

THE TWO-SIDED COIN OF VALUES PEDAGOGY



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Abstract:

The article will explore the two essential elements, or “two-sided coin”, of values pedagogy, an approach to teaching and learning built around values. The two essential elements are referred to in the literature as implicit and explicit. The implicit element concerns the establishment of a safe, conducive, or *values-filled*, ambience for learning, while the explicit element concerns an approach to curriculum implementation that focusses on the meaning, or *value*, to be found in the content of curriculum, as against focussing principally on the more easily measured facts and figures. In a word, the explicit element renders a deepened intellectual engagement of the kind articulated in Habermasian epistemology. Evidence of the greater learning effect found in values pedagogy will be drawn from international literature, while grounded empirically in findings from the Australian Values Education Program.

Keywords: Values Pedagogy, Implicit and Explicit Learning, Neuroscience, Habermas, Australian Values Education Program

Introduction

The Australian Values Education Program (AVEP) was an Australian Government initiative, funded from 2003-2020. It began with a pilot study in 2003, titled *Values Education Study* (Australian Department of Education, Science and Training (DEST), 2003), followed by the development of a *National Framework for Values Education* (DEST, 2005). Between 2005 and 2010, several research and practice projects were implemented, the main one being the two stage *Values Education Good Practice Schools Project* (VEGPSP) (DEST, 2006; Department of Education, Employment and Workplace Relations (DEEWR), 2008). The *Project to Test and Measure the Impact of Values Education on Student Effects and School Ambience* (T&M) (Lovat et al., 2009), an evaluation study, was followed by the summative study, *Giving Voice to the Impacts of Values Education* (DEEWR, 2010). Close to 400 schools from across the country were engaged at some

point in the Program, including 316 in VEGPSP. Approximately 100,000 students, 5,000 teachers and 55 university researchers were involved in the Program. Schools in VEGPSP were grouped into 51 clusters, each cluster enacting an intervention project that accorded with the principles and guidelines from the National Framework. Each project was evaluated progressively and summatively by a university researcher. Findings demonstrated a connection between the values pedagogical approach that underpinned the project and good practice pedagogy, as adjudged by its allied literature. Positive effects were seen across the range of holistic educational goals to be found in pedagogical literature, including emotional, social, moral, and academic goals. Many of the reports from the school-based projects identified the effects of the improved relationships of care and trust between students and teachers, the principal effect being seen in an enhanced sense of calm and improved behaviour. Reports also spoke of strengthened teacher and student intellectual output, teachers teaching better and students demonstrating enhanced reflectivity, leading in turn to deeper and more meaningful classroom discussions. Researcher reflection on these effects led to classification of the implicit and explicit elements of values pedagogy.

The Implicit Element in Values Pedagogy

Fred Newmann (Newmann et al., 1995, 1996), in a research area broadly described as authentic pedagogy, pointed to five “pedagogical dynamics”, five features or characteristics that were associated most patently with teaching that was achieving comprehensive educational goals, including academic achievement. These “dynamics” ranged from reasonably predictable and largely instrumentalist factors like “sound technique” and “updated professional development”. “Catering for diversity” and “school coherence” were arguably less predictable and not so instrumentalist.

The former of these was best seen as an extension of insights at the time around “individual differences” while the latter arguably fitted into a strengthened realisation about the importance of wellbeing in students if other goals of schooling were to be achieved. The dynamic that stood out not so much for its innovation but for its indispensability was the one described as “trustful, supportive ambience”. The way it was presented, it was clearly the *sine qua non* of the dynamics, the one that all the others rested and relied on. It was about the relationships that surrounded the student, most centrally the relationship with the teacher(s), that provided the safety and security neces-

sary for effective learning to occur. The five pedagogical dynamics worked together to produce the optimal holistic effect, meaning that personal, emotional, and social wellbeing could be achieved regardless of an individual student’s disadvantaged origins. When this occurred, the potential for intellectual achievement was also maximised, regardless of students’ starting points:

We found that authentic pedagogy helps all students substantially ... Neither gender, race, ethnicity or socioeconomic status significantly affected the impact of authentic pedagogy on students. (Newmann et al. 1995, p. 8)

