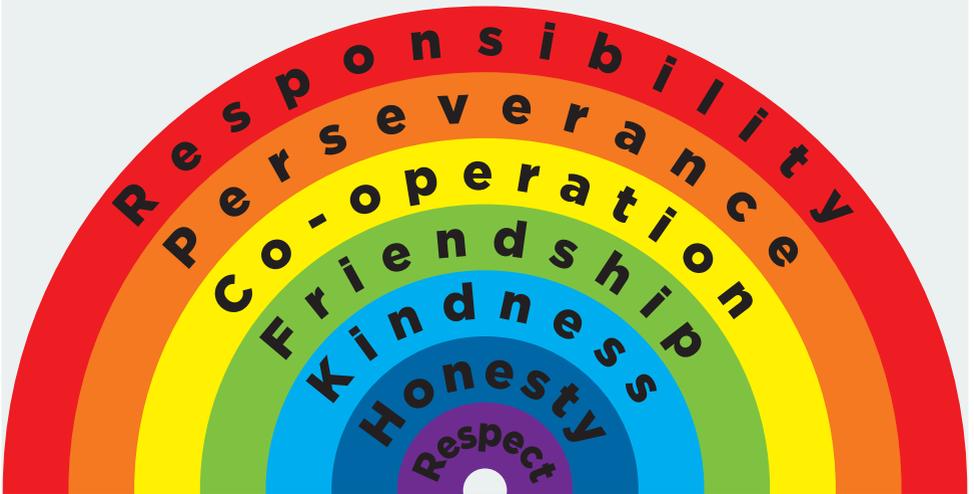




Western Cape
Government

Education

Let's talk values



Values conversations in schools

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PURPOSE

The purpose of this document is to provide information on the Values Project as it falls within the Western Cape Education Department's (WCED) Transform to Perform (T2P) Strategic Framework.

It seeks to provide ideas to school management, governors and teachers to stimulate values conversations.

It articulates the WCED's vision statement, as well as the Mantra for learners and provides a number of ideas that can be used as a base on which school communities build their school's Conversations on Values plan.

INTRODUCTION

The Transform to Perform Strategy is an initiative of the WCED that aims to address the hearts of our teachers and learners. It aims to shift the mindset of the organisation and to influence the head, heart and hands of all staff members and learners. Values education focuses on the valuing of concepts such as equality, dignity, freedom, peace and justice, coupled with attitudes of respect and tolerance. The vision of the WCED is to ensure quality education for every child, in every school, and classroom in the province. Learners will be instilled with values in the interests of a society based on respect for democracy, equality, human dignity and social justice as promoted in the Constitution of the Republic of South Africa.

“Let's Talk Values” envisages the nurturing of life skills for practice beyond the classroom for the greater society through encouraging a values conversation in schools. Transform to Perform aims to equip learners with an understanding values from a young age to ensure that they are guided by these principles throughout life. Values conversations takes place in various contexts, i.e. at home, school, college, work, etc. Learners can begin to develop awareness of values and integrate them within their everyday actions and attitude. Schools have an important role to play in building social cohesion and can foster common values across language, culture, religion, race, class and space.

It is therefore important that children are empowered to develop the following:

- An understanding of their own values;
- An ability to articulate this understanding to others;
- An understanding of the values of others;
- An ability to collaborate on a shared understanding of values; and
- An ability to demonstrate their understanding through behaviour and language that reflects the collaborative agreement of these values.

The ability to share their own understanding and need, supported by the ability to listen to the understanding and needs of others will lead to a collaborative agreement of what is needed to communicate and demonstrate values. This will strengthen social cohesion, as social engagement is built on the ability to communicate effectively and collaborate.

Additional examples, ideas and best practice from learners, schools, Representative Council of Learners (RCL) and communities will continually be shared via Twitter, and the WCED website.

TRANSFORM TO PERFORM STRATEGIC FRAMEWORK

The WCED has recognised the need to support management, teachers and learners in the quest for quality education for every learner in every classroom and in every school in the province.

