



United Nations Educational,
Scientific and Cultural Organization



Framework for Action on Values Education in Early Childhood



**International Decade for a Culture of Peace
and Nonviolence for the Children of the World**

Framework for Action on Values Education in Early Childhood

developed at
the *Integrating Values in Early Childhood Programmes/Services*
International Workshop, co-organized by
UNESCO and Living Values: an Educational Program.
(Paris, November 20-22 2000)

(ED-2002/WS/32)

Printed in UNESCO's workshop.

Framework for Action on Values Education in Early Childhood

Background

The groups represented at the meeting included: UNESCO, IQRA' International Institute, OMEP International, OMEP France, Consultative Group on Early Childhood Care and Development Secretariat, UNICEF Regional Office for CEE/CIS and the Baltic, Living Values International Secretariat, Peter-Hesse Foundation, Swedish Ministry of Education & Science, Asociación Mundial de Educadores Infantiles, IUFM Grenoble, Crèche Petit à Petit, Israel Ministry of Health, Montessori Centre International, Women's World Summit Foundation, Arab Women's Solidarity, Syndicat des Enseignants, Living Values in Israel Association, Association of Living Values Educators of Kenya, Mauritius Institute of Education, Beirut American Community School, Kuwait American School, Association Mondiale des Amis de l'Enfance (AMADE)

and agreed to work on a joint framework for action to reinforce awareness of :

- the need for a "flexible, creative, communicative and supportive" learning environment for a young child,
- the impact of a value-based child-friendly learning environment where each child can express its creative and communicative skills,
- the importance of surrounding the child with human core-values from an early age,
- the ways of implementing values-based early childhood approaches for a better social, emotional, academic and spiritual development of the young child.

I - A Framework for Action on Values Education in Early Childhood

Why a Framework for Action?

During the 1999 UNESCO General Conference, several Member States representatives expressed their concern about young children who did not receive the proper quality of education, or were not exposed to any education at all, or were part of communities where crucial values were being eroded, and their desire to find ways in which those values can be strengthened. UNESCO receives more and more requests from Member States related to the issue of values education for young children (within a formal and non formal educational framework, but also street children, etc.). Building on this, UNESCO's Early Childhood and Family Education Unit launched, jointly with Living Values: An Educational Program, an international initiative on "Early Childhood and Values Education" in early 2000. This started an "international" discussion (in English, French and Spanish - by email and other traditional means) on the theme of Early Childhood and Values Education involving, among other, the distribution of a questionnaire to Living Values coordinators and educators, UNESCO National Commissions and field offices and other early childhood partners throughout the world, to identify experiences in this area, solicit recommendations on forms of concrete and practical results of such a discussion and consultation, and suggest ideas that could help prepare documents (+ web site) for Member States, educators, parents, etc... on this issue.

Meeting basic needs:

Summarized from the results of the discussions during the meeting and recent statements on young children's needs, the following findings provide a quick overview of needs that would need to account in be taken into an early childhood value-based framework for action.

◆ Reaching young children

The *Education for All 2000 Assessment* shows that of the more than 800 million children under 6 years of age in the world, fewer than a third benefit from any form of early childhood programmes. The challenge is thus enormous, made more difficult by the demographic pressures and increased urbanization, increased poverty and social exclusion, greater numbers of out-of-school children, the alarming progress of AIDS, growing violence among youth and the impact of globalization that most countries experience. Yet, efficient and low-cost options for early childhood exist, and are adapted to the needs of children, to the living conditions of families, to the different cultures, values and resources of countries. Their implementation depends more on creating adequate political and social will, and a cohesion among the various actors in education, than on any other factor.

◆ Irreducible needs of young children

In their new book *"The Irreducible Needs of Children"*, Doctors T. Berry Brazelton and Stanley Greenspan argue that all young children have seven irreducible needs.

