

Values Framework

This suite of resources support emotional and social learning and oral language development through a values framework. Each lesson uses intentional teaching strategies to develop a specific value, such as kindness, inclusion, sharing, listening or achievement.



FINDING YOUR VOICE

Let kids know their unique views and knowledge can be of help to others, but that it goes to waste if they're embarrassed to speak up or are constantly allowing themselves to be spoken over. Kids learn valuable leadership and interpersonal communication skills when called upon to contribute and direct a group. They also gain valuable self-esteem from their contributions being acknowledged and seeing the visible, positive change they have created, as well as learning how to advocate for their own autonomy.

Remind kids that being assertive is not the same as being bossy, and encourage students to make space for the voices of others as much as they are voicing their own opinions.

IMAGINATION & PLAY

This type of play naturally encourages kids to talk, listen, and think as they cooperate and interact with one another whilst working at the highest levels of imagination. By figuring out and enforcing the rules of the imagined play space, kids learn how to self-regulate their behaviours and interact socially in a positive way.

Pretending, creating and helping allows kids to discover new things and learn about themselves and where they fit in the world. Imagination and play build worlds where kids can safely and confidently practise and experience the other values.

RESPECT

Respect is about caring whether our words and actions have a harmful effect on other people, and seriously taking them into account before acting.

Self-respect means you feel good about who you are, the types of choices you make, and the impact you have on others. It is important for kids to be encouraged towards self-respect and recognising their unique value to the world so that they will take care of themselves and be enthusiastic about contributing in a positive manner. Disrespect usually comes from a place of hurt as a response of anger. It is important to practise remaining calm and mindful of others' feelings even when we have been wronged, so that we can work effectively towards the source of conflict.

ACHIEVEMENT

Applying effort to do something successfully. One of the most basic beliefs we carry about ourselves has to do with what we consider to be our personality. A fixed mindset assumes that things like our character, intelligence and creative ability are static, imparted at birth. A growth mindset, on the other hand, sees failure not as evidence of being naturally 'bad' at something, but as a challenging opportunity for extending our existing abilities.

These two mindsets, which kids manifest from a very early age, inform a great deal of our behaviour. Kids who believe it is effort, not innate gifts, that make the difference in their success are more willing to try new things and strive for success, rather than surrendering at the first hint of difficulty with a new skill, which ultimately impacts their enjoyment of life and sense of fulfilment.



COMMUNICATING

Effective communication requires kids to develop both a vocabulary sufficiently complex enough to explain their needs, and an understanding of how to appropriately use their voice.

Communication has many purposes, from retelling events, information and experiences to creating imaginative experiences to inform their audience to expressing their own feelings, thoughts and needs, or even to influencing others in order to achieve goals. It is important for kids to develop an awareness of the non-verbal elements of communication, such as hand gestures, body cues and facial expressions.

STORYTELLING

Storytelling is an ancient art familiar to humans all around the globe as an engaging way to pass knowledge from generation to generation.

Telling their own stories allows kids to practice their verbal communication skills, such as pronunciation, pitch, tempo and sentence syntax. Storytelling also requires kids to actively engage with meaning-making, either through comprehension of someone else's story, or through the structure of their own imaginative stories.

MINDFULNESS

Practising mindfulness is especially helpful for kids who are in a heightened state of stress or anxiety, or who have difficulty maintaining control of their emotions.

By slowing down and paying attention to what they're experiencing in the present moment - including feelings, thoughts and bodily sensations - kids develop self-management techniques for calming themselves, removing themselves from painful stimuli, and addressing the source of pain through clear understanding and communication to an adult. Learning mindfulness practices while young can help kids to develop the practice into a skill that can help them excel in moments of hardship.

FRIENDSHIP

Building and maintaining friendships depends on a kid's emotional skills, self-regulation skills and social competence.

