



Values based Leadership

This was a weekend for educators and those who worked with young people. We looked at values-based leadership, at classroom and school level.

The warm welcome by Neil set the tone for a busy and inspiring weekend of discussion, exchanging of ideas and learning for all who attended.

In our different groups we defined our ideas of leadership and how our values contributed to developing leadership at whatever level.

Julie Duckworth's presentation on Sunday summed up for many what values-based leadership should be. Her enthusiasm, joy in what she was achieving with her team through having a values based school. Julie is happy to be contacted and to share her experiences at Ledbury Primary

School with us if we wish to learn more about her work.

For many at the conference she showed us what Neil's comment that it was not the words of a leader but how they said them that inspired and made the listener believe in their leadership.

Tim's session on Discipline for learning and growth was thought provoking and demonstrated that values based education does not mean that the educator avoids setting fair and firm boundaries for children to understand and aspire to though their work with values.

Sister Manda's talk on leadership showed that you do not need jargon base and buzz words to show what leadership really can be.

Definitions

A definition of a value:

'A value is a quality which enables the person practising it to develop and grow morally and spiritually and reflects out to others.'

A definition of leadership:

'Leadership is an enabling process where the leader knows herself (himself) well and hence is open to know the gifts of those she/he leads. It is centred on awareness and opportunity and growth.'

Raoul's Poem

Living values education!
A global aspiration that can serve all nations
It starts with humility, responsibility, tolerance and universal unity!
Learning and leadership a values based approach
Develops good citizens who will act as human hosts

Living values education!
When its time to break it down
Is simplicity, natural and beautiful
Helps keep your feet firmly on the ground!

Requires humility accepting everyone
Promotes self-respect, self esteem, courage, keeping participant confident and on song!

Living values education means taking responsibility
Being fair doing ones share respecting peoples dignity!
Co-operating with one another with patience and goals involves working together

A comment

LIVING VALUES – EDUCATORS CONFERENCE –
REVIEW from Urvashi Jani

This conference has touched the core of my very being. It has inspired me to check my thinking and behaviour in order to encourage the adolescent teenagers in my care to behave in a universally empathic manner. Constantly I remind myself to model my behaviour and I would like to think that there is evidence of positive results. Students see me as an approachable person; share their anxieties with me so that a positive way forward can be found to move forward. Where this is not evidently working – I remain cool, calm and collected and model good behaviour in the face of difficult and challenging circumstances. The words 'listen' and 'silent' are golden.

Spreading the Word to others

In November, Peter joined Shelagh in presenting a values session to a group of Norwegian colleagues. They were in Portsmouth to explore assessment for learning. We incorporated a values based approach to show how a school community can move forward. The session was full of laughter and delegates recognised that values are something that are within us and shared with others can be a powerful tool in developing approaches to teaching and learning that move schools to another level.

Consistently, persistently regardless of the weather!

Living values education requires we have tolerance in education
Respecting our diverse global village that reflects human creation
Tolerance is being understanding and having an open mind
With communication and dialogue so we can sustain life, remain kind!

Living values education is about peace, love and harmony
A vital part of education, world-wide in our global community
Time to reflect on what came before and with the blessing of the creator
Work for a better future, inspire good and honest leadership
WORLDWIDE that is for sure!

Raoul Dero
Communities Empowerment Network

We can all become better listeners. Of course, there is no gain without pain; hence it pays to persevere patiently. Respect and be respected. Teenagers trying to cope with adverse situations may take some time in digesting and cultivating this practice. Again, patience has a huge role to play. Respect is a two way street and it is not negotiable. When an adolescent misbehaves, this does not give the adult authority to follow suit; remember who the adult here is! Our role is to set high standards. Above all, never dislike any student, although one may dislike students' behaviour, this can be brought under control by a persistent and genuine nurturing instinct by the carer.

Leadership is shown through our actions what do we show as leaders?



Peter in full flight addressing introducing Norwegian colleagues to values based education ideas..

The imaginative use of balloons to build a values cake can be seen on page 4!

Values and Leadership

A value, according to the Oxford dictionary is ‘*worth, desirability, utility, qualities on which these depend – as now learnt the value of a friend*’

‘*A value is a belief, a mission, or a philosophy that is really meaningful to the company.*’ Roy Posner (author, values consultant)

For leaders, values can be

- part of a mission statement
- part of a philosophy that has meaning to the institution
- accepted and understood by those working within the institution whether it is large or small.
- the nuts and bolts that hold an organisation together
- the policies and procedures of the institution
- at the centre of decision making and forward planning

A values based leadership understands how to develop an approach to its team that supports their well-being and ability to work successfully in their working environment.

A values based leadership develops its values with its team so that there is acceptance and understanding of how the values held benefit all, the learning community and the institution. Educators often choose to work in an institution that reflects their values, people often move on for a variety of reasons that if investigated might well reflect the lack of values an institution has. Lack of confidence in the Leadership team can reflect concern about the values the team appears to hold.

Developing values in through value based leadership

Values can be presented through mission statements that sound good but are not developed as part of a values based system. An institution’s philosophy can look promising when read on a website but it is the attitudes and values of the individuals working for the institution that make it successful.

Values cannot be imposed, values are caught through:

- the good example of a leader/manager
- the positive teamwork of an institution that holds the individuals in it to be important
- discussion and development of behaviours in the workplace that are supportive and genuinely benefit those who work there
- the ethos that is generated in the working and learning environment
- the integrity of the people who practice the values they promote

Values are introduced into an institution by leaders and senior managers looking at how they can develop their support and care for their staff and how these values can be passed on to them so that they receive a leadership support that fulfils their needs and is a positive experience for them.

An extract from ‘Values based Leadership for Business’ by Shelagh Moore

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If you want to help edit and or contribute to the newsletter

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- More details can be obtained from Lynn about our next event.



The balloons were used as examples of values in the cone shaped cake!

Remember we are always looking for your comments and contributions so that practise can be shared and passed on to others,

If you need support to develop values and values based leadership in your school don't hesitate to contact us directly or through Lynn.

Best wishes for 2009 may you thrive and your children move forward with the security and confidence that a values based approach gives.

Marian Ngai who attended our last two seminars has sent her children's responses to her question about how they saw themselves

I have asked my Year 4 class (who have been doing VE for 14 months), and a Year 2 class (who have done 2 months of VE superficially) to answer this question "Who am I?"

Here are some of the answers:

Year 4:

- I am a boy called Alex.
- I am Shaq, and I like playing football.
- A girl named Mia who is a talented "drawer". When I grow up I want to be a director and Prime Minister.
- I AM A DEVIL.
- I am a girl who lives in London. I am a Christian. When I grow up I want to be Britain's best artist.

Year 2:

- Who am I? I am a diamond in myself and everyone has a diamond inside themselves.
- Who am I? I am peace and respect with power of sharing.
- I am Kalkidan and I am good at showing respect.
- Who am I? I am a star because the stars are precious. I am one of them because I have honesty.
- Who am I? I m a person who gives out love and respect. So good news if you are very rude or very sad because my qualities can cheering you up.
- Who am I? I am a polished diamond who helps other beautiful unpolished diamonds.
- I would like to tell you all about myself, Ms Ngai. I have my light, and I practise turning it on all the time. I love myself because I work hard on respect and honesty. That's why I love myself.

We notice that VE children tend to base their identities on their inner qualities, whereas non-VE children tend to base theirs on external achievement or get confused about who they are.

Do you have any contributions that show how children feel about themselves?

If you have any work with children on values that you can show us please send to Lynn or Shelagh for Newsletter edition 3