1. *Ongoing nurturing relationships*: Every baby needs a warm, intimate relationship with a primary caregiver over a period of years, not months or weeks. This is far more important to emotional and intellectual development than early cognitive training or educational games. If this relationship is absent or interrupted, a child can develop disorders of reasoning, motivation and attachment. Infants, toddlers and preschoolers need these nurturing interactions most of their waking hours.
2. *Physical protection, safety and regulation*: Both in the womb and in infancy, children need an environment that provides protection from physical and psychological harm, chemical toxins and exposure to violence.
3. *Experiences tailored to individual differences*: Every child has a unique temperament. Tailoring early experience to nurture a child's individual nature prevents learning and behavioral problems and enables a child to develop his or her full potential.
4. *Developmentally appropriate experiences*: Children of different ages need care tailored to their stage of development. Unrealistic expectations can hinder a child's development.
5. *Limit-setting, structure and expectations*: Children need structure and discipline. They need discipline that leads to internal limit-setting, channelling of aggression and peaceful problem-solving. To reach this goal, they need adults who empathize as well as set limits. They need expectations rather than labels, and adults who believe in their potential but understand their weaknesses. They need incentive systems, not failure models.
6. *Stable, supportive communities and culture*: To feel whole and integrated, children need to grow up in a stable community. This means a continuity of values in family, peer groups, religion and culture, as well as an exposure to diversity.
7. *Protecting the future*: Meeting all these needs should be our highest priority. If we fail, we will jeopardize our children's future.

◆ Early childhood and values education

Research confirms the importance of the early years to positively influence children in a long-lasting way. The value orientations of children are largely determined by the time they reach the age of formal schooling. The first steps towards a lifetime of peaceful, non-violent activities, of respect for one-self and others, and of appreciation of diversity may be taken during early childhood, as children begin to mature and put into place their cognitive and affective frameworks.

Discussions about potential values education for young children have centered around several themes, for example:

- respect for self and others, fostering co-operation and conflict resolution skills;

- appreciation of diversity, global awareness and multicultural education;
- practical implementation of the *Convention on the Rights of the Child*, as a set of values universally accepted as essential for children to be able to fulfill their potential;
- the role of pervasive cultural violence, including television, movies, drama portrayals that are stimulated by toys;
- love and respect for nature;
- stimulation of the child's imagination through creativity;
- establishing multi-cultural programmes that help young children integrate spiritual / religious with secular learning, or bridge the gaps of experience often faced by multiple language or multiple cultural groups.

◆ **Making the right choice**

Declaring that « investment in the development and care of our youngest children is the most fundamental form of good leadership, » Carol Bellamy, UNICEF's Executive Director, argued that the world is squandering human potential on a massive scale as hundreds of millions of the world's youngest citizens flounder in poverty and neglect in their first years of life.

Early childhood care is a solid investment. For every \$1 spent on early childhood care there is a \$7 return through cost savings. This figure is derived from studies showing that participants in pre-school and day care are less likely to suffer illnesses, repeat grades, drop out of school, or require remedial services later in life. Moreover, by shifting money within budgets, nations can create comprehensive programmes for their youngest citizens without adding large sums of money or further depleting their budgets.

Three major challenges loom: poverty, conflict and HIV/AIDS. These three plagues remain the most pressing challenges for the world and compete with early childhood care for funding. In the poorest nations, scarce resources are used to pay loans. By investing in destructive war machines, many countries steal food, clean water, health care and schooling from their citizens. And in some countries, particularly in sub-Saharan Africa, the HIV/AIDS pandemic has stripped health and education budgets to the bone.

« The state of the world's youngest children, citizens with the same rights as all others, is not nearly as good as it should be, » Bellamy concluded. « It will only get better when we alter current priorities and accept the sound economic, social and political sense it makes to prioritize the world's youngest. » (*UNICEF Press Release, 12 December 2000*)

II - Programme Guidelines for a Framework for Action on Values Education in Early Childhood

The programme guidelines that follow constitute the foundation for the *Framework's Action Plan*, and are designed to be used by organizations in planning their own values-based early childhood programmes and/or actions.

Goals and objectives

The overall goal of this initiative is to develop a harmonized and common framework to integrate values in early childhood programmes and services by involving different target groups (including policy makers, community leaders, trainers, caregivers, families, parents, children ...).

The main objectives are to:

- suggest guidelines for concrete actions by Member States, educators, families and parents to address the issue of values in early childhood.

- create a value based environment that contributes to the overall physical, socio-emotional and spiritual development of young children.
- create opportunities for institutions and individuals to discuss, learn and come to a better understanding of the ways of introducing, integrating and implementing values in early childhood programmes.

