Primère Skool Fonteine

Prioritising Values in Education

Here we apply new lenses to focus on the challenges of the 21st century.
Presentation structure

- Aims and objectives
- Implementation and development
- Data analysis
- Results
- Reflection
- The way forward
Aims and objectives

• Enabling 21st century learners to be critical thinkers and doers

• Our purpose: Prioritising values in education

• Chosen core value: RESPECT
The power is in a name

Fonnie Foundation Representative
Rewards and challenges as motivation

- KRUSHERS
- KREAMBALL

- Celebrating World Respect Day on 16/18 September 2016
Implementation and Development

Values in practice

• Value 1: Rules

  January 2016 initiate project with the first letter of RESPECT
  
  o Assembly rules
  o Class rules
  o Dress rules
  o Playground rules

Wristband as tangible reminder
Values in practice

- Value 2: Reverence – July 2016

Purple wristband symbolises the new value.

- Practical reverence attitude
Reverence in practice

Tuesday – think before you do.

Wednesday – revere friends and adults.

Thursday – do everything to the best of your ability.

Friday – peace in your heart for making a difference.

Saturday and Sunday – together we as a family - make a difference in our homes and community.

Monday – make a difference in obeying rules.
Integrating values into learning material

- Subject matter
- Homework books
Branching into the community

• Practising values at home and in the community
  - Letters
  - Facebook
  - School Communicator

• Wristbands

• Information boards

• Refrigerator magnets
Data Analysis

Question at completion of Rules:
What has changed since you have highlighted respect at school and focused on obeying rules.
Theme 1: Improved conduct

More considerate

• I think how it will affect others if I disobey rules.
• More honest with people.
• I think twice before I say something to someone.
• Stopped bullying and swearing.

I am a better member of the community.

• Do not hit or bully any more.
• More respect: parents, teachers, older people, peers.
• I assist those who struggle.
• I value others’ possessions.
Theme 2: Positive behavioural change

Listen to others
- More obedient.
- Await turn to speak.
- Listening results in better understanding of parents and teachers.
- Obey house rules for the first time.

More disciplined
- Improved in obeying rules.
- Raise my hand if I want to speak, do not speak out of turn.
- Takes pride in schoolwork and shows improvement.
- Considers consequences of words and actions.
Data Analysis

Grade 4 - 7 Themes

Theme 3: Positive personal development

I am a better person
- Everything has changed, personality has changed, a new perspective.
- Do not play with those who behave badly and swear.
- More self confidence.
- More self respect; positive self worth.

I perform better
- I pay better attention in class.
- Work is neater.
- I take pride in my work and perform better academically.
- Positive about life.
Data Analysis

Grade 4 – 7 Themes

Theme 4: Positive learning environment

**Neat surroundings**
- Pick up papers.
- The school is neat and orderly.
- Clean up litter.

**Friendly learning atmosphere**
- I am happy to be at school.
- Rules create a calm and happy atmosphere.
- I feel safe.
Data Analysis

The following themes emerged:

<table>
<thead>
<tr>
<th>Emerging theme</th>
<th>Quote from data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Improved conduct</strong></td>
<td>• I am a better member of the school community.</td>
</tr>
<tr>
<td></td>
<td>• I behave better towards others.</td>
</tr>
<tr>
<td><strong>Positive behavioural change</strong></td>
<td>• I listen to others.</td>
</tr>
<tr>
<td></td>
<td>• Improved discipline.</td>
</tr>
<tr>
<td><strong>Positive personal development</strong></td>
<td>• I am a better person.</td>
</tr>
<tr>
<td></td>
<td>• I perform better.</td>
</tr>
<tr>
<td><strong>Positive learning environment</strong></td>
<td>• I keep the school grounds clean.</td>
</tr>
<tr>
<td></td>
<td>• I am happy at school.</td>
</tr>
</tbody>
</table>
Data Analysis

