

National Conference on “Value Education Through Teacher Education”

ROLE OF TEACHERS IN INCULCATING VALUES

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Abstract

If contemporary education is to be value based it can never be done without the teachers themselves understanding, appreciating and upholding the life sustained moral values. The teacher cannot have excuse whatsoever. If one cannot practice these values, one should not dream of teaching a job. It is a mission and vision for life and for posterity. That is the kind of realization that should be created among present day teachers. The theoretical knowledge of virtue must be supplemented by adequate practice of good character, the school concepts like the school traditions, the tone of the school, co-ordination between staff and students, activities and opportunities provided by the school. Co-Curricular activities afford opportunities for the training of character. A set off moral and ethical value is internalized by him and form part of an enlightened conscience that acts as an internal control on his character. The institutes of Teacher Education should take responsibility to prepare their students to achieve these goals. Value Education to become part and parcel of mainstream schooling, especially in public systems, the closest possible links need to be found between it and the world of teachers and schools.

Keywords: Values, Value Education, Quality Teaching

Introduction

In order for Values Education to become part and parcel of mainstream schooling, especially in public systems, the closest possible links need to be found between it and the world of teachers and schools. Teaching has undergone a revolution in the recent past. It was once a profession whose systems focused preponderantly on the more academically selective portion of the population, on the learning and cultural preferences of the hegemonic white, largely Anglo-Celtic population and on the essential literacy of language, mathematics, science, history and the arts. It is now a profession whose systems have to find the point of relevance for education of students across a vast array of academic and cultural starting-points. It also has to address dimensions of learning quite beyond the standard literacies because the social agency role of schooling has expanded beyond even the very lofty goals of its founders.

The wider role of teachers

Especially for those teachers trained in the 1970s and 1980s, there was a dominant credo that limited teachers' self-perception of their role. It was captured well in the words of the educational sociologist, Christopher Jencks. Jencks proposed that “... the character of a school's output depends largely on a single input, namely the characteristics of the entering children.” (1972: 256) This was the classic ‘you can't make a silk purse out of a sow's ear’ kind of belief. In other words, there is not much that a teacher can really do to

change the stars that have already determined the fate of one's students, primarily through their physical and familial heritage, and one shouldn't beat oneself up too much trying to achieve the unachievable. Now, if this belief related to the teacher's incapacity to make much of a difference even around the business of academic prowess, how totally incapacitating was the belief around issues of instilling personal and social morality. If a teacher could not even rely on their role to take a student struggling with literacy and numeracy to truly new standards of achievement, then what hope could there be of convincing them they could play a determinative role in moral formation?

Quality teaching and Values Education: a common language and perspective

It is in probing this question, 'What is Quality Teaching?', that the inherent connection with Values Education becomes particularly and perhaps surprisingly stark. Quality Teaching has been defined in various ways within different projects. Among the differences, however, there is a discernible pattern that has stretched the conception of 'teacher' beyond its former constraints. Beyond the expected criteria related to qualifications and updated skills, there are more subtle features that speak, for instance of, 'intellectual depth'. This is a concept that identifies the need not only to drive students towards dealing with the full array of facts and details related to any topic (in other words to avoid surface factual learning), but to induct students into the skills of interpretation, communication, negotiation, and reflection. In a word, the teacher's job is well beyond preparing students for 'get the answer right' standardized testing, but to engage the students' more sophisticated skills levels around such features as 'communicative capacity' and 'self-reflection'. Communicative capacity takes in many of the dispositions necessary to a highly developed social conscience and self-reflection provides the essential basis for a truly integrated and owned personal morality. In other words, it is not just the surface factual learning so characteristic of education of old that is to be surpassed; it is surface learning in general that is to be traded in favour of a learning that engages the whole person in depth of cognition, social and emotional maturity, and self-knowledge.

Values education: a quality teaching pursuit

These are the underpinning philosophies of teaching which must be understood in order for the modern values education pursuit to be truly saturating of our schooling systems, religious, independent and public. Especially in relation to the public system, it is only through these linkages with the most updated educational theory and teaching philosophy that the words of the Adelaide Declaration on the National Goals for Schooling in the Twenty-first Century, and the even sharper words of the 2003 Federal Government Values Education Study (DEST, 2003) and the 2005 National Framework for Values Education (DEST, 2005), will truly capture the hearts and minds of the average teacher.

In a word, it is a values-laden notion that marks out the single most important features of teacher impact, with the chestnut areas of content and method coming next in priorities. One is reminded many years on of the caution against instrumentalist approaches to education that were provided by the eminent John Dewey in the early days of public education. He said that to depend overly on subject knowledge and methods was fatal to the best interests of education. He spoke, rather, of the need for a mindset on the part of teachers that was, at one and the same time, self-reflective and directed towards instilling reflectivity, inquiry and a capacity for moral judiciousness on the part of students (cf. Dewey, 1964). Dewey would not be at all surprised with Rowe's findings. He would also be very much at home, and possibly even feel vindicated, by the priority being given at present to Value Education in the broad and comprehensive way it is being conceived. Furthermore, with the relationship of due care in place, the hard evidence before us is that Value Education with an explicit curriculum can make a difference to the ways students perceive and speak about moral issues (Lovat & Schofield, 1998; 2004). In this way, Values Education becomes the firm basis for training in issues of personal and social morality, such as, for example, around drugs education (Lovat et al, 2002) and the addressing of mental health issues for youth, including around matters of depression and suicide.