Guiding principles for action

We reaffirm the dignity and worth of every individual,

believe that Early Childhood Care and Education, in its widest sense, is part of Basic Education and is essential for all children to maximize their learning potential, agree that a values-based approach to learning and growing-up is fundamental to the nurturing and development of all children, seek cooperative and practical commitment from all stakeholders to develop the following principles for action:

1. Every child should have the right to early childhood care and education. Early childhood education programmes should be made available to all children.
2. All early childhood programmes should be based on the values of trust and respect, non-discrimination and the right of the child to grow in an environment of peace.
3. The sustainability of quality early childhood programmes should be insured through:
 - creating ownership by educators, parents/care providers and the community.
 - providing quality training of key local people including educators.
 - building educator-parent/care provider information systems to create an awareness of children's needs and rights, build preventative skills and disseminate this information widely through radio or television - as appropriate for each country.
 - creating access to quality model programmes that can be easily disseminated.
4. Educators should be trained to create a values-based child-friendly learning environment. Indicators of such an environment include:
 - Adults model values – demonstrating peaceful, respectful and kind methods of communication with children and adults.
 - Interactions with children promote the feelings of being loved, valued, respected, understood and safe.
 - Children are listened to and positive efforts and qualities are acknowledged.
 - Educators model tolerance and valuing each and everyone by appreciating differences, diversity and different cultures.
 - Rules and limits are clear – there is discipline without anger.
 - Mistakes are treated as an opportunity to learn.
5. Children should be educated about values by allowing time and activities to explore values. A values curriculum would include:
 - learning a universal values perspective (dignity and respect for each one).
 - learning about different values through definitions, discussions, demonstrations and stories.
 - understanding different values by engaging in creative play and expressive activities.
 - enjoying values through fun activities, songs, dances and movement.
 - feeling the values and nurture the self with the values of peace, love and respect through “quietly being” exercises.
 - learning values-based psycho-social skills and practicing these with peers and adults.
6. The family unit should be acknowledged and supported as the heart of the child's life/learning for all of his/her life, through

- providing quality education about parenting to parents and care givers in a values-based learning environment, beginning when possible with the first pregnancy
- engaging parents in exploring their values and how to positively model and nurture values with their children; this could be done in parent groups or through different forms of media

Key elements

Key elements of a early childhood values-based framework for action should include an appropriate emphasis on :

- integrated policy development where a cooperative climate encourages and supports all stakeholders to come together.
- safeguarded values education from possible political, religious or social abuse. Values education works best when children and human rights are protected.
- ensuring that values education is authentic, experiential and child-centered aiming at incorporating the physical, mental, social and spiritual well being of the child.
- educating and encouraging children to participate in democratic principles, responsible citizenship and involvement in community service - as key principles in values acquisition and internalization.
- promoting dynamic relationships between children and adults through sharing, learning and growing together.
- taking every opportunity for educators to install a dialogue with parents through the child, taking time to observe and to listen, to find solutions and to remain open to suggestions.

III - Levels of Action and Strategy for a Framework for Action on Values Education in Early Childhood

The following five levels of action were suggested to facilitate the implementation of the Framework for Action:

- Personal level: Adults need to learn to express feelings. Children need to learn to listen, model, acknowledge diversity, to have time, to enjoy, to play, feel.
- Family level: Parents need to be supported, helped, educated.
- School level: Educators need to be trained to take into account emotional and affective attitudes.
- Community level: Communities need to have/create places/spaces where children can be welcomed and nurtured, including street children, AIDS children/orphans.
- State level: States have the responsibility to implement the Convention on the Rights of the Child and to provide education.

The following process was proposed:

- Undertake immediate individual actions at the local level.
- Start working at the community level by inviting individuals to participate, and then move up through the different levels of action, building networks and alliances to facilitate the work, articulating, teaching, clarifying.
- Get information to support the dissemination of value based actions at district/regional level or joining national efforts (through national teachers associations, health nurses, etc)

IV - Action Plan for a Framework for Action on Values Education in Early Childhood

The *Framework* focuses on seven programme areas for its implementation, each covering a number of actions. Building the Framework requires and depends on joint development, promotion and monitoring. Several implementation mechanisms were suggested for achieving progress in each programme areas. These will be refined and modified as individual organizations map their own mechanisms and strengths.

Seven programme areas

Building the *Framework* requires developing and enhancing the following seven programme areas, which represent different ways we create, build, support and expand the introduction, integration and implementation of value based approaches in early childhood.

