



The Dual Inroads Pedagogy: An Initiative in Whole-school Approach to Values Education

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1. Introduction & Background

Teachers' involvement in Values Education

While all teachers are assigned the role as values educators, most of them do not know how to discharge such a role through their own subject teaching (Chan, Ng and Lau, 2023). Although many pedagogies have been suggested in recent literature, most of them are general good practice, like using authentic case studies, asking open-end questions, conducting reflection and so on (DEEWR, 2008; Taplin, 2024; The Jubilee Centre for Character and Virtues, 2022a). There is no particular method or procedure to help teachers merge values nurturing into daily subject teaching. There are three common puzzles deterring subject teachers from promoting values education (VE) through their teaching.

- Puzzle 1: am I capable of doing it?
- Puzzle 2: how feasible in my subject?
- Puzzle 3: is it effective?

The first puzzle reflected that teachers are not confident to teach values in their own subject. In other words, they regarded VE as a specialised area that should be implemented through particular subjects instead of all. The second puzzle showed that teachers had difficulties in identifying values suitable for being nurtured in their own domain of teaching. They also do not know how to match certain preferred values with suitable topics/learning activities in their subject curriculum. The third told that teachers are worried that the sovereignty of their school subjects may suffer as a result of being used as a vehicle for VE. This is obviously seen in the secondary levels, especially the senior ones, because the curricula are highly exam-oriented. In sum, teachers are worried whether the learning objectives of their subjects are compatible with those of VE. In this paper, we would like to suggest “*The Dual Inroads pedagogy*” which provides a way to formulate the procedure to incorporate VE into subject teaching.

2. Literature Review

Not many teachers agree that VE is an integral part of the whole curriculum (Ho, 2006), especially when a curriculum is highly examination-oriented. Subject matter knowledge and skills that students need to demonstrate in the examination become their teaching focus. Teachers fear that to incorporate VE in their subject means to take away the time for subject teaching. Therefore, most teachers consider leaving VE to certain subjects and

committees, for example, General Studies in primary levels, Humanities in secondary levels, or Religious Education for schools with religious background. However, even teachers who are assigned to take up VE still face obstacles in implementation because related job training is scarce (Lee et. al., 2021; Thornberg, 2013; Ferreira and Schulze, 2014). Moreover, lack of a proper curriculum in VE is another factor hindering the implementation (Lee, 2004). All these factors have made VE teaching challenging in subject curriculum.

Values education pedagogies

Different pedagogies have been explored throughout the years to overcome the hurdles mentioned above. Educators in Australia, after implementing a national curriculum in VE for more than a decade, summarized ten good practices in a report *Values Education Good Practice Schools Project* (DEEWR, 2008). For example, engaging students in real-life learning, offering opportunity for real practice, and encouraging personal reflection and action. In England, similar fruits were yielded by The Jubilee Centre for Character and Virtues (2002b). These practices, however, do not link directly to the subjects, and are generic ones, that even teachers applied to their teaching, it may or may not reach the objectives of VE. For example, a Mathematics teacher takes students to the grocery shopping (real-life learning) to learn about percentage discount. It can be an excellent lesson to learn about mathematics in real-life situation, but it could be irrelevant to values teaching. Teachers need a pedagogical procedure to merge VE into their subjects teaching. In fact, Terrance Lovat (2019, 2023) proposed “values as the pedagogy” after being surprised by the double helix effect when subject teaching and learning was driven by values. He explained that the way value-filled learning provides good reasons for students to learn about facts-and-figures or skills which seem not relevant to their lives. As a result, students are more focused and learn better. He also pointed out that VE is not something additional to the curriculum but part of it and is driving it. So, teachers didn’t use extra time to teach values. He powerfully provided a reason to cultivate values in subject teaching and compiled some good practice with common characteristics from schools after partnering with schools to implement VE. However, they are mostly ideas to practice without practical processes or procedures for teaching and learning. Back in England, the Jubilee Centre for Character and Virtues (2022a) has compiled teaching suites on teaching character virtues in 14 subjects. The lesson plans demonstrated how teachers incorporate character virtues in subject teaching. However, the notion of how to integrate subject content and virtues is not clear. For example, in Mathematics, a discussion time was added to fulfill ‘the virtues bit’ and the subject content does not overlap much with the virtues to be taught. The Centre also listed some classroom teaching methods to teach virtues, such as story-telling, debate, etc. (The

Jubilee Centre for Character and Virtues, 2022b). Once again, they are general methods which do not resolve the above-mentioned puzzles that subject teachers usually have. A recent attempt by Taplin (2024) on methods to teach values in different subjects was published. The rationale behind these methods is that each topic in every subject has an underpinning value message that teachers need to identify when incorporating them in subject teaching. Taplin stated that a value message in subject can address knowledge, judgement, believing, actions and internalisation (p.190-191). Among the many methods, the “finding values messages in lesson topics” is a closer solution (See examples in Table 1). The author recommended teachers to streamline the value message but did not tell in which direction to trim and the clue to find the teachable moments in the subject.

