

COMPREHENSIVE VALUES EDUCATION THROUGH THE WHOLE SCHOOL APPROACH

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There is an escalating concern facing educators today brought about by the demands of the 21st century and the new normal for a fresh approach to teaching and learning across the levels of education. Educators want to improve what and how they have been doing mainly on the teaching-learning needs to help learners get through the challenges of this time successfully. Values education as a learning area is no exception, as a matter of fact, a fertile ground to address the bulk of these challenges. It has been a strong contention among educators, that it is not just content and skills that matter, but also the values and customs of life that the learners would have entrenched in themselves that make them truly achieve success in their adult life.

Looking for a fresh approach does not necessarily mean discovering an entirely new approach. The idea is using old reliable and relevant approaches in a whole new approach. A wise move is to look at the best elements of both long-lasting and recently tested ones, and build something relevant that can be used given the present conditions. Two major yet no different approaches are considered here for values education and moral education (as other countries refer to the learning area): the Comprehensive Values Education (CVA) introduced three decades ago by Howard Kirschenbaum (1992), and the Whole-School Approach (WSA) more recently promoted by the UNESCO under the Global Action Program on Education for Sustainable Development.

As the terms 'comprehensive' and 'whole' suggest, both approaches are inclusive, wide-ranging, all embracing, full, complete, and total. Both approaches are not confined to what happens in the classroom, but all aspects of school life, including involvement of the family, religious institutions, civic leaders, authorities, youth workers, and active partnership with community agencies and other stakeholders. Indeed, like the African proverb says, "it takes a village to raise a child." Both approaches imply shared responsibility of the school and the community and their collaborative action in improving learning, character and wellbeing of the learners.

Application of the CVE and WSA Approaches to Values Education

Values Education in the Philippines is presently being given national attention through the impending approval of a Bill to be enacted into law that shall institutionalize a Comprehensive Values Education in the K to 12 basic education. The Bill cites that "*for the effective implementation of Values Education as a core subject, a whole school approach shall be adopted. This shall facilitate collaborative action in and by the school community and other stakeholders to foster parental involvement and develop home and school partnerships for an inclusive values education framework*" (Senate Bill 1224, Dec.2019).

This is an opportune time to review how the best elements of the traditional approaches can be used together with the comprehensive and whole school approaches. A starting point could be a glimpse of the elements of these approaches. Kirschenbaum mentioned the need for comprehensiveness in content, methodology, aspects of school life, and community participation. Similarly, the whole school approach emphasizes curriculum, ethos and environment, and partnerships and community links. The succeeding discussion organizes these elements into four areas: *Curriculum Content*, *Pedagogy/Methodology*, *Whole School Ethos and Environment*, and *Community Partnerships* as also presented in Figure 1 below.

Curriculum content.

Since the subject and object of Values Education is the human learner, the content necessarily includes all that is related to his/her being a person - from human nature, choice of personal values to ethical and moral issues. The comprehensiveness of content – knowledge, skills and values, could be drawn from an old reliable and relevant framework, the 1997 DECS Values Education Program for the Filipino, published by the UNESCO National Commission of the Philippines Education Committee. Among other things, the document cites that values education must be oriented toward the total person of the learner – mind, heart, and entire being, and that the human person is of infinite value. Human dignity is stressed as “the supreme and overarching value that characterizes education.”

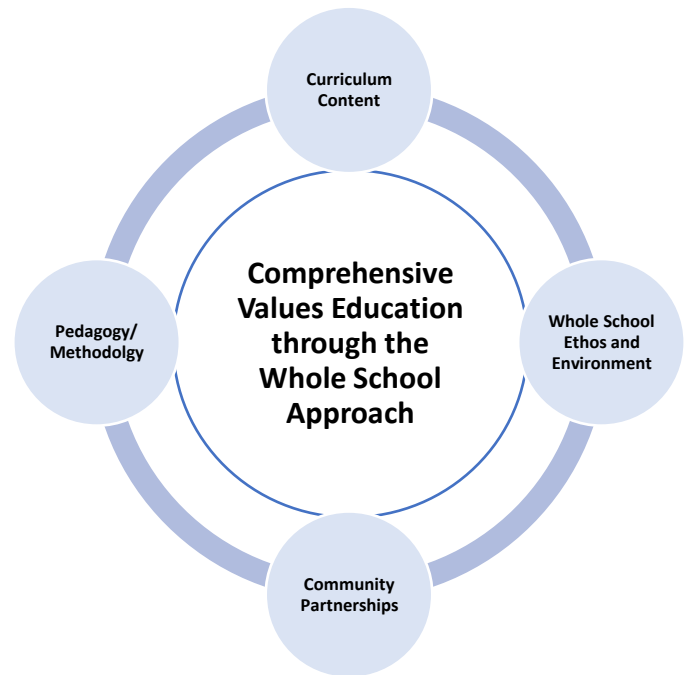


Figure 1: Four Elements of the Comprehensive Values Education through the Whole School

The framework stresses that the learner as a human person is a multi-dimensional being, spiritual, moral, intellectual, social, physical, economic, and political, as such he/she must strive to achieve development of these potentials to the fullest. Corresponding to the seven dimensions of the human person are the seven core values that define the content of the Values Education curriculum for Filipino learners:

- *Spirituality* - The human person is spiritual and is capable of higher concerns and of rising above the material. He/she must cultivate Spirituality which essentially connects him/her with God, family and others.
- *Love and Goodness* - The human person is moral and is endowed with the faculty of freely choosing and loving. He/she must go out to others and in fact to all humanity in Love and Goodness.
- *Truth and Respect for Diversity* - The human person is intellectual and is gifted with the mind, the faculty of knowing. He/she must constantly seek for truth and respect for diversity of beliefs. He/she seeks knowledge that would transform society and the

world. At the same time, he maintains respect, tolerance and open disposition of the mind.

