Values based framework & reflective practice
Outline

• Values- Definition
• HPS National Strategic Framework- values driven
• How we identified the shared values
• Values driven practice
• Homai Primary School
• Values evident at all levels
• Nga Mātāpono- photo-language
Values are...

Values are ...the ideals that give significance to our lives; that are reflected through the priorities that we choose, and that we act on consistently and repeatedly.

(Brian Hall *Values Shift*, p 21, 1994)
Values

• Values are deeply held beliefs about what is important or desirable.
• Our values are expressed in the way we think and act.
Authentic development of values and values based action required ‘participatory learning’-lived experience and deliberate reflection.
By working as a collective we will reach our destination
Participatory, Reflective

• This HPS National Strategic Framework developed over 8 months through a comprehensive research, advisory and consultation process conducted nationally.

• Bi-cultural partnership embodied in the HPS National Strategic Framework reflects the strong and consistent direction received from a considerable number of HPS participants and evidence gathered during the consultation process.

• The Roopū Māori – Ngā Kura Whānau Oranga – have made a significant contribution, ensuring that kaupapa Māori has continued to inform the development of the framework.
NZ HP values

Global HP values

Nga Mātāpono

Pasifika & others HP values

Nga Mātāpono
He Awa Whiria

• He Awa Whiria (braided river), where multiple values (yellow, green and pink) have contributed to the development of Nga Mātāpono

• The collective approach values and promotes a range of distinctive views within the NZ school community context
Nga Mātāpono (values)

Unity (based on shared values/principles) within diversity

• Nga Mātāpono (values)- provide an anchor, a moral compass for HPS practice at all levels
Process to identify what we value/key principles for new framework

International
• Health Promotion
• IUHPE

National
• Indigenous
• Pasifika and other ethnic groups
• Health
• Education
• School communities
• Whanau ora

Identification of shared values/principles

Nga Mātāpono
Checked alignment
Health Promotion

• As an activity or discipline is “values “ based. Examples of the values are...
  • Social justice
  • Participation
  • Empowerment
  • Local ownership
  • Rangatiratanga

• Others?
<table>
<thead>
<tr>
<th>IUHPE Values/Principles</th>
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<tbody>
<tr>
<td>Promotes the health and well-being of students</td>
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<tr>
<td>Enhances the learning outcomes of students</td>
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<tr>
<td>Upholds social justice and equity concepts</td>
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<tr>
<td>Involves student participation and empowerment</td>
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<tr>
<td>Provides a safe and supportive environment</td>
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<tr>
<td>Sets realistic goals built on accurate data and sound scientific evidence</td>
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<tr>
<td>Seeks continuous improvement through ongoing monitoring and evaluation</td>
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<td>Links health and education issues and systems</td>
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<td>Addresses the health and well-being issues of all school staff</td>
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<td>Collaborates with parents and the local community</td>
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<td>Integrates health into the school’s ongoing activities, curriculum and assessment standards</td>
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Values & vision driven practice

Why?
Beliefs and values

How?
Principles

What?
Practices
Values & vision driven practice

Why?
Beliefs and values. Mutually agreed upon by the HPS community-forms the basis of the common sense of purpose. Made explicit in vision/mission statement

How?
Principles. Derived from values and beliefs captured in school community inquiry process, delivery & sector capacity building

What?
Practices. Living expression of our values
A person's beliefs will determine and dictate their practices, sometimes (not always) a person will consciously understand this relationship. Such beliefs, understandings and practices construct a person's identity, and how they “act out” this identity. At an individual level, this is often private and implicit. In an organisation it is also possible to construct an identity based on what the organisation believes, together you develop the common understandings of what these beliefs mean in your organisational structure......ultimately determining the “approved” practices of the organisation.
Values evident at all levels

Range & Reach

Reach: Many Levels in Organisation

Organisation Structure Chart

Range: Many Different Types Of Jobs

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"Refresh my memory, Ms. Hamish. Which little square am I... on the organizational chart?"
"It's probably not a good sign to be listed in the organization chart underneath the office plants."
School communities
MoE/MoH
HPS Inquiry Cycle
Improved educational outcomes
Improved whānau wellbeing
Accelerated equity
HPS Managers
HPS facilitators
HPS Values
HPS Strategic goals
Ongoing monitoring and review
School communities
HPS facilitators
HPS Managers
MoE/MoH
Ongoing monitoring and review
HPS strategic goals
HPS Inquiry Cycle
HPS Values
Accelerated equity
Improved educational outcomes
Wellbeing
Improved wellbeing
managed
Evidence
Evidence used to judge impact
School design tasks
School learning needs
Community learning needs
Our own learning needs
School communities
Design tasks
Actions
Actions
Actions
Actions
HPS Values

Accelerated equity

Improved whānau wellbeing

Improved educational outcomes

HPS Inquiry Cycle

School communities

HPS Managers

MoE/ MoH

HPS facilitators

HPS Strategic goals

Ongoing monitoring and review
Reflective practice

- **Reflective practice** is "the capacity to reflect on action so as to engage in a process of continuous learning", which, according to the originator of the term, is "one of the defining characteristics of professional practice". [1]
According to one definition it involves "paying critical attention to the practical values and theories which inform everyday actions, by examining practice reflectively and reflexively. This leads to developmental insight".\[2\]

Reflective practice can be an important tool in practice-based professional learning settings where individuals learning from their own professional experiences, rather than from formal teaching or knowledge transfer, may be the most important source of personal professional development and improvement. As such the notion has achieved wide take-up, particularly in professional development for practitioners in the areas of education and healthcare. The question of how best to learn from experience has wider relevance however, to any organizational learning environment. In particular, people in leadership positions have a tremendous development opportunity if they engage in reflective practice
Nga Mātāpono

• Think for a moment in your role when you witnessed something that made you realise why it’s all worthwhile. When you have re-connected with the moment view the photos following. If one of them connects with your story or speaks to you send a smiley face and tell us about it!
• We now need one of you tell us the story behind why you chose that photo.
• The rest of us will listen and try to identify the values implicit in the story.
• How do these values align with Nga Mātāpono?