There are several aspects of this research that are of special interest to the consideration of values education and its relationship to good practice pedagogy. The school coherence and trustful, supportive ambience factors are among them. The fact that they stand alongside, if not indeed outweigh, more anticipated factors like sound technique and updated professional development are instructive for anyone contemplating what works in teaching and learning, be it teachers, school leaders or educational bureaucrats, regardless of their interest or not in values education *per se*. The idea that care and trust are central not only to general student wellbeing but to their intellectual wellbeing specifically can be found in the ancient world in Confucian philosophy (Confucius, 1998), the medieval world in the work of Abu al-Ghazali (1991), the Persian Sufi, and in updated educational research by the likes of Nel Noddings (Noddings, 2002) and Ken Rowe (Rowe, 2004). In large scale Australian research, Rowe identified four factors that were associated most demonstrably with students “doing well” in school, including academic achievement. The first two factors were factor analysed as “care” and “trust”, a result that coincided with the findings of Newmann and associates, as well as the insights of the ancients.

In such findings, modern educational research is merely rediscovering some of the oldest imperatives to be found in the educational tradition. In the introduction to Thomas Stanley’s (Stanley, 2016) seminal work on Pythagoras, Henry Drake says of the Pythagorean academies that the ancient educator set up:

(they) ... sought to produce an advanced type of human being – the insightful, creative man (sic!) of character, inquiring mind, depth of feeling, thoughtful disposition, practical understanding and, above all, spiritual sensitivity ... each individual has within his basic nature certain qualities which, when cultivated under proper instruction, make it possible for him (sic!) to mature into the likeness of a divine being. (p. 21).

We see in this an early view that teaching done the right way could achieve a powerful function, that it was far beyond the instrumentalism of conveying facts and figures but a function with potential to form character. As Stanley unpacks it, Pythagoras's was a view of teaching that called for the teacher demonstrating profound respect for each individual student and establishing a caring and trusting learning environment.

Elsewhere (Lovat, 2021), I point to the influence that Pythagoras had on Islam, including Islamic education from its earliest days down to the present era. Avicenna, as an example, spoke much about the need for the teacher to show love and kindness to pupils if their potential was to be realised:

Thus, the trainability of a child depends on the level to which he or she feels loved as a human and counts as a member of the school family. (Nowrozi et al., p. 174)

Gil'adi (1992) regards Al-Ghazali's magnum opus, *Revival of Religious Sciences*, as 'one of the most comprehensive and influential essays on ethics and education in medieval Islamic culture.' (p. 45) A central tenet of his pedagogy concerned the imperative of the teacher showing kindness and encouragement to the pupil. For Ghazali, it seems, this was both a religious imperative, granted the teacher stood in the place of God, but also a practical pedagogical one (Orak, 2016). The teacher's ethical stance therefore had to be in accord with both the theological and pedagogical imperatives.

Modern Islamic educational theory endorses the findings of its medieval scholars. Al-Attas (al-Attas, 1977) speaks to the need for individualized learning and the over-arching importance of the relationship between the teacher and the student. Success in teaching relies on a personal and caring relationship between the teacher and each student.

Furthermore, updated neuroscientific findings endorse the perspectives above and explain why the caring, trusting, and therefore safe, environment is so essential to efficacious pedagogy. Damasio (2003) employs data from his experimental work to identify the neural nexus between affect, sociality, and cognition. Immordino-Yang (2011, 2015) and Immordino-Yang, Darling-Hammond and Crone (2019) apply similar findings to illustrate the relevance to the kind of cognition required for education. Narvaez (2010) identifies the connection between the safety of the physical environment and the potential psychological security that is necessary to the effective learning ambience. She notes the distraction from learn-

ing that ensues when students feel unsafe and become preoccupied by their insecurity:

When climates are unsafe to the individual, they will provoke a "security ethic" in which self-safety becomes a major focus and priority for action. (p. 667)

Adalbjarnardottir (2010) emphasizes the importance of the safety factor in her analysis of teachers undergoing professional development in an effort to enhance their learning environments:

... as teachers create a caring and safe classroom atmosphere, students can feel free to express their ideas, feel they are heard, and feel the need to listen to each other – and feel motivated to argue, debate, and reach agreement. (p. 744)

Much of educational neuroscientific thinking endorses Ginott's (1995) insights that feeling well and thinking well are two sides of the educational coin and that it is mainly up to the teacher to effect both positive feeling and thinking by the way the relationship with the student is forged and the curriculum disseminated.