Methods	Example
finding values messages in lesson topics	Chemistry (chemical reactions) Atoms react to become stable either by sharing or donating their electrons, can be matched with the values message of sharing is good.
	Geography/Political Science (Conflict resolution) Discuss what the people who live in areas of conflict should do: For instance, by being tolerant of other people’s religions or political ideologies, understanding other races’ cultures, not invading other people’s rights, etc.

Table 1: methods to teach values in different subjects
(Taplin, 2024, p.191-192)

The new initiative: The Dual Inroads Pedagogy (DIP)

The Dual Inroads Pedagogy is part of our work in the whole-school approach school-based VE framework. The pedagogy is designated for planning and implementing VE in subject teaching, though it can also be used in all kinds of activity organised by school committees, such as counselling team and civic education team. The word “Inroads” in DIP conveys the message of finding a clear teaching goal or entry point to teachers who are to implement VE in their subject teaching. It suggests teachers to start the planning process by rewriting a suitable teaching objective that serves VE and subject teaching simultaneously. Compared to a value in a broad and abstract sense, like perseverance or caring, a focused and concrete objective like “Will only stop when all tasks are completed” or “Attending to the needs of health care in daily life” assists teacher to design suitable strategies and respective assessment tools.

The other word “Dual” carries the concept of distinguishing objectives of value education into “knowing” and “acting” (or knowledge and practice) components.¹ By focusing on the knowing and acting components of a value (in Chinese 知行合一) and emphasizing its dialectical relations, the theoretical underpinnings of this pedagogy is in line with the well-known traditional Chinese view of the Unity of Knowing and Acting expounded by the well-known philosopher Wang Yangming (1472-1529) of the Ming Dynasty. According to his exposition, it is an ultimate goal of an educated person to act out what he knows, and vice versa. There is a dialectic relationship between knowledge and action. According to Wang, there never have been people who know but do not act. Those who ‘know’ but do not act simply do not yet know (Nivison, 1967). Wang’s conviction sounds familiar and thus convincing to most teachers in Hong Kong who have a Chinese cultural background.

DIP suggests distinguishing the objectives of value education into “Inroad 1: Knowing” and “Inroad 2: Acting”. Objectives under each inroad are further categorised according to a three-level taxonomy (Table 2) as “Performance Indicators” (PIs) that can be used as teaching objectives in any subject lessons.

	Inroad 1: Knowing	Inroad 2: Acting
Performance Indicators Level	Virtue/Moral understanding and reasoning	Virtue/Moral practice and habits
3 (High)	Consent to the reason <i>(e.g. embracing caring?)</i>	Will the act <i>(e.g. happy to care?)</i>
2 (Intermediate)	Reflect upon the reason <i>(e.g. good to care?)</i>	Form a habit <i>(e.g. how to care always?)</i>
1 (Basic)	Understand the reason <i>(e.g. what is caring? why care?)</i>	Grasp the action <i>(e.g. how to care?)</i>

Table 2: Taxonomy of VE objectives

To learn a value, one has to understand, in the basic level, what it is and why is good to be upheld (understand the reason). One also has to consider, in the intermediate level, if the reason is applicable to his or her situation, the pros and cons of upholding it. Finally in the high level, one has to ponder at heart and see if he or she likes to uphold the reason and take it as his or her personal views. To practise a value, one has to first acquire the skills to do it. Then he or she will need a longer period of time to try and practise in order

¹ Although affects, proved to be also an important component in VE, is not explicitly discussed in this conviction, this pedagogy intended to provide a simple inroad for teachers in VE. Other components in VE will be covered in the whole implementation process which is not the focus of this paper.

to form a routine act. Through the experience, he or she should notice the feelings when acting out the value to see if he or she is happy to continue to put the value to practise in a long run. This taxonomy facilitates communication with teachers who are not familiar with values teaching. Moreover, it helps teacher narrow down to just one focal point in VE, either knowing or acting, and then an objective under that inroad. Thus, teachers can decide where to teach the subject matter with VE simultaneously without having subject lesson time expelled by VE. Furthermore, the PIs signify four features: performable, observable, teachable and measurable, which answer the queries about whether VE is effectively taught. Therefore, the cultivation of a value can enter into a school subject either by merging with its knowing component (Inroad 1) or acting component (Inroad 2) as one of its learning objectives. This is DIP we are proposing.