1. Undertake advocacy/dialogue/awareness raising activities, including

- Appealing to policy makers through gentle persuasion. They know what is not working. We need to provide clear options.
- Organizing meetings among representatives of different approaches to education.
- Raising consumer awareness on ethics behind products, such as issues of child labor, child exploitation.
- Making use of the networks of UNESCO, UNICEF and Education International for the diffusion and dissemination of information on these topics, in particular in the framework of the *International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010)*.
- Increasing educator-parent/care provider information systems by developing user-friendly information briefs on such things as stages of childhood development, values awareness and parenting skills; and writing them in such a way that they could easily be used in or by the media, or in school/nursery newsletters.
- Developing more awareness of children's need for love and protection and children's rights by creating and disseminating such materials.
- Celebrating national/international events with values activities.
- Using Internet and multimedia tools to:
 - > create reciprocal web links between organizations represented at this workshop to increase information about resources and good practices.
 - > create a website with activities from different programmes, resources and links, and serve as a depository for values stories from and for different cultures.
 - > expand the Living Values Education Program web site's "Children Participate" section, so that children can share what they are doing in their exploration about values from any programmes.

2. Develop and offer training, including

- Providing quality training of key local people including educators, parents and business people to insure sustainability of quality early childhood programmes. This could include the following elements:
 - > Create a personalized sense of the importance of a values-based child-centered approach and a sense of ownership by leading key stakeholders in a values awareness session in which they generate elements of a values-based atmosphere and offer their perception of children's needs.
 - > Continue to involve local leaders in sessions in which they generate ideas for and cooperate in creating healthy community resources for children and families.

- > Build awareness in the community about the importance of children's needs and rights and the wisdom and efficacy of a nurturing and preventative approach through the media.
- Training local educators to understand and use model quality child-centered, values-based education programmes. This would include the following elements:
 - > Include some local educators who are professionals and have the ability to train other local teachers, train parent group leaders, and interact with the local community.
 - > Train in such a way that the educators experience the kind of atmosphere they are to provide to the children, i.e. focus not just on content but on the process.
 - > Encourage them to add elements from their own heritage and the cultures in the area.
 - > Develop model sites where other people working with children from 0 to 8 can observe.

3. **Enhance prevention and protection**, including

- Creating a safe environment for children. This is based on the statistics that injury is the first cause of morbidity and mortality in children aged 0 to 17 - in particular for young children between the ages of 0 and 4. The amazing fact is that 95% of these injuries can be prevented, by education and safe environments.
- Providing all formal institutions for children (such as daycare centers, family health care centers, clinics, kindergartens, schools, etc) with safety devices.
- Supporting/developing, on a national level, programmes for promoting safety in the environment of children (homes, backyards, streets, etc). It should include educational programmes for parents (and of course educators, health workers, etc), advertizing in the media, and reducing the prices of safety devices used in homes, backyards and cars, bicycles.

4. **Create supports and advocacy through media and communications**, including

- Creating an awareness among media people that consciously or unconsciously they convey "not so friendly" values to young children - it seems that there is reporting about young children in case of abuse or violent death but rarely on more "normal" daily life.
- Encouraging value based media messages for children. "Packaging" the principles of action or concrete recommendations for value based early childhood programmes so that they can be readily use by media professionals.
- Making sure the *Children's Television Charter* is widely known and implemented. The Charter stresses the right of children to receive quality programmes, and the right to see and express themselves, their culture, their language and life experiences through media.
- Exploring the needs of young audiences and promoting a variety of initiatives, vital to securing the right of all children to quality media.
- Exploring the effects of globalization on children's audiovisual media, and requiring regulation that prevents violent programmes during children's viewing time.
- Encouraging the creation of national TV channels and/or programmes on parenting and child rearing, providing experiences from educators, parents, etc.

5. **Mobilize and involve business/private sector**, including

- Identifying possibilities of using the *Global Compact* (with the business community launched by the UN Secretary-General) for the establishment of partnerships with the private sector in the area of early childhood and values education.

- Encouraging businesses to supply early childhood programmes for employees by employing early childhood educators. A Montessori educator, for example, could teach children in the morning and provide advice to adults and train local parents on early childhood related topics in the afternoon.
- Encouraging the private sector to be involved in initiatives to fight social exclusion and poverty.
- Creating an awareness among businesses of the incentives to invest in early childhood development efforts. In particular, early childhood initiatives:
 - > enable companies to compete for, and retain, the best workers. Employees who have access to family support policies are more likely to remain on the job and show more initiative than workers with no access to these policies.
 - > increase productivity and reduce employee turnover and absenteeism.
 - > invest in the building of a highly-educated, productive workforce in the future. By making sure that children receive good quality care in the earliest years, businesses can help build a productive workforce for the future.