Armed with evidence of this kind, a stated goal of the interventions being planned for *Values Education Study* (DEST, 2003) took the following form:

...to re-engineer a school culture so the school could promote and nurture itself as a safe, compassionate, tolerant and inclusive school. (p. 96)

The core school values contribute towards the desirable outcomes of safety, happiness, connectedness, emotional well-being, high self-esteem, exemplary behaviour, citizenship, service, achievement and student self-confidence. (p. 131)

In one of the later projects (DEST, 2006), the connections between care and safety became more pronounced:

The atmosphere of care and safety generated in a community of inquiry provides a space in which less confident students can try out ideas with the guarantee that they will be listened to. (p. 121)

...a shared school community language that could contribute to positive, safe and inclusive learning communities. (p. 181)

The *Project to Test and Measure the Impact of Values Education on Student Effects and School Ambience* (Lovat et al., 2009), pointed to several demonstrable effects

of the values education interventions engaged in by clusters. One clear effect concerned the impact of the caring, trusting relationship between teachers and students on the safe, secure, and calmed environment:

... a calmer, more caring and more cooperative environment than before the values program. (p. 7)

... a "calmer" environment with less conflict and with a reduction in the number of referrals to the planning room. (p. 8)

... assemblies had "dramatically improved" and were "much calmer" and ... there was "more ordered movement around the school", all of which helped to "set a better tone". (p. 8)

'...the creation of a safer and more caring school community, a greater self-awareness, a greater capacity for self-appraisal, self-regulation and enhanced self-esteem' (p. 10).

... the school assumes a calmer, more peaceful ambience. (p. 12)

... calmer and more peaceful classrooms, and helped children to be more settled and attentive. (p. 34)

... calmer, more caring and more cooperative environment than before the values program. (p. 44)

... most staff are calmer in their approach to students. (p. 52)

... the school assumes a calmer, more peaceful ambience, better student-teacher relationships are forged, student and teacher wellbeing improves and parents are more engaged with the school. (p. 68)

Virtually all the case studies report that, since the schools' involvement with values education, they have become significantly calmer and more peaceful places ... Most put this down to the students knowing the meaning of things like respect and responsibility. (p. 80)

The positive effects on school ambience included teacher perceptions of the school being calmer and more peaceful, of conflict being managed more constructively and of students demonstrating improved social skills. (p. 86)

The main outcomes of the school's values program have been: 1. A focus on the explicit teaching of values 2. The calming effect it has had on the school. (p. 99)

The focus group was unequivocal about the impact the values education program has had on classroom life. Classrooms are calmer since its introduction. (p. 101)

The group felt that there was a direct correlation between the success of the values education program and the increased calmness and respectfulness observed in classrooms. (p. 101)

... contributed to the school becoming a calmer and more peaceful environment where mutual respect is taken seriously. (p. 102)

... the school seems calmer and more focused than it was 1-2 years ago (ie. before the values program). (p. 123)

Osterman (2010) identifies the setting up of "safe space", in which students feel respected and are safe to practise respect for their fellows, as an artefact of the kind of teacher practice that is most associated with academic performance. Spooner-Lane et al. (2010) also note that safe space represents one of the enmeshed features of those sites where teachers both establish the right relationships and provide overall high-class pedagogy:

...teachers must possess certain capabilities that will allow them to provide high quality instruction in a safe, supportive, and stimulating learning environment and design and manage individual and group learning experiences that are intellectually stimulating. (p. 383)

In a word, the implicit element concerns student wellbeing, an important consideration for any young person in any context. In an educational context, however, wellbeing is not merely an end in itself so much as a precondition for effective learning. Research cited above, of Osterman and Spooner-Lane among others, illustrates the connection between the two, namely, between the wellbeing engendered in a safe environment and the intellectual output generated in such an environment. This brings us to the importance of the explicit element in values pedagogy.

The Explicit Element in Values Pedagogy

As above, Osterman (2010) speaks to the inherent relationship between the caring, supportive ambience of learning and academic diligence when she points to the evidence of enhanced learning potential where students experience emotional wellbeing in the educational environment. At the heart of this potential, when realised, is the integral connection between teacher relationship and the nature of the pedagogy provided by the teacher. In a word, it is neither the teacher who merely offers emotional support nor the one who merely instructs well whose practice results in academic diligence. It is the teacher whose pedagogy encapsulates both a supportive relation-

ship with the student and the most efficacious instruction whose students attain new levels of academic enhancement. Osterman's work demonstrates well the connection between the implicit and explicit elements, or "two-sided coin", of values pedagogy.

