learner and to construct an assessment instrument to measure them through self-report and assist their development. Seven dimensions of ‘learning power’ emerged, via factor analytic studies, each with cognitive, affective and behavioural aspects, representing a holistic view of the learner as a ‘thinking, feeling and doing’ human being:

- changing and learning*** - a sense of myself as someone who learns and changes over time;
- critical curiosity*** – an orientation to want to ‘get beneath the surface’;
- meaning making*** – making connections and seeing that learning ‘matters to me’;
- creativity*** – risk-taking, playfulness, imagination and intuition;
- learning relationships*** – learning with and from others and also able to manage without them;
- strategic awareness*** – being aware of my thoughts, feelings and actions as a learner and able to use that awareness to manage learning processes;
- resilience*** – the readiness to persevere in the development of my own learning power.

A seventy-two item questionnaire was created and later validated through further research (Deakin Crick R. and Yu G. 2008) in order to measure the strength of these ‘learning dispositions’ in any individual, through self-report. Administered online, this produces feedback for each learner, in the form of a 7-spoked spider diagram. A frequency chart is also produced for the whole class. This feedback then becomes the starting point for mentoring conversations and strategies for developing learning power, individually and collectively.



*Fig 1: An ELLI profile, pre- and post-intervention*

One of the most widely reported benefits is of learners and teachers becoming confident with a whole new language of learning. Individuals often report particularly significant change in the dimensions they target and work on (Millner et al 2006). If a second survey is taken, the tool superimposes a new profile on the original, so any gains made can be seen graphically (see Figure 1).

An important element of the ELLI survey tool, from the researchers' point of view, is that it generates comparable data about the different levels of self-reported learning power, of different groups of learners, in different contexts, pre- and post-interventions which can change both learners' behaviour and contexts, by changing the way learning is managed.

Through a programme of Research and Development from 2004 to 2008, for the leadership of which I had some responsibility, these ideas have been applied and tested in practice in a series of collaborative action enquiries in which a researcher/practitioner facilitated partner practitioners in schools, universities and other formal learning contexts in administering the ELLI Inventory and using the data reflectively, diagnostically and formatively with individual learners. Qualitative data about impact, response and perceived change was collected from students and staff and analysed alongside the quantitative data generated by the ELLI inventory. Sample sizes ranged from nine 'NEET' Learners (not in education, employment or training) on a state-funded training course to improve access to employment, to 1,897 learners of all ages from 18 to 70, across fourteen Higher Education institutions.

One of the most significant and immediate benefits reported by learners was the positive impact of the visual characterisation of their own self-report. Given an understanding of the seven learning power dimensions, they now saw themselves as learners in a way they had never done before and had a language with which to communicate about it. In one study in a secondary school in the North-west of England, for instance, (which had used professional actors to personify the seven dimensions) an eleven year-old student reported that, on noticing that her strategic awareness was relatively weak, and before even discussing her feedback with a teacher, she had started doing her homework on the day it was set, instead of leaving it 'until some other time' (Small T. 2008). This echoed a male student of the same age in a study in a school in the South of England the previous year, of a sample of 199 students in their first year of secondary education in the UK:

*I used to leave homework till the last minute, now I do a piece every day and plan ahead*  
(Small T. 2007)

Quotations from other students in this latter school context reveal the impact of the ideas on their sense of identity and efficacy as learners:

*I have clear targets and I can set myself ones now*

*Even if teachers don't tell you to, you can still use it (ELLI) to help with your work*  
(Ibid.)

Further benefits and insights were widely and consistently reported, including an increase in confidence, reduced dependency on teachers and enhanced capacity to manage transitions, such as between cultures, between work and formal learning and between one learning institution and another. The Higher Education study found, for instance, that the population reporting the highest levels of learning power were mature adult, part-time

learners who were engaging with formal learning in a work-related context, with a clear, vocational purpose. One might assume that these mature students had naturally attained a higher level of self-awareness than younger, full-time students and, sure enough, it was the traditional, full-time, 18-22 year-old students just out of school who reported the lowest levels of learning power (Small T. and Deakin Crick R. 2008). The clearest finding of this study was of improved engagement in reflection upon self and learning, the cultivation of which tutors reported as previously problematic, especially with this youngest section of the university student population.