The procedures of adopting DIP are as below:

- i. A subject teacher plans to cultivate a certain value in her class teaching
- ii. The teacher then chooses a unit suitable for cultivating that value (either the knowing component or the acting component)
- iii. Rewrite a new objective for the lesson plan incorporating the value component (knowing or acting) into the original relevant objective of the lesson.
- iv. Design a flow of teaching strategy and assessment tools that are aligned with the new objective.

DIP is not adopted at the expense of the sovereignty of the subject proper. In other words, the attainment of the subject objectives would not be undermined by cultivating values as well, apart from acquiring knowledge or mastering skills, as the nurture of values is one of the mandatory goals of all subject teaching and learning. This pedagogy simply makes sure that this objective on VE is being aware of by subject teachers and can be taken care of effectively. As a result, this pedagogy can strengthen, instead of weakening, the performance of all school subjects, from a curriculum point of view.

3. The Study

Participants

In Hong Kong, a VE curriculum framework was piloted in 2021 (Curriculum Development Council, 2021) to replace the then Moral and Civic Education curriculum (MCE) that launched in 2002. Since there was no standard curriculum for MCE, schools had a great flexibility in implementation. As a result, not many teachers were involved in VE. However, the recently piloted curriculum framework requires all teachers to participate in VE through formal and informal curriculum. In order to support Catholic schools to live their Catholic identity, and to fulfil the VE requirement of the government,

the Religious and Moral Education Section (RMES) under the Catholic Education Office (CEO) in Hong Kong has launched a partnership programme to accompany her Catholic schools to plan and implement a school-based VE curriculum in whole-school approach. In the past, the responsibility of VE was usually shouldered by teachers of religious education and guidance and counseling team. One of the tasks of the partnership programme is to support teachers who do not know how to teach VE in their daily teaching. The researchers are the main tutors to offer consultation and conduct school-based workshops in the partnership programme. In the process of planning and implementing VE, the researchers have found that the three major puzzles that would make teachers step back from VE:

Puzzle 1: am I capable of doing it?

Puzzle 2: how feasible in my subject?

Puzzle 3: is it effective?

DIP is a pedagogy developed by the researchers aiming to resolve the puzzles mentioned above. It is worth noting that subject teachers are highly exam-oriented, or they may not consider VE helpful to their subject performance. (Yung, 2019). Academic performance always outweighs values learning outcomes in subject teaching. Therefore, whether DIP is an effective implementation tool to VE teaching is crucial to provide both theoretical justification and empirical evidence to inform and inspire the education sector the way forward for VE in schools.

In 2023-2024, the researchers accompanied 12 schools (6 primary and 6 secondary), a total of 48 teachers in various subjects and committees to implement their school-based VE with DIP in their daily teaching. Of which, 24 of them were subject teachers. It was a second stage project after a whole-school approach school-based VE framework was designed in the first stage in these schools. All teacher participants were given a set of PIs (usually 9-12 items) under a value that were generated by the school in the previous year. Then they learned about the rationales and concepts of DIP in joint-school workshops and design the lesson plans with the following steps:

- Step 1: selected one topic that matches with one or two of the PIs previously generated by the VE team of the school
- Step 2: Use the selected Performance Indicator to adjust one of the most suitable subject objectives
- Step 3: design a strategy to achieve the adjusted objective
- Step 4: design an assessment tool to collect learning evidence

Each school was assigned two tutors to provide support. The two tutors commented the lesson plans according to the procedure of DIP for teachers to modify before delivering in class. Unstructured meetings were held between teachers and tutors when needed.

This study aims to explore to what extent DIP can facilitate the implementation of VE in subject teaching by resolving teachers' puzzles.

