

Using WE VALUE to clarify, measure and communicate values in schools

Gemma Burford
Sustainable Development Coordination Unit
University of Brighton, UK

“Re-imagining Learning” – 14 May 2011



WE VALUE.ORG

Workshop outline

1. Introduction and key concepts (10 min)
2. Rating and discussing the indicators (30 min)
3. Short discussion on using the indicators to measure specific, named values (5 min)
4. Short discussion on assessment methods (5 min)
5. Moving forward together? (10 min)

Introducing 'We Value'

- Measure...
...values-based things which you think are important.
- Crystallize...
...what your group/ project/ organisation is really about.

And as a result:

- Communicate...
...to your funders, your clients and to the public, about what it is that you really have to offer them – beyond the 'deliverables' that are usually specified.

Values- Based Indicators

Values (what's *inside* us/ our organisation)



Indicators (what does it *look like*)



Assessment Tools

(how do we *measure* it)

Values- Based Indicators

Values e.g. Equality

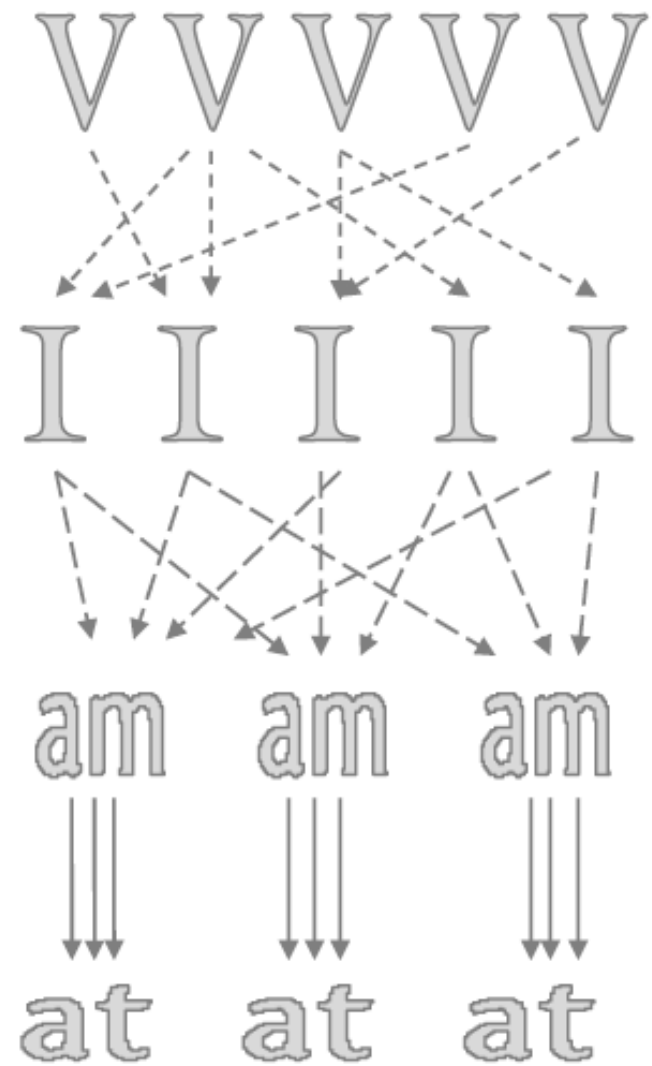


Indicators e.g. i) no-one is prejudiced against
ii) our women feel able to express their views as much as our men