6. *Identify, utilize and build upon networks, partnerships and affinity groups*, including

- Establishing partnerships for children, encouraging participation of every individual in the society at different levels: parents, families, teachers, nurses, politicians, educators to joint efforts for the best development of the child.
- Sharing of perspectives and mutual learning to build upon the concept of partnership and complementarity.
- Working in cooperation with affinity groups to achieve outreach, impact, consensus, and common cause with related issues: children's rights, women, environment, etc.
- Developing issue-specific and action-oriented partnerships so as to piggyback issues on related movements and to tie early childhood concerns to current public problems.

7. *Assess effectiveness and monitor progress*, including

- Calling for the concerned and committed attention of professionals working in collaboration with programme providers and participants to conduct proper programme evaluation.
- Evaluating regularly the programme using criteria that consider the overall contributions and relevance of the programme to every child and the society; this includes comprehensive and continuous evaluation in terms of the programme's attainment of local, regional, national and international standards for excellence in the care and education of young children.
- Adopting a cycle of Reflective Self Monitoring and Assessment practices, e.g. plan, do, review, befitting the ethos and commitment of the school.
- Using quality based values learning indicators (see those of the Kuwait American School as a possible model in Annex 1).
- Selecting a small number of indicators at a time (3 for instance) - one for planning, one for doing, one for reviewing - time managed and designed to fit one's own needs.
- Establishing processes for determining community expectations and guidelines for quality programmes and services, for community-based dialogue and debate about how the needs of children are addressed.

V - Next steps: towards implementation of child friendly learning environments

There is nothing stopping us from making a difference to all children's learning. Together we can help children to know, to do, to be, to belong and to give love. Together we can help children to be themselves, know themselves, make sense of their own world, make sense of the world around them, serve others and be stewards of their own environment. (Peter Williams, Kuwait American School)

The *Framework* will be widely disseminated for comments, additions and support. The *Framework* will be placed under the umbrella of the *International Decade for a Culture of Peace and Non-Violence for the Children of the World*, which offers a good frame of reference for any work related to children and values.

Several possible « commitments » were suggested: (with the understanding that each organization must in fact define its own participation in this joint initiative):

- participate in an email/fax/postal discussion on Early Childhood and Values Education;
 - take part in the mapping/ resource / information sharing exercise to compile a *Book of Guidelines*, including providing information to put on Internet;
 - find ways in which your organization can contribute to the regional process and to share information on this initiative with the largest possible audience;
 - look at ways your organization can/does contribute financially to the process of fostering better values based early childhood initiatives;
 - getting others to contribute and participate in this initiative.
- **Identify ways to contribute to the Framework and invite others to participate:**
It is up to each organization to determine its own goals, resources, and interest in this joint process. As organizations identify ways they can contribute, these will be pieced together by UNESCO and LVEP, who can look for ways to coordinate/facilitate sharing and collaboration at regional and international levels. Regional meetings will be convened to initiate information and knowledge exchange on the issue of values and young children.
Several suggestions and possible offers were made to further the discussions held during the *International Workshop* and involve other organizations and various subregions, these will have to be explored in the coming months. These meetings will help reach out to other organizations who have not been part of this mechanism, inviting them to participate and contribute, and informing them of evolution within this shared Framework. UNESCO will launch and promote the Framework as a mobilization tool for values-based early childhood in its Member States.
- **Compile a Book of Guidelines :**
In order to illustrate how values can be integrated into early childhood programmes/services, a two-part sourcebook will be designed and compiled showing diverse experiences and what makes them work in different communities, regions, countries. This will be done through contacting colleagues and partners around the globe working in a variety of contexts and cultures to share user friendly evidence on using values in early childhood.
A part of the sourcebook would show, step by step, clearly and in simple terms, a range of ways towards starting and implementing values education for young children in different contexts and with a variety of partners. Thus someone eager to embark on such a programme without knowing how to go about it, would become acquainted with the basic notions required to take action. The other part of the sourcebook would illustrate these step by step approaches by telling success stories of experiences carried out in a number of communities and countries.

- **Develop training materials/modules for young children at risk :**

In response to the growing number of young children at risk, of younger children affected by the spread of AIDS but also the increasing number of younger street children, Living Values, in cooperation with UNESCO and other partners, will design during 2001 some draft materials/modules to use with young street children and those who work with them, and also for working with young children affected by AIDS.