Transform to Perform is the systemic framework that encapsulates four of the pillars on which the energy of the WCED will be focussed over the next few years. These pillars and the approaches within them, will speak largely to addressing the socio-emotional constraints that affect us. The focus will be on transforming our thinking and understanding our thinking that will impact on our ability to change our performance optimally.

It is internationally accepted that, to successfully navigate the new world, not only is it necessary to acquire the academic skills of numeracy and literacy, “but also the broader and equally crucial skills of critical thinking, collaboration, empathy, communication, and problem solving” (Winthrop, Barton, and McGivney, 2018).

Transform to Perform seeks to create opportunities for all direct stakeholders in education (officials, teachers and learners) to develop and hone those skills while gaining greater insight into themselves and others thus positively affecting the culture of our teaching and learning environment.

The framework covers the aspects of the education landscape that are critical to the WCED. It leads with the vision while focusing on the teacher, learner and then the whole organisation.

Underpinning *Transform to Perform* is a re-connection with values that shape and form people and cultures. To gain a common understanding and move towards our common vision, we need to understand the values that drive our behaviour and the behaviour of others. To that end, the WCED

encourages values conversations at every level of the organisation and in all schools.

Figure 1:

WCED Transform
to Perform Strategic
Framework



WESTERN CAPE EDUCATION DEPARTMENT (WCED) VISION

The vision of the WCED is to provide **Quality Education for Every Learner, in every Classroom, in every School in the province.**

This vision guides, directs and supports the decision to focus the attention of teachers, officials, and learners on creating an enabling environment, as well as personal, internal and external support for optimal teaching and learning to occur.

WESTERN CAPE EDUCATION DEPARTMENT (WCED) MANTRA

When learners enter the school or classroom, they must be clearly directed towards their purpose in the school and their personal agency in that purpose. A learner who is reminded of this purpose each time he/she enters and leaves the school and classroom will open themselves up to the learning experience. The mantra adopted by the WCED clearly states that the *Learner must Enter to Learn and Leave to Serve and the Teacher Enter to Serve and Continue to Learn.*



Figure 2: WCED Mantra

Schools are encouraged to:

- › Display the Mantra at all entry points to the school.
- › Display the Mantra on the doors of each classroom.
- › Have conversations with learners about the meaning of the words.
- › Have conversations with learners about the personal agency required to live this purpose.
- › Enable the learners to contribute to enhancing the learning environment in the classroom as well as the school.

VALUES CONVERSATIONS IN SCHOOLS

Values in society has had a particular impact on the conduct and approach towards learning. The learning process should thus create opportunities where values can be re-introduced into everyday conversations and, consequently, behaviours can be seen to reflect our understanding of those values.

These values should form an integral part of the learning process and should be experienced at school, home and in the broader community. It is important for schools to involve parents and the community in the values conversation in order to create a sense of Ubuntu. To foster these values effectively, schools must integrate them in everyday practice to help teachers develop knowledge and skills to talk about values.

Although we have provided examples of values and their generic meanings, these should serve as a fall-back guide only as each person's

understanding of the value that feeds into the collaborated agreement of the meaning of the value and the behaviour that would be expected to demonstrate the value is more significant.

Schools are encouraged to:

- › Select one value per month for the year.
- › Create opportunities for values conversations.
- › These conversations should unpack:

- what the value means for each person;
 - what each person needs to do, say and hear and see to know that the value is being lived/demonstrated;
 - what the acknowledgements would be when the value is being lived/demonstrated; and
 - what the consequence/feedback will be when the agreed behaviour is not forthcoming.
- Incorporate values in every meeting and assembly.
 - Encourage teachers/classes to adopt a value that they will represent.
 - Find innovative ways to demonstrate values.
 - Involve the RCL in instilling and driving values conversations.
 - Share best practice;
 - Use the examples and ideas in the following pages as starting points or to augment the work already being done.

LET'S TALK VALUES

The key outcome of “Let’s Talk Values” is to create a platform for conversations about values in school. Below is a list of 100 values that can be used to kick-start a values conversation in schools. The aim is to foster a learning environment where learners are able to experience values through what they “Do”, “See”, “Say” and “Hear”.