These skills include the kid's ability to regulate their own emotions, understand other people's emotions and perspectives, show sympathy and empathy, know how to participate in conversation, be capable of compromise, know how to apologise, make amends and have an awareness of how emotional responses impact on others' feelings. Friendships are good for self-esteem. When a kid has good friends, they feel like they belong. Friends also look out for and care about one another.

RESPONSIBILITY

A sense of personal responsibility enables kids to reflect on the outcomes of their actions and behaviour and develop strategies to avoid making future mistakes.

This could be in relation to developing organisational skills and identifying the resources needed to achieve goals, then working independently and with initiative and persistence. It can also be about effectively regulating, managing and monitoring personal emotional responses.

TEAMWORK

The effective and efficient combined action of a group. Successful team work depends on individuals communicating effectively, collaboratively making decisions and resolving conflict, showing respect for and understanding of others' perspectives, and defining and accepting specific roles and responsibilities.

CARING & KINDNESS

Authentically kind people are motivated by feelings of empathy. They can see things from another person's perspective and understand how they might be feeling. They can also recognise emotional signals in others and know how and when to assist others. Caring for others can range from delaying personal gratification to being generous with time and thoughts in seeing to the needs of others.



PERSEVERANCE

Kids are likely already demonstrating perseverance when it comes to things they are passionate about, such as sports or favourite hobbies, sticking at it and continuing to work hard to overcome minor obstacles, failures and setbacks. If a kid never fails, they may never learn to apply strategies of thinking to overcome challenges, or to appropriately manage their emotional responses to trying times in their lives.

SHARING

True sharing implies empathy, the ability to get into another's mind and see things from their viewpoint. Create attitudes and an environment that encourages and incentivises kids to want to take turns. Taking turns helps kids make and keep friends by happily involving others in games and activities, and develops skills such as cooperative play, negotiating and the selfmanagement of emotions.

PATIENCE

A tolerance of delays or difficulties which cause discomfort, without giving in to those feelings of annoyance or anxiousness.

Young kids can have difficulty understanding the need for and benefits of delaying immediate gratification, partly because their concept of time is not yet developed. However, kids need to develop an ability to wait, sometimes to experience a better 'payoff', but also because periods of inactivity are unavoidable in life.

LISTENING

A sense of personal responsibility enables kids to reflect on the outcomes of their actions and behaviour and develop strategies to avoid making future mistakes. This could be in relation to developing organisational skills and identifying the resources needed to achieve goals, then working independently and with initiative and persistence. It can also be about effectively regulating, managing and monitoring personal emotional responses.

INCLUSIVITY

Empathy involves imagining what it might be like to 'walk in another's shoes' and identifying with others' feelings, situations and motivations. Inclusive practices then involve providing equal access to opportunities and experiences for people who might otherwise struggle to be involved.

Encourage kids to see the unique appearance, personality, quirks, beliefs and interests of individuals as bringing something special to the world that nobody else can duplicate. This includes viewing themselves as unique and worthwhile.

CURIOSITY & QUESTIONING

Curiosity helps kids be more observant, to think about things and try to figure them out. Big, open-ended questions support kids' language development and critical thinking. When kids explore using their curiosity, they expand their vocabulary as they use language to describe what they're thinking, seeing, hearing or experiencing. Kids use questioning to investigate and clarify information and ideas, and compare and evaluate information from a range of sources.

Kids often imagine possibilities as a response to new things and experiences, and are generally excited to put ideas into action to experience and interact with the consequences.

PROBLEM SOLVING

Thinking broadly and deeply to evaluate knowledge, clarify concepts and ideas, seek possibilities and consider alternatives. By applying a sequence of thinking skills, kids develop an increasingly sophisticated understanding of the processes they can use whenever they encounter problems, unfamiliar information and new ideas. It is important for kids to realise that no one is perfect at everything they do right from the start, and that practice and resilience (the capacity to recover quickly from difficulties) ultimately lead to more fulfilling outcomes.