Methods

Survey data analysis and document analysis are mainly used in this study. The researchers have analysed the evaluation questionnaires in all four joint-school workshops to see teachers' views on DIP. Lesson plans from 24 teachers, each submitted 2 drafts, were compared to find out how DIP helped teachers refocus the lesson by incorporating VE to subject teaching. Also, meetings' notes of tutors' (the researchers) regular meetings for the partnership programme were also analysed for the discussion.

4. Findings

Teachers found DIP gives them confidence to teach VE in subjects

There were four joint-school workshops conducted to talk about and work on DIP. All 48 teachers and the VE team joined to learn about the basic ideas and rationales behind DIP and using Inroad 2 to plan a lesson in the first workshop and in the second workshop, the Inroad 1 was introduced. From the survey, teachers showed an increase in confidence in VE lesson planning in their own subject (86% in the first workshop; 91% in the second) and to participate in whole-school VE (89% in the first workshop; 94% in the second). This shows that the more teachers understand DIP, the more confident they participate in VE teaching in their subjects.

Performance Indicators bridges the objectives of values education and the subjects

Most of the teachers agreed and strongly agreed that DIP (both were 91% in the first two workshops) was useful to them. DIP was regarded as a good method to incorporate VE in the lesson plans in subject teaching (both were 89% in the first two workshops).

However, when objectives in the original lesson plans were compared with the objectives rewritten after incorporating VE, we found that only 11 out of 24 teachers were able to grasp the adjustment, the table below only listed those who managed to change according to conviction of DIP. The other 13 teachers just repeat the wordings in the PIs or simply use the PIs as the rewritten objective. But teachers in the successful cases used PIs as a bridge to select an inroad, either knowledge or action, and then the level in the taxonomy to teach, and create an adjusted objective by combining teaching of VE and subject content. Table 3 showed how teachers adjusted the subject objectives with reference to the PIs. A teacher said in a meeting that she found the PIs helpful to find the focus on what to teach in a value while not displacing the subject content. Another teachers expressed that she felt more released after adopting DIP to plan her lesson because she

was once requested by the principal to spend more time on values teaching in her lesson.

Among those 11 lesson plans with a desirable rewritten objectives, 2 of them shifted to another topic after teachers reading the comments from tutors. Teachers told the tutors that they found the original selected topic did not match with the values to teach according to DIP. This happened when teachers were asked to twist and fit the original subject objectives to the PIs reluctantly.

Subject	Original Subject Objectives	VE Performance Indicators (Inroad 1 or 2)	Adjusted subject objectives incorporating VE Performance Indicators
Primary levels			
Chinese language	<ol style="list-style-type: none"> 1. understanding of the text 2. analyse the character traits of Mother Teresa through her deeds 	Inroad 2: Put oneself in others' shoes, observe and describe their perspectives and feelings	Objective 2 modified to: By analysing the deeds of Mother Teresa, learn to empathize with others by putting yourself in their position, understanding their needs and feelings.
General Studies	<ol style="list-style-type: none"> 1. Understand the facilities and plants and animals in the park, and appreciate God's creation. 2. Draw the park's facilities, plants and animals in a field study. 3. Design park signage to encourage the care of its facilities, plants and animals. 	Inroad 2: Appreciate all creations, cherish, and make good use of resources	Objective 1 modified to: Use the five senses to appreciate the park's facilities, plants and animals as creations of God
Chinese language	<ol style="list-style-type: none"> 1. Analyze the organizational structure of argumentative texts and evaluate the arguments and counterarguments presented in the text. 	Inroad 2: think from multiple perspectives	Objective 1 modified to: Apply multi-perspective thinking to issues through debates
Mathematics	<ol style="list-style-type: none"> 1. Understand the notation used on price tags 2. Learn how to use coins for shopping. 	Inroad 2: Reflect on whether the lifestyle you are currently following is effective, and strive for improvement	Objective 1 modified to: Find different combinations of coins for payment and identify the best combination
Mathematics	<ol style="list-style-type: none"> 1. use the "Five Steps to Problem-Solving" to overcome challenge or analyse problems. 	Inroad 2: Seek different methods to	Objective 1 modified to: Apply the 'Five Steps to Problem-Solving' to