ACCEPTANCE	COURAGE	FUN	LOVE	SHARING
ACCOUNTABILITY	COURTESY	GENEROSITY	LOYALTY	SINCERITY
ACKNOWLEDGEMENT	CREATIVITY	GOODNESS	MODERATION	STRENGTH
ASSERTIVENESS	DEDICATION	GRACE	MODESTY	SUCCESS
ATTENTIVENESS	DIGNITY	GRATITUDE	ORDERLINESS	SUPPORT
AWARENESS	DILIGENCE	GROWTH	PASSION	TEAMWORK
BRAVERY	EFFICIENCY	HAPPINESS	PATIENCE	THANKFUL
CALMNESS	EMPATHY	HELPFULNESS	PEACE	THOUGHTFUL
CAPABLE	ENDURANCE	HONESTY	POISE	TOLERANCE
CARING	ENTHUSIASM	HONOUR	PUNCTUALITY	TRANSPARENCY
CHARITY	EQUALITY	HOPE	PURPOSEFULNESS	TRUST
CLEANLINESS	ETHICAL	HUMILITY	RECOGNITION	TRUSTWORTHINESS
COMMITMENT	EXCELLENCE	INDEPENDENCE	RELIABILITY	TRUTHFUL
COMMUNICATION	FAIRNESS	INSPIRATION	RESILIENCE	UBUNTU
COMPETENCE	FLEXIBILITY	INTEGRITY	RESPECT	UNDERSTANDING
CONFIDENCE	FOCUS	JOYFULNESS	RESPONSIBILITY	UNIQUENESS
CONSCIENTIOUSNESS	FORGIVENESS	JUSTICE	RESPONSIVENESS	UNITY
CONSIDERATION	FREEDOM	KINDNESS	SAFETY	VISION
CONSISTENCY	FRIENDLINESS	KNOWLEDGE	SERENITY	VITALITY
CO-OPERATION	FRIENDSHIP	LEADERSHIP	SERVICE	WISDOM

LET'S TALK VALUES: EXAMPLES

1. ASSERTIVENESS

We are assertive when we are able to know what our special gifts and talents are. We know our value and speak the truth with tact. You stand up for what is right.

Assertive

You are asked to share your opinion about a topic in class and you share your thoughts confidently.



Not Assertive

You are too afraid to share your opinion about the topic and remain silent.

2. CARING

Caring is the ability to show concern for others. It is a way of serving others. A caring person lives a life based on affection, love and compassion for the people around them.

Caring

When you offer to help someone in need



Not Caring

When you turn a blind eye or show little or no interest in people in need.

DO	SEE	SAY	HEAR
Make and keep a promise you make.	Give your all and be dedicated to a friendship and task.	Make a pledge to someone or something.	Hear others making pledges to others or tasks.
Reflection <ul style="list-style-type: none"> Why is it important to be committed? What commitment look like? Do I deliver on my promises? 			

"No one can make you feel inferior without your consent."
Eleanor Roosevelt

DO	SEE	SAY	HEAR
Act in a way or manner that is helpful to others – be of service Helping your community without expecting a reward.	Being sensitive to the feelings of others, seeing someone in need and offering support.	Articulating words of concern by enquiring how the person is doing.	Providing a listening ear when noticing that someone needs help.
Reflection <ul style="list-style-type: none"> Have you done something lately that shows you care for someone? How does it feel when you are the recipient of care? 			

"People don't care how much you know until they know how much you care." Anon

3. COMMITMENT

A promise to be loyal to someone or something and to do or give something. The attitude of someone who works very hard to do or support something.

Commitment

When you make a promise to a friend and honour your promise. To be dedicated to a task, a person or a cause.

Not Commitment

You are not committed when you break your promise and you are not dedicated to a task.



DO	SEE	SAY	HEAR
Make and keep a promise you make.	Give your all and be dedicated to a friendship and task.	Make a pledge to someone or something.	Hear others making pledges to others or tasks.
Reflection <ul style="list-style-type: none"> • Why is it important to be committed? • What commitment look like? • Do I deliver on my promises? 			