Similarly, Davidson et al.'s (2023) character education research refers to "moral character" and "performance character" as the essential twin elements in effective learning. Their work carried an embedded argument, if not warning, that too much educational effectiveness research, policy, and practice concentrates on performance in isolation. At the same time, it is acknowledged that there are instances where character/ values education focusses overly on the moral dimension, including supportive ambience, without making the link with performance and its importance to the overall goals of education. In their *Smart and Good Schools Model of Character Education*, they amplify the need for both dimensions:

The *Smart & Good Schools* approach seeks to maximize the power of moral and performance character by viewing character as needed for, and potentially developed from, every act of teaching and learning. Character education thus conceived stands at the very center of schooling; it is not done parallel to academic instruction, but rather in and through the teaching and learning process. (p. 531)

Sokol et al. (2023) explore further the unhelpful division between performance and morality, seeing it as a by-product of the way that moral and developmental psychology have developed in relative isolation from each other. Their work offers insight into the failure of the traditional foundations of teacher education to prepare teachers adequately to see the "two sides of the coin" as essential to each other. In allied work, Flay et al. (2023) speak of 'academics, behaviour, and character' (p. 324) as the ABC of successful learning. They make the point that education systems persistently fail to understand the interrelationships between these dimensions in their singular focus on academic performance, one that continues to fail individual success and the good of society. Their *Skills for Successful Learning and Living* (SSLL) programs address behaviour, character, and academic improvement as one skill set, integrally bound together. Their results demonstrate that a focus on character development has clear flow-on effects for academic learning and, concomitantly, that learning in a supportive, values-filled environment has positive flow on effects for character development.

Robinson and Campbell's (2010) work demonstrated the clear connection between explicit discourse about values and enhanced pedagogical engagement by teachers and students. Meanwhile, Dasoo (2010) reported on a South African program designed to instil values pedagogy in teachers and on the major impact noted of enhanced self-esteem and wellbeing on the part of teachers as they experienced their students' improved learning responses. Salim (2023) draws Delors, Habermas, and Charles Taylor's work together in proposing an integrative, values-based approach to teacher learning as one that promises to provide for the holistic understanding of educational goals needed for today. His empirical research demonstrates its effects. Benninga et al. (2006), in earlier character education research, provided the firmest possible evidence of the link between the "two sides of the coin", tracing the strengthened performance in Californian basic skills test results when tied to a values program aimed at the positive learning ambience. In later work, Benninga and Tracz (2023) offer findings that confirm the devastating effects on sustainable education when this kind of holism is disregarded or, worse still, when the values program has been dismantled and replaced by more standard, instrumentalist pedagogies.

Consistent with all the above, the evidence from the Australian Values Education Program confirmed that it was in the creation of an environment where values were implicit in the learning environment and explicit in the way curriculum content was disseminated that student learning began to improve. Toomey (2010) illustrated in his work the ways in which a values pedagogy shaped all aspects of school life, including greater attention to academic work, citing the Program's findings:

... by creating an environment where ... values were constantly shaping classroom activity, student learning was improving, teachers and students were happier, and school was calmer. (p. 33)

Samples of feedback from the VEGPSP (DEST, 2006) classrooms included the following:

... the documented behaviour of students has improved significantly, evidenced in vastly reduced incidents and discipline reports and suspensions. The school is ... a "much better place to be". Children are "well behaved", demonstrate improved self-control, relate better to each other and, most significantly, share with teachers a common language of expectations ... Other evidence of this change in the social environment of the school is the significant rise in parental satisfaction. (p. 41)

The way that most teachers model behaviour to the students has changed. The way many teachers speak to students has changed. It is now commonplace for teachers to speak to students in values terms ... for example, if a child has hurt another child, we would bring to the child's attention the values of "Respect", "Care" and "Compassion" as well as "Responsibility" for our actions... As a staff we realise the importance of modelling good behaviour and the values are the basis for this. (p. 75)

Everyone in the classroom exchange, teachers and students alike, became more conscious of trying to be respectful, trying to do their best, and trying to give others a fair go. We also found that by creating an environment where these values were constantly shaping classroom activity, student learning was improving, teachers and students were happier, and school was calmer. (p. 120)