	2. use "quick-crack formulas" to break down and solve problems with calculations.	find the answer	find the answer using different methods
General Studies	<ol style="list-style-type: none"> 1. Understand the impact of the community environment on human life. 2. Recognize the differences between people and the importance of respecting others' rights. 3. Design a beautiful community that meets the needs of different individuals. 4. Understand the importance of caring for community members and respecting everyone's right to access community facilities. 	Inroad 2: Observe changes in the environment and needs, and respond appropriately	Objective 3 modified to: Observe whether the community environment and facilities meet the needs of the elderly, and improve the design accordingly
Secondary levels			
English language	<ol style="list-style-type: none"> 1. extract information from a video clip, a recording and a text 2. understand the importance of using technology responsibly 3. write a letter of advice to a friend 	Inroad 2: To examine issues or incidents from different perspectives	Objective 1 modified to: examine the pros and cons of using technology
Chinese language	<ol style="list-style-type: none"> 1. Understand the behaviours of a "gentleman." 2. Associate the concept of a gentleman with various examples. 3. Discuss people you know or biblical figures and whether they demonstrate qualities similar to those of the "gentleman" in <i>On the Love of Lotus</i>. 	Inroad 1: Everyone is unique, noble, and valuable	Objective 1 modified to: understand that a 'gentleman' is someone who, no matter the situation, can maintain their integrity and appreciate their own worth, because they are unique, noble, and valuable
Business, Accounting,	<ol style="list-style-type: none"> 1. Understand the overview of the "Five Connectivity" (infrastructure, trade, finance, communication, and people-to- 	Inroad 1: Face difficulties with a positive attitude,	Objective 1&2 modified to: Understand how merchants face challenges proactively, which leads to business

and Financial Studies	<p>people exchange) in the "Belt and Road" initiative (the "Silk Road Economic Belt and the 21st Century Maritime Silk Road").</p> <p>2. Learn about the opportunities for Hong Kong under the "Belt and Road" initiative.</p>	always maintaining faith, and never giving up easily	opportunities under the 'Belt and Road' initiative.
Chinese language	<p>1. Learn the expressive technique of using objects to convey emotions (metaphorically or symbolically).</p> <p>2. Analyse the content of the text to understand the principle of using objects to symbolise people or ideas.</p>	Inroad 2: Recognize your own abilities and needs, and identify your strengths and weaknesses.	Objective 1 modified to: Through understand the technique of express emotions through objects in the passage, students learn to express their own needs.
Citizenship and Social Development	<p>1. Understand how the government can enhance the country's cultural influence.</p>	Inroad 2: Be able to clearly recognize the country's existing strengths and the challenges it faces	Objective 1 modified to: By exploring how the government can enhance the country's cultural influence, students will be able to clearly recognize the country's existing strengths and the challenges it faces.

Table 3: Adjusted subject objectives

Teachers modified teaching strategies and assessment tools with DIP

Teaching strategies and assessment tools of the two drafted lesson plans were compared to see the different decision of the teachers. Teachers changed the teaching strategies and assessment tools to align their teaching flow with reference to the rewritten objective according to DIP. They mostly took away content that was irrelevant to the inroad they chose. This could be seen from the lesson plans designed by the teachers before understanding DIP. They often added extra objectives of VE to the original subject objectives. For example, in a lesson plan of a Mathematics lesson, there are three learning objectives (LO) (see Picture 4.1a):

- LO1: Understand the notation of price tags.
- LO2: Learn how to use coins to pay for purchases.
- LO3: Reflect on whether your current lifestyle is effective and strive for improvement.

LO1 and LO2 are the original subject content. LO3 was added to achieve the goal of VE which was not normally taught in the past. To reach this objective, teacher inserted a case study for students to discuss. (Picture 4.1b) Students were asked ‘what would you do if you don’t have enough money to pay in a stationery shop?’ The teacher intended to bring the reason why we need to be smart when using money.

課堂活動／內容	時間	教學資源
<p>(一)教學目標：</p> <p>1. 認識價錢牌上標價的記法</p> <p>2. 認識用硬幣付款購物。</p> <p>3. 思考自己所用的生活模式是否有效，並力求改進。</p> <p>【美德：自省 指標8】 【進路二 幅度1】</p> <p>LO1: Understand the notation of price tags.</p> <p>LO2: Learn how to use coins to pay for</p> <p>LO3: Reflect on whether your current lifestyle is effective and strive for improvement.[Inroad 2, level 1]</p>		