“Put your heart, mind, and soul into even your smallest acts. That is the secret of success.” Swami Sivananda

4. CONFIDENCE

To have faith in yourself and others. You are not afraid to try new things. You are able to rely on others to help you.

Confidence

You practise confidence when you are willing to try something new.

No Confidence

You lack confidence when you are afraid to try something new.



DO	SEE	SAY	HEAR
When you are confident you are not afraid to try new things.	When you are confident, you see your mistake and try to fix them.	When you are confident, you speak positively.	We know we are practising confidence when we hear our classmates encouraging each other.
Reflection <ul style="list-style-type: none"> • Why is confidence important? • What does confidence look like? 			

“Let no one ever come to you without leaving better and happier.” Mother Teresa

5. DIGNITY

Honouring the worth of all people, including ourselves and treating everyone with respect.

Dignity
When you respect, love and value yourself, others and the environment. Treating other people the way we'd like to be treated.

No Dignity
When you do not respect, love and value yourself, others and the environment.

DO	SEE	SAY	HEAR
Treating others and things with love and respect.	Dignity is about showing respect and treating others fairly and equally.	Challenge any system that encourages dishonesty.	Hear others challenge any system that encourages dishonesty. Allow others to explain their experiences and perspectives.
Reflection <ul style="list-style-type: none"> Why is it important to have dignity? What does dignity look like? 			

“When it comes to human dignity, we cannot make compromises.” Angela Merkel

6. DILIGENCE

Careful and continued hard work with concentration and singlepointed attention, giving our absolute best. The level of attention and care that you dedicate to your work or interests.

Diligence
You practise confidence when you are willing to try something new.



No Diligence
You lack confidence when you are afraid to try something new.

DO	SEE	SAY	HEAR
Being selfdisciplined, setting and achieving goals, doing things efficiently and taking care of little details.	To see somebody working hard consistently, always paying attention and the reward that the person then reaps because of diligence.	Using words of praise to commend diligence.	Hearing other people articulating how they admire you for your commitment and diligence.
Reflection <ul style="list-style-type: none"> How diligent are you? Why is diligence important? 			

“Learning is not attained by chance; it must be sought for with ardor and diligence.” Abigail Adams

7. EMPATHY

A deep understanding for another person's feelings or situation.

Empathy

Listen attentively to a friend; be sensitive to the feelings of others. Think about how your actions affect other people.

Not Empathy

When you are insensitive to other's feelings and only think about your own feelings and you are unwilling to help others.

8. FORGIVENESS

The action or process of forgiving or being forgiven. Cease to feel angry or resentful towards a person or offence, to pardon.

Forgiveness

When someone offends you or hurt your feelings, but you decide to forgive them.

Not Forgiveness

When someone offends you or hurt your feelings and you decide not to forgive them.

DO	SEE	SAY	HEAR
Listen attentively to others	Show that you care	Tell someone that you care about them	Hear kind and comforting words from others
Reflection <ul style="list-style-type: none"> How empathic are you? Why is empathy important? 			

DO	SEE	SAY	HEAR
We accept that people make mistakes; we take responsibility for our own mistakes. We make amends.	A handshake, a hug or a peaceful conversation between people who hurt each other/were rude to each other.	We can say how we feel, without reacting aggressively. What Happened? Who got hurt? What do we need? What amends need to be made?	Words of encouragement, care and support.
Reflection <ul style="list-style-type: none"> When do you find it most difficult to forgive? Why is it important to forgive? 			

"Empathy is seeing with the eyes of another, listening with the ears of another and feeling with heart of another." Alfred Adler

"Forgiveness liberates the soul. It removes fear. That is why it is such a powerful weapon." Nelson Mandela

9. GENEROSITY

Generosity means the willingness to share without the expectation of getting anything in return. It is giving of yourself, your talents and possession. Being generous helps bring joy to yourself and others.

Generous

You practise generosity when you share what you have with others.