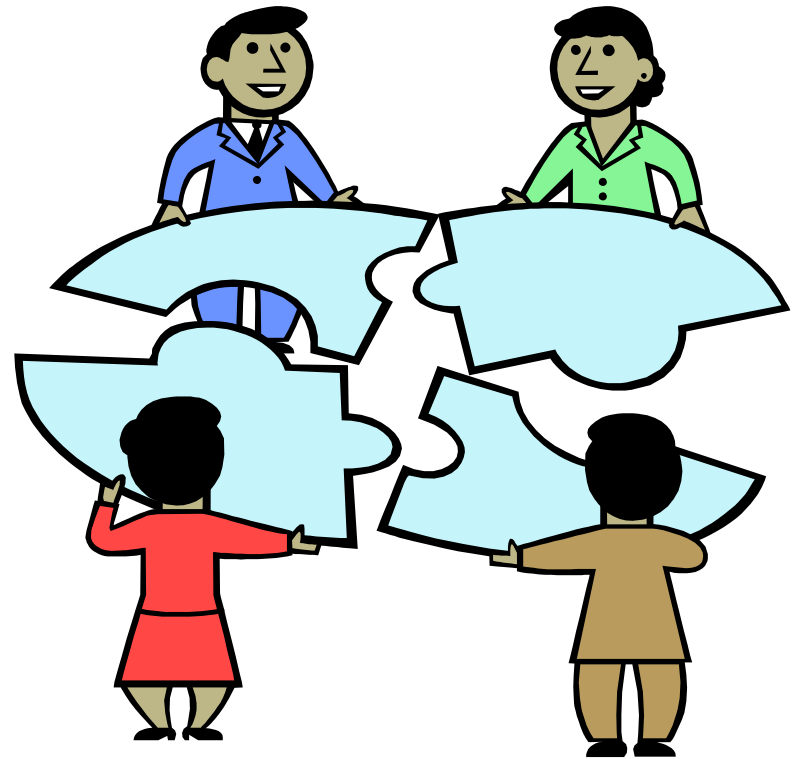
Assessment Tools

e.g. i) observe committee meetings
ii) ask a focus group



Key concepts

- Shared understanding of values
- Values in action
- Local ownership
- Completing the loop
- Participation



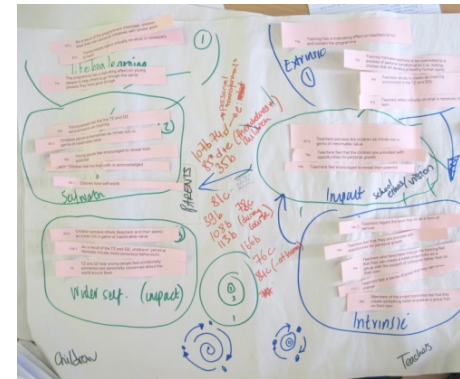
Will the results be rigorous?

- Yes, if you want them to be!
 - Clear values definitions
 - Multiple indicators
 - Multiple assessment tools
- But not everyone needs scientific rigour
- Balance against usability

Making 'We Value' your own

You can...

- Decide what the indicators mean for you
- Change the wording of indicators
- Make up new assessment methods



Involving people

- The more that people can get involved in 'We Value', the more they benefit!
- Think about...
 - *Who* needs to be involved?
 - *How much involvement* should they have in making the decisions?
- Take into account...
 - Structure of the school or organization
 - Time
 - Human resources / capacity

Are the indicators relevant for your school?

Imagine a school that you know well and rate the indicators on this scale:

- 1 = **Very Important** (a most relevant point for my chosen school; first-order priority; has direct bearing on major issues; must be resolved, dealt with, or treated in order for the school to function well)
- 2 = **Important** (is relevant to my chosen school; second-order priority; significant impact but not until other items are treated; does not have to be fully resolved in order for the school to function well)
- 3 = **Slightly Important** (insignificantly relevant to my chosen school; third-order priority; has little importance; not a determining factor for the school to function well)
- 4 = **Unimportant** (no relevance; no priority; no measurable effect; should be dropped as an item to consider)

Remember to think about **IMPORTANCE / RELEVANCE** as defined above (not whether they are 'true' for your school, or reflect the real situation there) – and don't worry about how they would be measured.

Sharing and comparing

In groups of 3-4, please take some time to discuss these questions:

1. Which were your top-ranked ('very important') indicators – and why?
2. Which of these are always taken for granted? Which ones would it be useful for you to measure? Why?
3. Which were your lowest-ranked ('unimportant') indicators – and why?
4. Can you think of any other very important values-based indicators for your school, which we have missed out?

Assessment methods

- Standard assessment methods include:
 - Interviews
 - Questionnaires
 - Focus groups
 - Observation (of people or outputs)
- Creative assessment methods include:
 - Spatial and corporal surveys
 - Arts-based methods (theatre, graffiti, music...)
 - You tell us!!!

Corporal survey

“Pupils participate actively in making decisions about issues that affect them within the school”...???

Hands up for VERY MUCH

Wave your hand for MORE OR LESS

Cross your arms for NOT AT ALL

Which values?

“Pupils participate actively in making decisions about issues that affect them within the school”

- Teamwork...?
- Integrity...?
- Peace...?
- Empowerment...?
- Respect...
- Modesty...?
- Participation...?
- Democracy...?
- Autonomy...?
- Commitment...?
- Leadership...?
- Justice...?

...and what else?

Using 'We Value' to measure specific, named values (1)

- **Local Definition:** Reflect, individually and collectively, on what each value means to you.