... has provided many benefits to the students as far as a coordinated curriculum and learning experiences that have offered a sense of belonging, connectedness, resilience and a sense of self. However, there has been none more significant than the reflective change that has occurred in the participant teachers and schools. (p.185)

While there were early indications of the link between values discourse and academic focus in the earliest of the Australian projects, it became especially apparent in the transition between phases 1 and 2 of VEGPSP. While results from this study confirmed '... the vital link between a values approach to pedagogy and the ambience it created with the holistic effects of this approach on student behaviour and performance' (Lovat & Toomey, 2010, p. 11), it noted also that '...the explicitness of the pedagogy around values being seen to be determinative' (p. 11) was important. Evidence from phase 2 of VEGPSP (DEEWR, 2008) included the following:

The principle of explicitness applies more broadly and pervasively than has been previously recognised . . . values-based schools live and breathe a values consciousness. They become schools where values are thought about, talked about, taught about, reflected upon and enacted across the whole school in all school activities. (p. 37)

... improved relationships ... improved student attendance, fewer reportable behaviour incidents ... students appeared happier ... focused classroom activity, calmer classrooms with students going about their work purposefully. (p. 27)

We observed that those teachers whose classrooms were characterised by an inclusive culture of caring and respect and where character development played an important and quite often explicit role in the daily learning of

students were those same teachers who also demonstrated a high level of personal development, self-awareness of, and commitment to their own values and beliefs. (p. 39)

Uniformly, teachers report that doing something with and for the community increases the students' engagement in their learning. This resonates with an interesting but relatively new proposition in education: when students have opportunities to give to their community, to something beyond themselves, it changes their attitude to the learning tasks. (p. 41)

It was ... observed (within the school) that where teachers were seeing the importance of establishing relationships and of respecting their students – this was reflected in the behaviour of their students ... Where teachers are embracing values education as something that is important and to be embedded in practice – their pedagogy is enhanced. (pp. 81-82)

In the *Project to Test and Measure the Impact of Values Education on Student Effects and School Ambience* (Lovat et al., 2009), all program findings were investigated again and subjected to quantitative, qualitative, and conceptual analysis. Results confirmed that the many claims concerning the persistent links between the caring relationship with teachers producing a safe learning environment, on the one hand, and the academic effect, on the other hand, were justified (pp. 8-9), as was the "two-sided coin" that sees the implicit and explicit elements of values pedagogy intertwining in giving rise to this effect:

The closer the attention a school gives to explicitly teaching a set of agreed values, the more the students seem to comply with their schoolwork demands, the more conducive and coherent a place the school becomes and the better the staff and students feel. (p. 12)

...there was substantial quantitative and qualitative evidence suggesting that there were observable and measurable improvements in students' academic diligence, including increased attentiveness, a greater capacity to work independently as well as more cooperatively, greater care and effort being invested in schoolwork and students assuming more responsibility for their own learning as well as classroom 'chores'. (p. 6)

The report (Lovat et al., 2009) identified reasons why the safe, caring learning environment would likely enhance academic diligence. As examples, the reported lessening of time spent on behaviour management (p. 25) allowed for increased teacher attention to their teaching duties (p. 31). Teachers reported that classrooms became

‘more settled (p. 25), ‘more respectful, focused and harmonious’ (p. 71), and that the whole school environment became calmer (pp. 92, 98, 102, 124):

(It was) a better place to teach ... a better place to learn. (p. 124)

Greater collegiality among the staff also contributed to a “positive”, “kinder”, “happier” and “more harmonious” school ambience (p. 47).

Teacher observations of the impact of this “better place to learn” included reports of students being more engaged in learning (p. 13), putting greater effort into their work and trying harder, striving for quality, striving to achieve their best (pp. 29, 78, 98, 99, 100). Students were seen to be taking greater responsibility for their learning and working together more co-operatively (p. 45), more willing to “have a go”, ask for help, and help each other (p. 100). They were also engaging at a greater intellectual depth (pp. 65, 100) and, in turn, this led teachers to raise their own expectations for the students (p. 100).

