

Susan Place Section One

Nurturing Personal and Social Values

October 20, 2006

Text statement	My response
<p>1. "The only real choice teachers have about promoting values is whether our influence will be largely hidden and inadvertent or explicit and systematic" (page 236).</p>	<p>I think it is impossible to be a teacher and not teach values naturally. We are beings that have values in our lives and they affect all aspects of our lives. When we have issues come up in our classes, such as an argument between two students how are we going to deal with that without some sort of value lesson? As the text quote says, we can deal with that openly or hidden. The text also refers to the rules we have within schools that contradict the things we teach about values, therefore the students learn to not trust the rules. For example all rules should apply to everyone across the board but often teachers do not or are unable to apply this due to many circumstances. This becomes part of the hidden curriculum and teachers should keep this in mind when dealing with students.</p>

<p>2. “Our dilemma is, on the one hand, a responsibility to develop students’ ability to engage with and resolve value issues in non-violent, thoughtful ways and , on the other hand, a responsibility to respect within limits parental rights to raise their children as they see fit” (page 238).</p>	<p>Teachers should teach students how to deal with issues they will encounter in the world but they should make sure they are not overstepping their bounds as to what issues they are to teach. As a teacher I would also have to make sure that I am not putting my personal values out there as part of the curriculum but instead giving the students the right to choose what they believe. We can give them the background knowledge to make informed decisions as they go through their life.</p>

<p>3. Three broad approaches for teaching values: “(1) creating classroom and school environments that reinforce desired values, (2) facilitating direct “emotional” experiences that evoke desired sensitivities and (3) engaging students in thoughtful deliberation about their values” (page 238).</p>	<p>These three methods to teach about values I thought were especially valid ways to teach children. The ways modeled the behaviours that are thought to be important thereby showing the children that we practice what we preach. Modeling the behaviours also creates environments where the students feel safe to express their beliefs and opinions. They also give the students experiences that mean something to them and give them the real life experience of what is being taught so they have more of an experience with it rather than just reading about it in a book or something else that is removed from them. This also will open their mind to why they feel they way they do and how this experience will impact others. Hopefully this would help students to see things from their own point of view as well as others so that they can begin to understand a situation from many different perspectives. This of course would depend on many factors such as the issue at hand as well as the age and comprehension ability of the classroom.</p>
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