One of the most interesting interventions using these ideas involved three quite small, disparate sub-samples of young learners: a dozen 15 year-old high achieving students in a state comprehensive school, the nine 16 year-old NEET learners ('not in education, employment or training') and sub-sample of six out of thirty-two young offenders convicted of serious offences and locked up between the ages of 12 and 18 (Millner N. et al 2006 and reported in Deakin Crick R. 2009). The self-assessment of learning power through the ELLI tool was used to 'scaffold' their engagement with a personalised enquiry, so that they became aware, for instance, of the value of *critical curiosity* in finding out more about a chosen and cherished object or place, or strategic *awareness* in planning ahead, *learning relationships* in linking with experts, tutors, each other and, of course, *resilience* when they were 'overwhelmed' by the scope of their enquiries. In response to their feedback, they each selected two dimensions of learning power to focus on during their enquiries. The overall purpose of the study was to see how far it was possible for learners from these very different backgrounds to achieve objectively assessable, publicly valued outcomes through a learning process which begins with and is grounded in personal choice, a methodology pioneered with undergraduates by Professor Milan Jaros at the University of Newcastle (Jaros M. and Deakin Crick R. 2006). The sample was small, but the results were extremely positive and the students' evaluations contained material both profoundly revealing, as here in one high achieving student's insight into the role of personal narrative in learning and achieving:

*'Learning how to tell your own story would make it easier to do all the other things you have to do - learn subjects, get grades etc.'*

(Deakin Crick R. 2009 p. 12)

and encouraging, as here with the words of Danny, one of the previously most disengaged and disaffected NEET learners, who said,

*'It's changed what I think I can do!'*

(Millner N. et al 2006, p.24)

These two quotations sum up most eloquently the second principle I am seeking to illuminate here: that self-awareness is a powerful element in motivation to learn and change. The link with the first principle is clear: that if that motivation is intrinsic, then becoming more aware of their 'learning identity' and a 'learning journey' or 'story', can help learners to find and release their intrinsic motivation. The ELLI tool is reported to be a factor in increasing self-awareness, particularly in relation to learning and personal change. Unlike most measuring and assessment undergone by students in formal education, this is not a test by which they are being judged as successes or failures. The ELLI tool 'holds a mirror' up to learners, with no judgement implied other than that contained within their own interpretation of the feedback. With the help of a skilled mentor, their response is most often found to endorse the face-validity of the feedback,

embrace the possibility of self-motivated change and anticipate the continuation, or resumption, of a 'learning journey'.

### **The nature and importance of effective learning relationships**

Having and utilising effective learning relationships is identified by the ELLI research as one of the seven key 'dimensions' of learning power and is characterised thus:

*Effective learners are good at managing the balance between being sociable and being private in their learning. They are not completely independent, nor are they dependent. They like to learn with and from others and to share their difficulties, when it is appropriate. They acknowledge that there are important other people in their lives who help them learn, though they may vary in who those people are, e.g. family, friends or teachers. They know the value of learning by watching and emulating other people, including their peers. They make use of others as resources, as partners and as sources of emotional support. They also know that effective learning may also require times of studying – or 'dreaming' – on their own.*

(Deakin Crick R. 2007 p.141)

This important balance between collaborative and solitary learning often appears to get lost in the pursuit of either 'independent learning' on one hand, or 'social and group learning' on the other. The implication is that the 'use of others as a resource', the sharing, watching and emulation that are all part of this dimension of effective lifelong learning can either increase a learner's capacity for autonomy or create a dependency upon the external sources of support. The learning relationships found to be most beneficial to the development of learning power were summed up by practitioners involved in the original ELLI research as being 'characterised by trust, affirmation and challenge' (Deakin Crick R. 2007 p. 147).