Picture 4.1a: lesson plan from B-Maths

<p>1. 【策略】老師繼續和同學逛超市，但突然看見有小孩在哭鬧，叫讓要求他媽媽給他金錢買零食，老師提問同學對此行為有何看法。</p> <p>A+解說：天主給予我們各種教導，目的是讓人可以按照指引，成為一個更美好的人，但我們很容易忘記了天主的誡命，所以要透過祈禱和學習。縱使我們受到物質的引誘，也要明瞭自己想要的和需要的，不要做了錯誤的決定，並學習控制購買慾和善用金錢。</p> <p>提問：</p> <p>1. 在過去一星期你和家人買過甚麼物品？文具？零食？玩具？衣物？</p> <p>2. 為何會購買這些物品？會用甚麼方法付款？購買後心情如何？</p> <p>(自由作答)</p> <p>引導同學知道現在付款方法雖然方便快捷，但不能胡亂使用，因費用亦需由父母承擔，而不是免費的。</p>	<p>A case discussion about a child being grumpy for requesting money to buy snacks at the supermarket was added to teach LO3.</p>
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<p>2. 若要購買物品，但又未有足夠金錢，可怎麼辦？</p> <p>A+解說：調節習以為常的定律，讓自己不斷進步，走向美善的生活。過往不善理財或揮霍金錢的生活態度，透過祈禱和自我反省令生活得以改變和進步，天主給予我們各種教導，讓我們明白可以透過儲蓄來積累金錢，讓儲蓄成為人生的一項好習慣，亦明白正確使用金錢，能讓我們命有更美好的生活。</p>	
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Picture 4.1b: lesson plan from B-Maths

In another example of a Chinese language lesson, there are two subject objectives (see Picture 4.1a):

- Learning objective 1 (LO1): To analyse the organizational structure of argumentative texts and evaluate the pros and cons of the arguments presented within the text
- Learning objective 2 (LO2): To think in multiple perspectives

LO1 was the original subject objective of language learning. LO2 was added to satisfy the need of VE. A debate was designed to let students make use of the affirmative and counter-arguments learned in the passage (LO1) while a Q&A section was added to deliberately talk about the meaning of being open-minded in order to achieve LO2. (see Picture 4.2b). But after the teacher grasped the idea of the pedagogy, she knew what to retain and what to delete from the previous design. She finally took away the Q&A session and realised that the debate was indeed an excellent strategy to reach LO2 by asking her students to apply suitable arguments to support the side they are in. However, we have to admit that not all teachers were able to see the change. Thus, they turned out

using extra lessons time to achieve the objectives of VE.

課堂活動／內容	時間	教學資源
<p>(一)教學目標：</p> <p>1. 分析議論性文字的組織結構，分析文中的正反論證。</p> <p>2. 學生能從多角度思考事件。(開明思考:指標1)</p> <p>(二)教學難點：</p> <p>1. 學生對議論文的結構較難掌握。</p> <p>2. 學生很容易對「正面論證」和「反面論證」的概念產生混淆。</p> <p>(三)預習：</p> <p>教師著學生閱讀「開卷有益」，從文中找出「正面論證」和「反面論證」，並把相關的資料填寫在表內。</p> <p>➢ 老師著學生以此內容預備第二天的辯論賽，而誰為正方或反方則會於辯論當天公佈，同學在預備辯論內容時，可以從書中找尋相關理據，亦可自我預備。(自學元素)</p> <p>(四)引起動機： 檢視預習</p>	5'	簡報

LO1: To analyse the organizational structure of argumentative texts and evaluate the pros and cons of the arguments presented within the text
LO2: To think in multiple perspectives

Picture 4.1a: lesson plan from B-Chi

<p>能根據實施的證據，抱持平的態度，從多角度思考事件。</p> <p>老師提問：</p> <p>1. 剛才你為甚麼會選正方/反方的同學為今天的得勝者呢？</p> <p>2. 你是因為他們是屬於你的一組嗎？(學生自由作答。)</p> <p>老師解說：</p> <p>我們不論是這次辯論比賽，還是日常生活中的做人處事，也應保持開放的態度，能根據實施的證據，認識事實真相。在判斷的過程中，我們應以客觀、持平的態度，作全面而切實的多角度思考，不要以偏概全，不拾人牙慧。</p> <p>A+解說：</p> <p>人的認知有限，需要努力探索，保持開放的態度，才能知得更多更廣。而天主是全知的，一切的真理都來自於天主，藉以讓我們掌握全部的真理。在思考的過程中，我們可透過不同的人與事，開闊個人的視野，細心思考事件的因由，作為分辨及判斷的能力。</p> <p>中華文化觀點：</p> <p>「學而不思則罔，思而不學則殆」《論語·為政》強調「學」及「思」必須並重。「學習」能增進知識，啟發思考，加強明辨是非的能力；「思考」有助學習，確保學得真確、通達。在學習的過程中，透過多元的學習方法，嘗試多角度的思考，從而明白當中所學的要理。</p> <p>老師總結：</p> <p>結合本文，要做到真正的「開卷有益」，學生要懂得選擇適合的讀物，要懂得思考和判斷書本的內容，養成過濾信息的習慣，明辨是非。</p>	<p>A Q&A session was added to explain the value of open-mindedness</p>
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Picture 4.2b, lesson plan from B-Chi