Pre-Reverence Questionnaire

• Biographical information
  Boys: 48.2%
  Girls: 51.8%

• Ethnic groups
  White: 98.4%
  Black: 0.6%
  Coloured: 0.2%
  Other: 0.2%
Data Analysis

The aim and application of reverence questionnaire

<table>
<thead>
<tr>
<th></th>
<th>I do not agree at all</th>
<th>I do not agree</th>
<th>I agree</th>
<th>I agree wholeheartedly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I must always be humble.</td>
<td>12,5%</td>
<td>3,9</td>
<td>31,3%</td>
</tr>
<tr>
<td>2</td>
<td>I must be able to put myself in someone else’s shoes.</td>
<td>10,2%</td>
<td>8,0%</td>
<td>33,6%</td>
</tr>
<tr>
<td>3</td>
<td>I must accept authority appointed over me.</td>
<td>1,9%</td>
<td>2,4%</td>
<td>32,3%</td>
</tr>
<tr>
<td>4</td>
<td>Reverence plays an important role during sport.</td>
<td>47%</td>
<td>4,5%</td>
<td>29,4%</td>
</tr>
<tr>
<td>5</td>
<td>Reverence entails that I must greet everyone in a friendly manner.</td>
<td>1,8%</td>
<td>2,3%</td>
<td>23,7%</td>
</tr>
</tbody>
</table>
## Data Analysis

<table>
<thead>
<tr>
<th></th>
<th>I do not agree at all</th>
<th>I do not agree</th>
<th>I agree</th>
<th>I agree wholeheartedly</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Reverence entails that my behaviour to everyone must be the same.</td>
<td>4,9%</td>
<td>4,5%</td>
<td>27,9%</td>
</tr>
<tr>
<td>7</td>
<td>Reverence has to do with how I address people</td>
<td>3,7%</td>
<td>4,4%</td>
<td>29,4%</td>
</tr>
<tr>
<td>8</td>
<td>Reverence entails that I must let people feel important.</td>
<td>4,2%</td>
<td>8,3%</td>
<td>32,5%</td>
</tr>
<tr>
<td>9</td>
<td>Reverence entails that I make eye contact when addressing someone.</td>
<td>3,2%</td>
<td>4,5%</td>
<td>18,3%</td>
</tr>
<tr>
<td>10</td>
<td>Reverence entails that I do not interrupt when someone is speaking</td>
<td>7,8%</td>
<td>4,9%</td>
<td>20,3%</td>
</tr>
</tbody>
</table>

**Indicate on the 7 point scale how well you practise reverence at this moment.**

<table>
<thead>
<tr>
<th></th>
<th>Excellently</th>
<th>Well</th>
<th>Very badly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>21,1%</td>
<td>31,0%</td>
<td>4,7%</td>
</tr>
<tr>
<td>2</td>
<td>17,4%</td>
<td>6,3%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>13,6%</td>
<td>2,8%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Educators' Reflection on Reverence

<table>
<thead>
<tr>
<th>Aspects reflected on</th>
<th>Quote from educator</th>
</tr>
</thead>
</table>
| Courteous behaviour                      | • Learners are friendly, and greet one appropriately.  
• Learners are very helpful.                                                            |
| Mutual respect                           | • Boys allow girls to leave or enter first.  
• When doing oral assessment learners remind each other with: “Show respect, someone is talking. We must listen.  
• Learners apologise more easily and care for each other.                                |
| Addressing unacceptable behaviour        | • Learners remind one another to listen when someone speaks.  
• They reprimand one another about unacceptable behaviour.                                 |
| Neatness and accuracy                    | • School work has improved, less mistakes and much neater.                                                                                  |
| Discipline and rules                     | • Behaviour has improved when learners assemble at class or in the hall.  
• Learners await their turn and do not shout out or speak while educator is addressing the class. |
Conclusion: The way forward

- 2017 re-cap rules and reverence.
- 2016 results as motivation.
- Purpose driven educators.
- Implementation of self-respect.
- Initiation of thinking strategy.