Although the term 'learning relationships' in the ELLI research covers all the 'social resources' available to a learner, it is student-teacher relationship that I want to focus on here, since the research suggests that it can be a key influence in the decision-making involved in personal change. The students in the Bristol study investigating their attitudes to values, virtues and character formation, described above, reported that 'the most important feature of school is that their teachers respect them, like them and value them as individuals'. They reported that they respond most readily to teachers who encourage and lead by example and that they 'perceive a relationship between good relationships with their teachers and their learning' (Arthur J. et al 2006 p 113). It is important to note, here, that these teachers were not necessarily those with responsibility in a 'pastoral' role for the students' character formation or well-being; they might be teaching them anywhere in the curriculum.

This relates to evidence that where mentoring support is designed and implemented strategically and appropriately, it appears to be a significant factor in the power of the ELLI tool to inspire and inform personal change. In another quasi-experimental study involving 199 students and their form tutors in their first year at a secondary school in the South of England, students and tutors alike reported the single most powerful intervention to be the use of mentoring conversations, framed by the ELLI feedback:

*tutors placed a high value on the mentoring conversations as a context for guidance and target-setting using the ELLI profiles to inform and differentiate their advice, though their*

*success depended upon the promptness and enthusiasm with which such conversations were followed through and sustained.*

*Especially in the context of the mentoring conversations, students appeared to find their ELLI profiles particularly helpful in prompting choices and focussing their target-setting.*

The tutors' feedback included such phrases as:

*Mentoring is key!*

and students said such things as:

*(My mentor) explained the profiles which was very useful...*

*They (mentoring sessions) were the starting point for talking about our profiles...*

*(We) talked about it with mentors and (had) written targets to improve our weaker points...*

*One-to-one talks made the intentions clear.*

(Small T. 2007 p.11).

In a survey conducted by the school, 88% of students reported that they had discussed their ELLI profiles or Dimensions in mentoring and found it helpful.

The principle that is emerging here is about the value and power of a professionally intended and skilfully managed relationship between the learner and someone in a position to offer structured, mentoring support for increasing self-awareness and experimenting with strategies for improving learning effectiveness. The evidence suggests that it is a key environmental variable in a context where young people are most likely to be motivated to accept the risk of learning characterised by personal growth and change.

### **The teacher/mentor's role in supporting autonomy**

These findings raise important questions for the classroom teacher. How far is it possible within a normal timetable for teachers to adopt and provide this kind of mentoring role in relation to individual students? How far is it challenged by the conventions of authority, control and curriculum coverage? In short, what would a 'values-education pedagogy' actually look and feel like, that combines the goals of personal and social development with those of curricular achievement? The research suggests that a teacher cannot accomplish this in isolation. It needs to be part of a 'learner-centred' culture.

The role of the teacher as motivator and facilitator is illuminated by McCombs B. and Whisler J. (1997) whose principles of 'learner-centred practice' were tested and assessed as a co-variable with ELLI learning power data in a piece of research in Bristol (Deakin Crick et al. 2007) from which the notion of an optimum 'ecology' for learning and citizenship was developed. The purposes of this study were to explore the relationships between the seven ELLI variables and other constructs known or presumed to be key features of an effective learning environment. These were teacher beliefs and practices, students' perceptions of their teachers' practices; student motivational variables, organisational emotional climate and student attainment outcomes. The findings suggested strongly, perhaps predictably, that students who report themselves as having the highest levels of learning power, on the seven ELLI dimensions, also report their teachers

as having the highest levels of 'learner-centred practices'. These include, as four core 'domains', the teacher:

*providing positive classroom climate and relationships; honoring student voice and providing individual challenge; encouraging higher order thinking and learning skills; and adapting to individual developmental differences*

(Deakin Crick et al. 2007 p. 45)

According to McCombs, the learner-centred teacher also shows high levels of self-efficacy, or 'self-concept of ability' (McCombs B. and Whisler J. 1997 p. 30), believes unconditionally in the learning potential of her students and gives structure and support for students' autonomy, rather than seeking simply to retain 'control' of her class: in short, treating them as 'co-creators in the teaching and learning process' (Ibid. p. 33). Again, optimal characterising of the relationship between learners and their teacher is seen as amongst the most important contextual conditions for effective learning.