Role of teachers in inculcating values

If contemporary education is to be value based it can never be done without the teachers themselves understanding, appreciating and upholding the life sustained moral values. The teacher cannot have excuse whatsoever. If one cannot practice these values, one should not dream of teaching a job. It is a mission and vision for life and for posterity. That is the kind of realization that should be created in present day teachers.

The theoretical knowledge of virtue must be supplemented by adequate practice of good character, the school concepts like the school traditions, the tone of the school, co-ordination between staff and students, activities and opportunities provided by the school. Co-Curricular activities afford opportunities for the training of character. A set off moral and ethical value is internalized by him and form part of an enlightened conscience that acts as an internal control on his character. The institutes of Teacher Education should take responsibility

to prepare their students to achieve these goals.

Commitment and responsibility of teachers

The commitment and responsibility of teachers is very essential to make the excellent teacher–student relationship and maintain peaceful school atmosphere. Teachers should be a model to the student in his character, behavior and all virtuous things. The teachers are expected to advise and guide the pupils regarding their general behavior in school and outside the school. The role of the teacher differs in various stages of education. For instance, the role of nursery school teacher is different from that of a university professor. The ethics of teachers function as a class does not change level-wise or area-wise but expectations within a given group do. Teachers must plan their programme in such a manner as to assist children in developing desirable sentiments. The teacher can help to build a good self-image of the child. The child should be helped to look upon himself as honest, upright and reliable. There should not be any gap between their preaching and practice.

Ethical watchdog of the society

Teacher is supposed to be the ethical watchdog of the society. He is a role model for his students and also for the society. His secret of teaching values is to inspire and kindle the quest among the students by means of his own example of character and mastery of knowledge. It means by embodying values with ourselves we can really radiate values to our students. So a good teacher should possess a sound psychological knowledge of the different parts of the being, of the different qualities that come into play in various actions and the right laws of the development of personality in relation to the development of capacities and values of an integrated personality. It requires specific training for teachers before entering the profession.

Moral education teacher

Every teacher is first a moral education teacher and then only a teacher in a subject of his specialization. This is the most fundamental and basic requirement for the growth and development of morality among the children in any educational institution. Teachers have a responsibility to show themselves as models to children through their ideas and ideals. This will help children to develop their ego-ideal. Role of a teacher in organizing co-curricular activities in school as a Planner, Leader, an Organizer, a Recorder and Evaluator, a Manager, a Decision Maker, an Advisor, a Motivator, a Communicator, and a Coordinator.

Considering Co-curricular activities a teacher has to make adjustment in the time table to provide for those activities encourage pupil participation and also provide guidance while participating, as an integral part of curriculum. Then these activities will have a wholesome effect and have great educational values too. All the co-curricular activities should be organized with a spirit of devotion. Thus by planning a coherent programmed on different activities, rich in stimuli will also be heightening their abilities of self-expression, preparation for vocation, sentiment of loyalty, organizing ability, creativity, constructiveness and maintain good relations between school and community. Without these activities the school will be no more than a teaching shop and the children no more than bookworms. He has to set an example by having the right attitudes to work. He has to inculcate in students the habit of punctuality and regularity. A Teacher should bring desirable and constructive changes in students through instruction, example and influence. School usually has an elaborate system of activities and learning experiences which in its totality is called curriculum. It is with the help of this that schools bring about modification of behaviour of their pupils in desired direction.

Role of school in value orientation

Sutherland stresses that schools are to be concerned not simply with progress in thinking about morality but with associating moral judgment with moral behaviors and methods which are proposed to do this demand attention. School function is to teach our young human values like skill of interdependence' by working independently, skill of comparison through loving and caring. If classroom sends messages of love, safety, security, belonging, warmth, messages which say this is a place where the individual is respected and trusted, where human being may engage in human activity, in such a classroom, learning and living are united. The pursuit of internal happiness must be one of the chief aims of education and not mere possessing and developing material comforts in this life. The flexible, broad and human curriculum must provide ennobling and elevating experience to students. School must have facilities to inculcate values in students and should create a useful life environment from their progress.

The main dictum of schools is that they should provide a healthy climate for sharing responsibilities and community relationships. The well known fact is “practice is better than precept”. That is why every school should have a firm authority structure whose rules, principles and forms of punishment should be clear and defensible. The students should be encouraged to have proper role taking means for their value

development.

Conclusion

Education is a value and school is an instrument to realize it. But what is value today is efficiency with which the school prepares the child to compete for success in a market economy. The value frame provided by home, community, school, peer group, media and society are different and often contradictory. Values propagated by the electronic media and peer group on many occasions are more powerful than values taught in the school or by the parents. Schooling has thus gradually distanced itself from its central purpose of education. Education like other consumer goods is marketed by the profit motive. The genuine objective of education like development of personality, moral character, creative self-expression, democratic citizenship, nurturing of talent have suffered serious neglect in schooling. Therefore the need for reexamining of the objectives of education vis-à-vis schooling practice and transformation of schools and training institutions is strongly felt by many. Only value-oriented education will promote individual and social welfare, love, peace, good will and understanding.

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