Overwhelmingly, the strongest inference that can be drawn ... is that as schools give increasing curriculum and teaching emphasis to values education, students become more academically diligent, the school assumes a calmer, more peaceful ambience, better student-teacher relationships are forged, student and teacher wellbeing improves and parents are more engaged with the school ... it seems clear that the fit between values education and quality teaching is better described not as one having an impact on the other, but rather as the two of them being in harmony. That is, values education, academic diligence, school ambience and coherence, student and teacher wellbeing, the quality of interpersonal relationships ... harmonize in some way. The closer the attention a school gives to explicitly teaching a set of agreed values, the more the students seem to comply with their schoolwork demands, the more conducive and coherent a place the school becomes and the better the staff and students feel. (Lovat et al., 2009, p. 12)

...there is now a vast store of evidence from values education research that the establishment of a positive, caring and encouraging ambience of learning, together with explicit discourse about values in ways that draw on students’ deeper learning and reflectivity, has power to transform the patterns of feelings, behaviour, resilience, and academic diligence. (Lovat, 2010, p. 10)

Epistemological Explanations for the “Two-sided Coin” Effect

As indicated above, updated educational neuroscience was helpful in providing understanding of the dynamic effect of the “two-sided coin” of values pedagogy (Lovat et al., 2011). Concomitantly, research analysis also turned to epistemology, most especially through the contemporary work of Jurgen Habermas (1972, 1974, 1984, 1987, 1990). His combined theories of knowing and communicative action offer insights into the deeper intellectual effect that is experienced when the learner feels safe and is given some power over their learning, most especially when they can see their learning impacting on *praxis*, change for the good. In a word, they render the idea that any legitimate education requires a values-laden approach, in terms of both ambience and discourse, so offering insight into why it is that saturating the learning experience with both the values-filled environment, or implicit element of the coin, and teaching that engages in discourse about values-related content, the so-called explicit element, will have the holistic effect that the research identified.

Habermasian epistemology was able to explain the practical effects of an approach to learning, namely values pedagogy, that is aimed at the full range of developmental measures, an approach justified both philosophically and pedagogically as an effective way in which learning could and should proceed in any learning setting. Habermas was regularly cited among scholars engaged in values pedagogical research (cf. Crawford 2010; Crotty, 2023; Gellel, 2023; Henderson, 2010; Lovat, 2022, 2023; Lovat et al., 2010a, 2010b, 2011, 2023).

Crotty (2023), for example, employed a Habermasian perspective to analyse the improved academic focus in the students he observed. He named the effect “enhanced higher order thinking leading to emancipatory knowledge”:

This knowledge-guiding interest concerns the human capacity to be self-reflective and self-determining. The knowledge that is produced by interaction with the interest informs human responsibility. The self-reflection makes the individual aware of those ideologies that influence humans, and it offers a way for the individual to deal with them. It seems obvious to me that in the four clusters this particular mode of knowledge is shared by teachers and students. (pp. 741-742)

The programs that Crotty was observing involved social engagement, or service learning, as a component of the

values pedagogy, a component with elements of *praxis* and a reputation for having an especially powerful influence on improved academic performance (Lovat & Clement, 2016). Again, Habermasian epistemology helps to explain why this is the case:

The frame of reference emanates from Habermas's "Ways of Knowing" and "Communicative Action" theories. In a word, it is the one who knows not only empirically analytically and historically hermeneutically, but self-reflectively who is capable of the just and empowering relationships implied in the notion of communicative action. In a sense, one finally comes truly to know when one knows oneself, and authentic knowing of self can only come through action for others, the practical action for change and betterment implied by *praxis*. Habermas provides the conceptual foundation for a values education that transforms educational practice, its actors in students and teachers, and the role of the school towards holistic social agency, the school that is not merely a disjointed receptacle for isolated academic activity, but one whose purpose is to serve and enrich the lives not only of its immediate inhabitants but of its community. (Lovat et al., 2010, pp. 615-616)

Conclusion

The article identified the two essential elements, or "two-sided coin", of values pedagogy, an approach to teaching and learning built around values. The two essential elements are referred to in the literature as implicit and explicit. The implicit element concerns the establishment of a safe, conducive, or values-filled, ambience for learning, while the explicit element concerns an approach to curriculum implementation that focusses on the meaning, or value, to be found in the content of curriculum, as against focussing principally on the more easily measured facts and figures. Habermasian epistemology was employed to provide explanation for why the explicit element resulted in a deepening of intellectual engagement, such that strengthened academic diligence resulted. Data were drawn from a variety of sources, including international literature but especially from the findings of the Australian Values Education Program.

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