In the study with disaffected and disengaged learners and high achievers already referred to, a key idea to emerge concerned the relationship between the learner and teacher, or rather, in this case, the nature of the researcher's role as 'learning guide', rather than 'teacher' in the conventional sense. A 'learning guide' was found to be as essential to success, especially of the fragile and disaffected learners, as their own motivation. The role as proposed by the researcher has two main aspects. The first is that of making critical professional judgements about the 'elasticising' of scaffolding and support, sometimes in the form of rules and limits, recognising on one hand, in the words of one of the high achievers, that 'limits make you more creative' and on the other that freedom enables and requires the learner to take responsibility. These judgements had to take account of learner, context and task, and might change from one day to the next as confidence waned and grew. A second, essential aspect of the role reported unsurprisingly, therefore, by the researcher, was a 'commitment to the life narrative of the learner rather than to a set of learning objectives devised on her behalf' (Millner N. et al 2006, p. 35).

The fourth principle, then, is the necessity of a progressive, responsible and well-judged 'handing over' of power and control to learners, through involving them as 'authors' of their own learning journeys, co-creating knowledge, curriculum pathways and criteria for evaluation and developing a culture of responsibility and partnership based upon the values of humanity and learning, rather than on compliance or complicity in narrowing the task to one of meeting external objectives or targets invented by 'the system'.

### **The lessons from Citizenship Education**

The last two studies I want to refer to are reviews of all available empirical research, world-wide, into the impact of citizenship education on the provision of schooling and on learning and achievement (Deakin Crick R. et al. 2004(2) and Deakin Crick R. et al. 2005). The purpose of the first of these Reviews was to address, through a synthesis of the evidence from research, the relationships between citizenship education and the activities, processes and structures of schooling. The purpose of the second was to build on the first, to explore in particular the impact of citizenship education on student learning and achievement. It was my task to summarise both of these Reviews into pamphlets for professionals in teaching and teacher education (Small T. 2004 and 2005).

What is clear from both reviews is a sense of the essential and integral relationship between education for personal and social development and education for lifelong learning and achievement by publicly agreed standards. It was also clear that, if it is to mean anything, citizenship education must be understood to be about everything that happens (in schools), rather than just about what happens in a particular ‘Citizenship’ curriculum ‘slot’ designated for that purpose. In this sense, it is synonymous with values education. Here is an extract of some of the findings of the first Review in respect of the impact of Citizenship Education upon teaching and learning:

- *The quality of dialogue and discourse is central to learning in citizenship education*
- *Transformative, dialogical and participatory pedagogies complement and sustain achievement rather than divert attention from it*
- *Students should be empowered to voice their views and name and make meaning from their life experiences*
- *Listening to the voice of the student leads to positive relationships, an atmosphere of trust and increases participation. It may require many teachers to ‘let go of control’*
- *A facilitative, conversational pedagogy may challenge existing power / authority structures*
- *Such pedagogies require a quality of teacher-pupil relationships that are inclusive and respectful*

(Deakin Crick R. et al. 2004b)

The principles of a pedagogy for enhancing both humanity *and* achievement shine clearly through these findings: the implication is of near-equal power relationship, where listening and influence work in both directions between teacher and student and knowledge is co-constructed, so the student is fully *engaged* in the learning. The finding that acknowledges the challenge this represents to more conventional views of authority and instruction should not be lightly dismissed. The experience of *trust* and *affirmation*, as well as *challenge*, in the relationship means that confidence, on both sides, is developed as a foundation ultimately more reliable and self-sustaining than control can ever be.