Not Generous

You decide not to share with others who need your help.

10. GRATITUDE

The quality of being thankful. Readiness to show appreciation for every little thing in your life and to return kindness.

Gratitude

To show appreciation for the things you have and the people in your life.



Not Gratitude

To be negative, and not able to identify the things that you can be thankful for.

DO	SEE	SAY	HEAR
You share what you have with others, i.e. bread, stationery, your time and friendship.	You see children sharing their lunches, money with those who do not have.	Your words are kind and helpful when you practice practise generosity.	You hear generosity when your friends and family speak kindly and give loving advice.
Reflection <ul style="list-style-type: none"> Why is generosity important? What does generosity look like? 			

“The more one gives, the more one has.” Chinese Proverb

DO	SEE	SAY	HEAR
Keep a gratitude journal and write down 3 things every day that you are thankful for. This will become a habit.	Look optimistically at situations. Notice the beauty around you and name them.	Voice the things you are grateful for to others, to instil in them an attitude of gratitude. Voice your appreciation for the things they do.	Be open to compliments and allow others to thank you for the things they appreciate about you.
Reflection <ul style="list-style-type: none"> What are the things in your life that you are most thankful for? What would help you to be thankful even in the difficult times? 			

“It is not how much we have but how much we enjoy that makes happiness.” Charles Spurgeon

11. HELPFULNESS

We are helpful when we take care of others and ourselves. We share helpfulness when we are mindful of the needs of others and try our best to be of service to others.

Helpful

You practise helpfulness when you willingly choose to assist others.

Not Helpful

You are not helpful when you do not willingly assist others.

12. HONESTY

Being fair, truthful, and sincere in character. It is about speaking the truth or being truthful and being genuine.

Honest

When you are truthful and avoid spreading lies, gossip and rumours.

Not Honest

You tend to say things that are untrue, make up stories to hide all types of lies. Spreading gossip and rumours.

DO	SEE	SAY	HEAR
We are living helpfulness when we do things to be service to serve your class, school, family and community.	You see helpfulness when learners help each other.	You practise helpfulness when you ask how you can assist or serve others.	You will hear friends and teachers offering help and serve others.
Reflection <ul style="list-style-type: none"> • Why is helpfulness important? • What does helpfulness look like? 			

“I would help others out of fellow-feeling.” Robert Burton

DO	SEE	SAY	HEAR
Present both sides of an issue to engender objectivity.	Through your actions you show your level of honesty.	Say what you mean and mean what you say.	Admitting that you did something wrong.
Reflection <ul style="list-style-type: none"> • Why is honesty so important? • How does it feel when you are honest? 			

“Honest hearts produce honest actions.” Brigham Young

13. INTEGRITY

The quality of being honest and fair and to always do the right thing. It means that you live by your highest values.

Integrity

Visiting the shop, you notice that you have been given extra change. You immediately return the money.

Not Integrity

Visiting the shop, you notice that you have been given extra change. You choose not to return the money.

14. LOVE

Love is a strong feeling of affection for another arising out of kinship. You treat people and things with special care and kindness.

Love

Your friend is in hospital and you arrange a thoughtful act, such as making get-well cards, to show that you care.

Not Love

You help to spread rumours about why your classmate is in hospital.

DO	SEE	SAY	HEAR
We live by the values most important to us and our community	Someone who always does the right thing.	Only speak the truth.	Statements that are honest and fair even when it's difficult.
Reflection <ul style="list-style-type: none"> Why is integrity important? What does integrity look like? 			

DO	SEE	SAY	HEAR
We live by the values most important to us and our community	Someone who always does the right thing.	Only speak the truth.	Statements that are honest and fair even when it's difficult.
Reflection <ul style="list-style-type: none"> What is love? Why is love important? How would you show love to others? 			

"If you don't stand for something, you we'll fall for everything"

Vic Kitchen

"If people can learn to hate, they can be taught to love. For love comes more naturally to the human heart than its opposite."

Nelson Mandela

15. LOYALTY

Unwavering faithfulness and commitment to people and ideas we care about, through good times and bad. Giving or showing firm and constant support for someone or something.