Evidence of values learning was collectible by subject teachers

For example, in the debate used in the Chinese Language lesson mentioned above, the teacher could easily collect the arguments and counter-arguments used by each side, both during the debate and the notes jot before the debate. Although evidence collected from one subject can tell how students learn the values, we should not neglect the concerted effort in all subjects and even other domains of VE in schools, which would give us a whole picture.

In summary, the above findings showed that, first, DIP learning increased the confidence of teaching values for subject teachers. Second, some teachers managed to rewrite the objective with the PIs which gave a clear focus on values teaching. Those who could rewrite the objective would adjust their teaching strategies and assessment tools if they found it did not align with the rewritten objective. Third, teachers were able to collect evidence of learning in VE if they followed the procedure to plan their lessons.

5. Discussion

The above findings theoretically evident that DIP is potentially a workable method to incorporate VE in subject teaching. First, the survey from teachers reflected that DIP could increase the possibilities of VE implementation because it boosts teachers' confidence in values teaching in subjects. It also serves as a useful tool for VE curriculum leaders to communicate with teachers when implementing VE with a whole-school approach.

Second, the process of rewriting objectives increases the awareness of the inter-relatedness of VE and subject teaching. Teachers no longer think it is impossible to put two things together without consuming more lesson time. They could identify subject topics highly overlapping with VE, decide whether a teaching strategy and assessment are suitable if they plan the lesson according to DIP. This reflects that the pedagogical procedures of DIP give a standard to teachers to decide what to do and not do when incorporating VE in subject teaching. Teachers could even use their subject expertise to teach values which in turn could elevate the quality of subject learning of students (Lovat, 2010). Besides, we need to point out that the school needs to have a team overseeing the implementation of VE, to make sure both inroads of a value will be taught by different subjects or in other informal or extra-curricular activities. It is because DIP is based on the conviction that a holistic VE needs a dialectical learning between “knowing” (Inroad 1) and “acting” (Inroad 2). This involves another discussion on the whole-school

approach curriculum management which is not covered in this paper.

Third, this study demonstrated that potentially all subjects can participate in VE with DIP. However, it takes time to learn and apply because only about half of the teachers in our study were able to use DIP to change their lesson planning.

Fourth, the collectible evidence in values teaching is a sound reason for teachers to adopt DIP. It is because measuring learning outcomes of VE has been the main quest in this profession. DIP holds the conviction that if a PI is set and designed according to four criteria: performable, observable, teachable and measurable, evidence of values learning is collectible, sometimes even observable in a learning activity. However, the evidence we suggest here is not always for producing a score but an information telling the learning progress of the students.

To conclude, the findings have showed that DIP is an effective pedagogy for teachers to teach VE in subjects. It formulated a pedagogical procedure to implement VE by differentiating the objectives into knowing or acting to sharpen the focus of values teaching. This focus makes values teaching more feasible and could increase the confidence of teachers to teach values in daily subject teaching. DIP also aligns the teaching strategies and assessment tools with the objectives rewritten with the help of PIs. It can yield collectible learning evidence to inform teachers about their students' learning.

6. Conclusion

This study may contribute to VE implementation through subject teaching by suggesting a new pedagogy, DIP. DIP helps achieve the original subject-based learning objectives, instead of undermining the professional autonomy of the school subjects. Moreover, teachers need to use the subject expertise to teach values. DIP also proves that subject and values teaching could generate reciprocal positive effect on each other. It is however worth noting that DIP is a part of the whole idea of the VE framework proposed by the researchers but this is not covered in this paper. Therefore, the effectiveness of the pedagogy also depends on the management of the whole-school curriculum. This includes the connection of learning experiences in different subjects and activities, the creation of learning vibes in VE, interpersonal relationship and periodical recollection of all learning experience. We hope the exploration of this study would inform the next step of how to involve all teachers to build a school community with uniqueness through VE.

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