The findings of the second Review make an even clearer link between ‘a pedagogy for citizenship education’ and raised academic and educational achievement, in terms of cognitive and affective, as well as social and personal outcomes. Here are some of them:

*a pedagogy appropriate for citizenship education:*

- *can engage students to seek cognitive understanding of the meaning of their personal stories and experiences when learning about lesson content and gaining awareness of others’ situations*
- *may lead to greater participation when lesson content is pertinent to student experiences*
- *can enhance students’ higher order cognitive and intellectual development*
- *can result in statistically significant positive changes in formal operations of movement from concrete literal thinking to abstract and scientific thinking, resulting in higher levels of reflection*
- *may empower students, leading to increased self-confidence, more positive self-concept and greater self-reliance*
- *can impact on affective outcomes as well as cognitive growth in areas, such as the development of self-concept increased self-confidence and more positive behaviour*

(Deakin Crick R. et al. 2005)

Just as with the ‘ELLI’ research into learning power, the power of this Review’s findings is in its holistic view of the learner as a ‘thinking, feeling and behaving’ human being. For too long, educators have concentrated on *either* cognitive *or* personal and social functions and created schooling systems where the two are managed separately.

What these Reviews are asking, between them, as summed up in the pamphlets, are fundamental questions about the educational culture in which children are expected to grow into effective citizens. Is it to be a culture characterised by control and accountability, or one based on trust and responsibility? Is it to be a culture in which students are generally treated as anonymous, passive consumers, or one in which they are known and valued as contributors to, and partners in, the learning process?

It is clear from the findings of both Reviews that effective education for citizenship requires a shift in emphasis towards the latter kind of culture: where learning experiences are progressively shaped and ‘owned’ by the learners themselves, rather than prescribed and determined, in both content and delivery, by those in positions of power. It is a culture in which interactions and processes are given at least as much attention as content and outcomes. Citizenship, again in common with values education, is as much about *how* things are done, as what is done. It is about habits of daily life, demonstrated and experienced in practice, not just in theory. Where experience is most valued, it is generally lived, not handed down from on high.

If we wish to encourage young learners to make sense of the world of which they are a part, then we must make *increasing personal and institutional coherence* the fifth and last of our principles for strategic change in the pursuit of a values education pedagogy. It is about recognising the intricate and interconnected relationship between ‘personal growth’ and ‘academic achievement’. It is about creating an environment and learning experience where everything hangs together, for the learner. Schools struggle with the behaviour of their students at times yet overlook inconsistencies in the behaviour of adults towards them. Citizenship education requires the values of justice, equity and democracy to be part of the currency of the classroom and intrinsic to decision-making at every level in a school and schooling system. If we expect young people one day to take an active interest in improving the world, perhaps they should all now be democratically involved in improving their schools.

Equally, if schools are expected to make space in the curriculum and trust learners to help shape their learning and their schools, then school leaders, too, need to be given space and trust by legislators and policy makers, through easing the pressures of curriculum coverage, assessment and testing, performance management and accountability, that tend to promote standardisation, routine and uniformity at the expense of creativity, flexibility and diversity.

### **Suggestions for the self-reflecting practitioner**

Lastly, since this chapter is written from a practitioner’s point of view, I want to end it with even more specific interpretation of these five principles into action and practice. In summarising these two Reviews and their findings, and interpreting their implications to professionals, it was included in my task to compile, for each, a list of suggestions of what teachers might do more of, and less of, if their purpose was to enhance the citizenship of their students – wherever in the curriculum they might be teaching (Small T. 2004 and 2005).