Immediate actions

Statement to the G8 Heads of States

Representatives of Early Childhood Development Institutions and Organizations from 22 countries meeting in Paris from November 20 to 22, 2000 for the International Workshop "*Integrating Values in Early Childhood Programmes/Services*" invited by UNESCO and the Living Values Educational Program solemnly request the G8 Heads of States who met in Okinawa (Japan) earlier in 2000 and rightfully promoted global Information Technology (IT) to put equal emphasis on the global precondition for ALL human development - EARLY and BASIC Quality Learning to embrace human living values, positive attitudes and basic life skills at an age where children learn most and best.

Scientific evidence clearly indicates that key values, basic attitudes and problem-solving skills develop before school age.

This chance for human development must not be lost.

Early childhood development and basic quality learning on a global scale would significantly help to reduce the "digital divide".

adopted on 22 November 2000 (Paris, France)

Recommendations to UNESCO

Participants in the Workshop concurred in addressing the following recommendations to UNESCO:

- Early childhood education forms an essential part of basic education. Consequently, it should be given high priority in UNESCO's next programmes and budgets, and in its next Medium Term Plan.
- A meaningful proportion of the extrabudgetary funds contributed by UNESCO's partners throughout the world should be used in support to relief programmes designed in the benefit of very young children in distress.
- Other workshops on early childhood and values education should be convened, to deal with specific issues. Such activities illustrate UNESCO's vocation in:
 - preserving diversity while underlining universal values;
 - facilitating the exchange of knowledge and experience;
 - promoting the ethics on which UNESCO's action is based.

Further enquiries:

ECF Values Education, Early Childhood and Family Education Unit
UNESCO, ED/BAS/ECF,

7 Place de Fontenoy, 75352 Paris 07 SP, France

Tel: 33-1-45.68.08.12

Fax: 33-1-45.68.56.27/28

Internet: <http://www.unesco.org/education/educprog/ecf/index.htm>

Annex 1: An example of Quality Based Values Learning Indicators

The following is a brief overview of the 33 Quality Based Values Learning (QBVL) indicators that reflect the current practice and goals at the Kuwait American School. They are divided into 3 groups - Plan, Do and Review. Each indicator is measured; qualitative and quantitative evidence is gathered and monitored. Written and photographic evidence is beginning to illustrate the indicators in practice. The model is one of many models around the world. This model is designed to fit the local context and culture.

Plan – Intentions/ Planning

QBVL 1	Educate the whole child : social, spiritual, physical, intellectual, cultural & emotional dimensions
QBVL 2	'Holistic/global learning', adopting and applying many learning styles and approaches
QBVL 3	Promotion of the 'well being' of the child
QBVL 4	Broad and balanced curriculum with access for all children
QBVL 5	Adoption of self monitoring programmes and formal methods of assessment
QBVL 6	Teacher at the very heart of the teaching and learning process

Do – Provision and Practice

QBVL 7	Unique contribution of each and every child, and each and every adult
QBVL 8	Teaching and Learning at the very heart of the learning process
QBVL 9	Active learning, play and guided discovery
QBVL 10	Multi-dimensional learning environment
QBVL 11	Visual, Audio and Kinesthetic ways of learning
QBVL 12	Whole language and phonic development in the teaching and learning process for all pupils
QBVL 13	Love, peace and happiness in the classroom
QBVL 14	Adaptation of the best universal practices to local cultural contexts
QBVL 15	Character development and benefits of developing the human spirit
QBVL 16	Education of 'responsible individual beings' and 'responsible global beings'
QBVL 17	Inclusive education - support needed for all children
QBVL 18	Regular communication on the process of successful learning to the child and parents
QBVL 19	Communication and work with parents and others at all levels to help the child and family
QBVL 20	Development of active partnerships with the wider community
QBVL 21	Empowerment of decision makers to be creative and look at the uniqueness of the situation
QBVL 22	Resource schools to meet their needs
QBVL 23	Investment in teachers, and training and retraining teachers
QBVL 24	Practice what we say.
QBVL 25	Understanding that shared values bind us together

Review – The Cycle of School Improvement

QBVL 26	Self School Improvement Monitoring and Evaluation system in place
QBVL 27	'Reachable and attainable' norms and standards for all children
QBVL 28	Best interests of the child incorporated in all that we do
QBVL 29	Definition of the roles of schools, and re-examination of their values and work practices
QBVL 30	Child Friendly School and Child Friendly Learning Environment
QBVL 31	Expression of the school living its values
QBVL 32	Low, medium and high expectation targets within short, medium and long term action plans
QBVL 33	Monitoring and evaluation on a regular basis