Loyal

Being loyal to a friend can be something as simple as never gossiping about them and always defending them against other people's unpleasant comments.

Not Loyal

You help to spread rumours about why your classmate is in hospital.

DO	SEE	SAY	HEAR
Being loyal might mean that we have to put other people's best interests before our own	People show their loyalty by always standing up for others interests.	Always defending a friend against other people's unpleasant comments.	What you hear people say in others' absence.
Reflection <ul style="list-style-type: none"> Why is it important to be loyal? How would you be loyal to others? 			

"Loyalty is about people who stay true to you behind your back." Anon

16. ORDERLINESS

To use time appropriately and to prioritize prioritise what needs to be first. To be organized organized and to have a place for everything.

Orderly

You are orderly when doing your best, by planning well and handing tasks in on time.

Not Orderly

You are not orderly when you do not give your best, by not planning well and not handing tasks in on time.

DO	SEE	SAY	HEAR
Plan activities, set goals and have a study timetable. Have a designated place for everything. I keep my books neat and tidy. I hand my work in to the teacher on time.	A well-organized organised person and environment. I see a neat and tidy desk. I see an orderly line in front of my class. I see my friends doing their homework.	What can I do to make my life more orderly? How can we make our classroom more orderly?	Did you hand in your homework or assignment on time? What are your longterm goals? What are your short-term goals?
Reflection <ul style="list-style-type: none"> Why is effective time management important? Why is it important to have a designated place for everything? How can technology help us to become more orderly? 			

"Bringing our life out of chaos into order will make us more effective at whatever it is we are called to do." Belinda Leitchford

17. RESILIENCE

The strength of the spirit to recover from adversity, to bounce back from difficult situations. Overcoming obstacles and having the ability to become strong, healthy and successful again, after something bad happened.

Resilient

When something bad happens, you do not fuss about the stressful situation. You try to stay calm and think clearly about possible solutions. You also consult others.

Not Resilient

Something bad happens and you become extremely anxious and you experience shallow breathing, heart palpitations, and extreme negative thoughts.

18. RESPECT

To be considered worthy and of high regard. Respect is how you treat others, and how you think and act in a positive way about yourself and others. The way you act shows that you care about the feelings of others and their well-being.

Respect

You are quiet in a library to show that you respect those who need to read without disruption.

No Respect

Being disruptive to others who need space, showing little or no interest in accommodating others and their feelings.

DO	SEE	SAY	HEAR
To be resilient is to stay calm, breathe deeply and think clearly about the situation.	Someone who does not allow a stressful situation to pull them down, because they know that there is always a solution and they know when to ask for help.	What can I learn from this situation to prevent it from happening again?	Others may tell you that this is not the end of the world, you will get through this.
Reflection <ul style="list-style-type: none"> • Why is it important? • What do you do when you are faced with a stressful situation? 			

“Life is not about waiting for the storm to pass. It’s about learning to dance in the rain.” Vivian Greene

DO	SEE	SAY	HEAR
Showing kindness and helpfulness.	Treating others with respect.	Think before you speak.	Listen actively to others.
Reflection <ul style="list-style-type: none"> • Why is respect important? • How do you show respect for yourself and others? 			

“When I respect others, others respect me, and I like that.”
6th grader in California

19. RESPONSIBILITY

A duty or task that you are required or expected to do. Something that you should do because it is morally right and legally required. Taking charge of something. The willingness to be accountable for our choices and for our mistakes. Taking on what is ours.

Responsible

When you make a mistake, you take responsibility and learn from it, and fix it.

Not Responsible

When you make a mistake, you make excuses.

20. UNITY

Inclusiveness. Finding common ground in our diversity. Seeking peace in all circumstances. Unity is the state of being one, oneness. It is the quality of being whole - where all the parts are combined into one. Unity gives strength when there is teamwork and collaboration. Unity is found when people exist in harmony and trust one another.

Unity

When you work as part of a team or group.

Not Unity

When you do not participate in team or group work.