In the light of the research and its practical applications reviewed in this chapter, and in support of the integration of professional and organisational self-evaluation into our culture of accountability, I thought I would end the chapter by offering a condensed version of these lists as a framework for professional self-evaluation and review of practice. If they help to support personal and professional change, they may represent another step towards enabling professionals to shape a pedagogy not only for values education but for integrating the core educational goals of raising academic standards and enhancing the human potential of all learners, including teachers.

I have used these lists, adapted for the purpose, in workshops with practitioners who have found them useful, if challenging, (as intended) as a means of evaluating their practice against many of the principles which I have attempted to extract from selected studies referred to in this chapter. The adaptation simply involved adding a 'Lickert scale' type scoring system on which we could score ourselves from 1 to 4 on each line of the lists of positive practice, according to whether we practise this 'All or most of the time; Some of the time; Occasionally; or Rarely or Never'.

It would have been contrary to the spirit of the Reviews' findings simply to tell teachers what to do. Nevertheless, the evidence was very clear that some approaches enhance citizenship, or values education, whilst others are likely to hinder or obscure it. The intention was to encourage teacher educators to encourage teachers to experiment with these approaches, reflect on them and build their practice *both* on this sort of research evidence and their own experience of success. With the help and support of those responsible for our training, supervision and continuing professional development, those of us working with values in education might therefore consider:

***How often and well do I do this:***

- listen to students, as individuals as well as groups
- encourage them to pose questions of their own rather than simply answer those posed for them
- coach them in asking 'why?' and 'how?' questions and refusing to accept propositions at face value
- admit to 'not knowing' but suggest how to find out
- take time out to get to know individuals in their own right
- create opportunities for sharing personal 'stories and journeys' and relating programmes of work to them
- seek and use opportunities to help students link the content of the curriculum to their personal stories and experiences
- take a genuine interest in the lives, feelings, preoccupations and views of students, beyond classroom and school, and allow space for their growth as 'whole people'
- ask open questions, such as enquiring what students really think and feel about things, giving time for reflection and listening intently to the answers
- ensure that all students are included and involved in ways that suit their learning needs
- model and encourage relationships characterised by trust, affirmation and challenge
- see quality of relationships, between teacher and students and students and each other, as a prime responsibility and hallmark of good teaching
- make a feature of co-operation and collaboration, to build trust and enable all students to risk being heard

- anticipate and welcome the participation of more and more students in dialogue and discussion as they see the relevance of the learning to their own lives
- make judgements about the degree of responsibility that can confidently be expected of each individual at every stage
- make use of students' ability to teach each other whilst relating what they know to what they need to find out
- progressively and safely 'let go' of the need or desire to control things single-handedly and make explicit everyone's personal and collective responsibility for respectful, orderly conduct and collaboration
- involve students in formulating the expectations and 'ground rules' which create the conditions for respectful dialogue and discourse
- take responsibility for upholding these and periodically renewing commitment to them
- confront and clarify any apparently deliberate attempt to undermine or subvert such agreed 'ground rules' and take appropriate and predictable action
- organise and (with the students' help) continually reorganise the classroom so as to indicate the equal value of every voice and facilitate face-to-face dialogue between pairs, in groups and in the whole class forum
- build in time for reflection, for myself and my students
- reflect back to individuals and groups the learning about values that I am demonstrating through collaborative processes as well as content and output
- include these intended learning outcomes in the objectives I plan for and make them explicit at the start of sessions
- involve learners in structured self-evaluation and inform my own assessment judgements by this means
- inform myself about the rights and responsibilities of good citizenship, including matters of justice, ethics, equity and equality, lawful and unlawful discrimination, social formation, economic awareness, democratic accountability and participation, public and private finance and accountability, political pressures and processes of government, civic and human rights
- practise articulating my own social vision and values whilst encouraging a critical, questioning response
- coach students in the same skills
- encourage learners to develop criteria for the validation of opinions, attitudes and beliefs
- make the *processes* of learning an explicit part of the curriculum and its assessment
- in particular, foreground, develop and assess communication skills as channels of learning
- take responsibility for structures and processes that allow students to take responsibility for their own learning
- understand and remember that academic achievement is enhanced by attention to personal and social development
- plan lessons and set objectives to allow for unpredicted, as well as intended learning outcomes
- seek and use opportunities for students to engage in higher-order, cognitive activities, such as asking 'Why?' questions, thinking about thinking (meta-cognition) and learning about learning
- notice and reflect back to students their increasing ability to move between concrete or literal thinking and abstract, figurative or scientific thinking

