

Activity 1: Thinking about values

If possible, you should do this activity with another school leader, or with your deputy.

Look at the vision statements in Table 1. Analyse each statement in terms of the underlying values that are implied. Which ones are consistent with the values that underpin the NCF 2005 and the RtE 2009?

Table 1 *Analysing vision statements.*

School and statement	What is valued?	Is this consistent with the NCF 2005 and RtE 2009?
Lahsuniya School: 'Families and school work together to support children's learning'		
Neelam School: 'Every child in this school is encouraged to develop their full potential in a stimulating and caring environment'		
Panna School: 'To ensure 100% success in end-of-school examinations'		
Moonga School: 'Our vision is to provide a happy, caring and stimulating environment where children learn to make their best contribution to society'		
Mukta School: 'To meet the needs of all its pupils'		
Manik School: 'Our school is a place of excellence where children can achieve their full potential'		
Gomedha School: 'To be the best school in the district'		
Pukhraj School: 'To ensure that all students have the chance to go to university'		
Aakash School: 'Every teacher strives for the best for every single child'		
Heera School: 'We believe that every child is entitled to enjoy his/her childhood. They should be valued for their individuality, culture and heritage'		

If members of your school community have historically held values and beliefs that are inconsistent with the NCF 2005 and REA 2009, you will not be able to change their views overnight. However, by adopting certain behaviours yourself and expecting your teachers to do the same, you will be able to create an environment where the values set out in Figure 1 will become established.

For each of the statements in Figure 1, identify some behaviours that you could adopt which will reinforce these values.

Discussion

Some of the statements in Table 1 fit the NCF 2005 and RtE 2009 statements very well, but some do not. For example, the desire for all students to go to university might appear to be aspirational, but is it realistic? The message is that going to university is more important than anything else; whereas in practice, it is not an appropriate ambition for some students. The statement from Heera School is certainly inclusive, but is it aspirational? The statements that seem to fit the criteria best are perhaps those from Neelam and Moonga Schools, as they emphasise wellbeing and the desire that all students achieve their full potential.

You can model inclusion values through talking to students and about students. The key resource 'Involving all' (<http://tinyurl.com/kr-involvingall>) could be used to support your teachers in modelling inclusive behaviours.