DO	SEE	SAY	HEAR
Keep promises and people can trust you. Fix your mistakes	An accountable and trustworthy person.	You do not make excuses. You apologise when you made a mistake.	Thankfulness for tasks completed as promised.
Reflection <ul style="list-style-type: none"> Why is it important to be responsible? Why should you take 100% responsibility for your decisions? 			

“Accept responsibility for your life. Know that it is you who will get you where you want to go, no one else.” Les Brown

DO	SEE	SAY	HEAR
Participate in helping the teacher set classroom rules.	When you show your commitment to team effort to make something successful. Seeing people's differences but appreciating it.	Using the “we” instead of “I”.	Singing the school anthem or national anthem (united).
Reflection <ul style="list-style-type: none"> Why is unity important? How does it feel when you participate in a team effort versus doing things alone? 			

“When there is unity there is always victory.” Publilius Syrus

LIST OF ACTIONS FOR SCHOOLS TO LIVE THE VALUES

STAFF (Teaching and Non-Teaching staff)

Morning Briefing

- Inspirational stories/ quotes/ video clips
- Readings related to monthly value
- Teachers take turns doing “Values Motivation”

Staff Meeting

- Values themed ice-breakers
- Engaging in values conversations about monthly value or planning for upcoming values
- Year planner - plan ahead for values driven learning and teaching

Staff Circular

- Create a staff “values mantra” unique to your school
- Use quotes that relate to the value of the month in each circular to remind staff

Possible School Events and linked activities

Staff Recognition

- Encourage staff to promote the monthly values in their classroom
- Staff awards - certificates, name teachers on the notice board and in staff and parent newsletters
- Teacher Appreciation day/ week recognising the value of teachers

Training/ Workshops

- Resource material to assist teachers in the process of implementing the values initiative
- Creating a platform for teachers to create and innovate with regards to the implementation of the values and sharing their insights, successes and challenges
- Encouraging teachers to be externally trained around the values initiative, for example, attending the training course at CTLI

Values Champions

- Create a team that will drive the values initiative in the school

SCHOOL GOVERNING BODY (SGB)

Meetings

- Assist school governing body members by sharing and highlighting the values of the school for the year, and related activities
- Include “values feedback” as a standard part of the agenda
- Open and close meetings with a values reflective item (quote, reading etc.)

Elections

- Highlight values that speak to the process of elections
- Appointments of staff: use of values-based questions in setting up questions and criteria for interviews

Possible School Events and linked activities

Training/ Workshops

- Encourage members to participate in school and external facilitated values workshops and training

PARENT COMMUNITY

Parent Meetings

- Talking to parents about values
- Initiating a parent's values champion to get other parents on board

Parent Communication

- All notifications to parents to have monthly value visible
- Keep parents updated on values-based activities, example, WhatsApp, newsletters, email etc.

Possible School Events and linked activities

Workshop/ Training

- Invite parents to engage in values discussions to further promote the values of the school at home and within the community
- External facilitated workshop with regards to values-based conversations

WHOLE SCHOOL

Assemblies

- Related to the monthly value
- Guest speakers from the community that promote the practice of values
- Acknowledging learners who display values of the school
- Using technology to promote values e.g. Slide shows/ PowerPoint presentations / displaying artwork and posters about the value for that month

Prom/ Matric Ball/ Graduation/ Orientation

- Themes that relate and highlight the monthly value

Learner Acknowledgement

- Making certificates to acknowledge learners who "live/practice" the values of the school
- Special awards
- Prize giving
- Class awards
- Learner self-reflection

Possible School Events and linked activities

Workshop/ Training

- Raising awareness about international and national health days, which speaks to values such as love, compassion, caring etc.
- Learners creating posters to show the value they are promoting
- Fundraising:
 - School hosts market days for local charities
 - Events that encourages the promotion of values in the school

School Practices

- Create a standard form of greeting
- Naming classes in value (for example "Gr 7A- Class of Unity")
- Affirmations during register periods/final class of the day
- Develop "Values Culture" at the school
- Restorative circles using values

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