- encourage and make time for reflection, to embed cognitive development and higher order thinking skills
- reflect back to students their progress towards ‘deeper meanings’ and their development as ‘interpreters’
- remember that thinking, feeling and action are closely inter-related and avoid seeming to place intellectual development in a realm of its own
- practise reflective self-evaluation, with the help of professional ‘critical friends’ and monitor the extent to which my teaching models and expresses (non-verbally as well as verbally) the values I seek to promote
- be ready to ask for help, ideas and examples, including the chance to see this kind of teaching in action in other classrooms.

***and how well do I avoid these things:***

- asking more questions than my students
- saying more than all the class put together
- asking questions to which I already know the answers
- seeing myself as the main repository of knowledge or wisdom
- using the content and knowledge-base of the curriculum as the sole organising principle for my planning
- arranging students permanently in rows of desks facing the front
- using my power to suggest an unequal right to opinions, attitudes and beliefs
- suggesting that there are simple, right and wrong answers or ‘quick fix’ solutions to matters of personal and social morality
- assuming that learners understand why they are there and what they are intended to learn
- keeping criteria for assessment judgements to myself and impose those judgements summarily and without explanation
- stopping people talking just to get some ‘peace and quiet’
- thinking that academic success can be achieved simply by accumulating knowledge
- dismissing feelings, ideas, personal connections and anecdotes as irrelevant, however ‘wacky’
- limiting the development of thinking skills by restricting discussion to what is already known or strictly relevant
- seeing myself as the prime decision-maker and controller of learning
- being suspicious of digression and reflection
- controlling behaviour by denying opportunities for interaction
- stimulating negative behaviour by naming or spot-lighting it and so ‘feeding’ it with attention
- thinking that the way something ‘has always been taught’, however well, will always be the best way
- seeing intellectual or academic development as somehow separate from feelings, relationships and personal growth.

**Conclusions**

The message is as clear for leaders and policy-makers as it is for students and teachers: that improved academic performance is not best accomplished by being made the single,

main or ultimate goal of learning. It would seem, though, that it is the virtually inevitable by-product of meaningful, integrated programmes founded upon the five principles that I have framed out of the research reviewed above:

- first, that desire and motivation to learn are intrinsic to the learner and need to be fostered, rather than usurped by the system;
- second, that self-awareness and the capacity for interpreting and telling our own stories can ‘move’ us to accept responsibility for our lives and purpose;
- third, that this is greatly helped – and may only be possible for most of us – in the context of learning relationships characterised by trust, affirmation and challenge;
- fourth, that the challenge, on both sides of the teacher-student relationship, includes giving power to the learner and recognising that no one can truly exercise responsibility without it;
- fifth and last, that learning to learn, grow and change is inseparable from learning to meet curricular goals: the strategy needs to be holistic and the experience to make coherent sense, if humanity is to be enhanced by what we achieve.

Classrooms and learning environments informed by these principles are characterised by learners’ own enquiry, rich interaction and effective two-way communication, attention to personal and social development, self-assessment and the encouragement of reflective self-awareness in learners and their learning teachers. They are alive with a sense of wonder, purpose, community and discovery. When change occurs and guidance, resources or support suddenly become unavailable, or when tests have to be passed and grades to be got, people take these things in their stride as part of what it means to be effective lifelong learners. In short, values education pedagogy, done well, moves people to close the gap between what they value and how they live out their stories: mapping the journey of learning *and* achievement for everyone.

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