*"...one of the ways in which we could understand **empowerment** is that children move from being consumers to being contributors...."*

- **Document Analysis:** Search your documents and web sites for any mention of the values. Which other words are associated with them?

- *"...the main aim of the project is the **empowerment** of young people to assist them in a process of **self-discovery**, and help them to develop an **empowering** sense of **purpose**, **personal responsibility** and **community service**..."*

- Put these together. What do you learn?

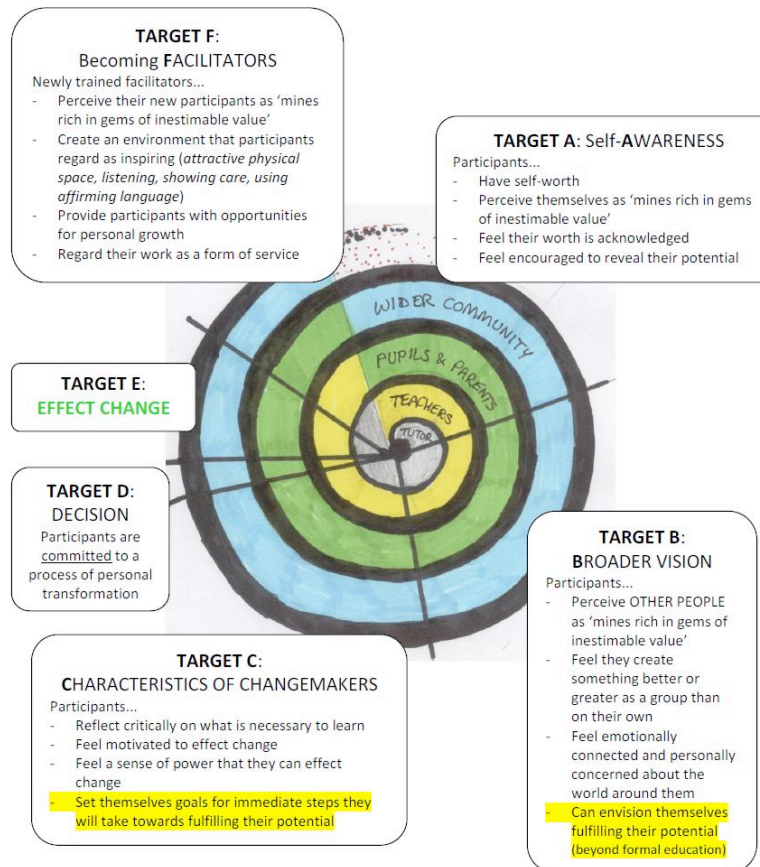
Measuring specific values (2)

- Now look at your list of `very important' indicators that you felt it would be useful to measure. e.g. *“Teachers feel a sense of power that they can effect change”*
- Which of your named values do you associate with each indicator? (*Empowerment*)
- Are there any *other* values linked to them? (*Courage*)
- Organise all the indicators by value
- Compare with your local definitions
- What's missing?

Example: The Swindon Empowerment Spiral

EFFECTING CHANGE: THREE LEVELS OF EMPOWERMENT

Level 1	Participants' personal lifestyles include more conscious behaviours Participants accelerate their progress towards National Curriculum sublevel targets
Level 2	Participants start their own personal initiatives to contribute to society
Level 3	Participants start their own personal initiatives to help others go through the same process that they have gone through (The ultimate goal) – Participants run and sustain the SYEP programme for others: they become facilitators themselves



Please join us in our research!

- ESDinds Project (2009-2011) has developed values-based indicators and assessment tools suitable for civil society organizations (CSOs) promoting education for sustainable development
- Now we want to develop indicators and tools suitable for schools in the UK and Ireland

We are aiming to...

- Explore the suitability of the existing indicators for diverse school contexts
- Separately examine what is most important for schools, what (in the opinion of different stakeholders) makes a 'good' school, and how key values exhibit themselves in practice
- Work closely with stakeholders to design appropriate indicators and assessment tools for measuring key values in schools as part of a holistic monitoring and evaluation strategy

If you consent to the data from your anonymous indicator checklist being used in our ongoing research, please complete and sign the consent form.

Don't forget to keep a note of your number so that you can reclaim your checklist from the registration desk at the end of the conference!

Contact us:

University of Brighton Sustainable Development Co-ordination Unit

G.L.Burford@brighton.ac.uk or Skype gemmaburford

+44 1273 644707 or mobile +44 7926 660685

Or sign up and create your own profile on www.wevalue.org!!

WE VALUE.ORG