- *Peace and Justice* - The human person is social and lives in a community. He/she must help build Peace and Justice in our society, through the pursuit of family solidarity as well as the common good and well-being of the larger society. He must also cultivate respect for human rights and active non-violence.
- *Health and Harmony with Nature* - The human person is physical, made of matter. As a steward of creation, he/she must maintain health and harmony with nature.
- *Sustainable Human Development* - The human person is economic and is bound to concerns of production and consumption. He/she must help achieve the goal of a more human and sustainable development for the community.
- *Nationalism and Globalism* - The human person is political and participates in activities relating to the conduct of political affairs within the nation and the world. He/she must cultivate his/her sense of national and global solidarity. For the former, love of country and national unity are foremost concerns while the latter global peace and solidarity are the fundamental goals.

Worth highlighting for content and learning outcome is the national motto ***Maka-Diyos, Makatao, Makabansa, Makakalikasan*** (R.A. 8491, 1998). These core values have been adopted by the Department of Education in its vision, mission and goals. As a legal basis, the themes reflect the core values that are embodied in the Preamble of the 1987 Philippine Constitution to wit:

“We, the sovereign Filipino people, imploring the aid of Almighty God, in order to build a just and humane society (Maka-Diyos), and establish a Government that shall embody our ideals and aspirations, promote the common good conserve and develop our patrimony (Makakalikasan), and secure to ourselves and our posterity, and a regime of truth, justice, freedom, love, equality, and peace (Makatao), do ordain and promulgate this Constitution.”

The Filipino learner is expected to demonstrate the following behaviors along the four themes and seven core values:

Maka-Diyos - As a child of God, the learner accepts the Almighty God as the all-powerful Supreme Being. He/She expresses his/her spiritual beliefs while respecting those of others. He/She adheres to ethical/moral principles by upholding truth. He/She commits to loving God, following His commandments and influencing others to do the same.

Makatao - As a human person, gifted by God with spiritual and material faculties, the learner values human dignity and *pakikipagkapwa*, being constantly sensitive to individual, social, and cultural differences. He/She participates actively in initiatives for and in solidarity with his/her kapwa toward building a just and humane society.

Makabansa - As a Filipino citizen, he/she takes pride being a Filipino and in the national and local cultural expressions, practices, beliefs and traditions, and exercises the rights and responsibilities of a Filipino Citizen. He/She promotes national solidarity and subsidiarity for the common good, and participates in carrying out activities that contribute to attaining truth, justice, freedom, love, equality and peace in the school, community, and country.

Makakalikasan - As a steward of God's creation, the learner cares, nurtures and safeguards all that God has created with sense of gratitude and responsibility. He/She advocates for the protection and preservation of the environment not only for the present but for the future generation. He/She utilizes the resources and goods of the earth wisely, judiciously, economically and religiously.

While the UNESCO is currently advancing the Whole School Approach in its Global Program for Education for Sustainable Development, its report in 1996 and advocacy on the four pillars of learning for the 21st century is still extremely relevant to define the skills that must be emphasized until today. The UNESCO Report done by Jacques Delors, et. al., more known as 'Learning to Learn: A Treasure Within,' bannered 'learning throughout life is the heartbeat of society' and was undoubtedly embraced by educators all over the world. Published in the same year, it presented main tensions that have to be overcome that still remain most challenging at the present time:

1. *Tension between the global and the local - People need gradually to become world citizens without losing their roots and while continuing to play an active part in the life of their nation and their local community.*
2. *Tension between the universal and the individual - Culture is steadily being globalized, but only partially.*
3. *Tension between tradition and modernity - Is it possible to adapt to change without turning one's back on the past?*
4. *The tension between long-term and short-term considerations - The predominance of the ephemeral and the instantaneous is very challenging.*
5. *Tension between, on the one hand, the need for competition, and on the other, the concern for equality of opportunity*
6. *Tension between the extraordinary expansion of knowledge and human beings' capacity to assimilate it*
7. *Tension between the spiritual and the material - Often without realizing it, the world has a longing, often unexpressed, for an ideal and for values that we shall term 'moral'.*

The four pillars that were reported to be taken urgently in pursuing education throughout life are (1) Learning to know, Learning to do, Learning to be, and Learning to live together. *Learning to know* requires skills that have to do with managing, selecting, using information given vastness of information amidst the rapid changes brought about by scientific progress and the new forms of economic and social activity. *Learning to do* is more than learning a job of work, but the competence that enables people to deal with a variety of situations, often unforeseeable, and to work in teams. *Learning to be* concerns itself with developing one's personality and being able to act with ever greater autonomy, judgement and personal responsibility, and not disregarding any aspect of a person's potential: memory, reasoning, aesthetic sense, physical capacities and communication skills. *Learning to live together*, focuses on developing an understanding of other people and an appreciation of interdependence - carrying out joint projects and learning to manage conflicts - in a spirit of respect for the values of pluralism, mutual understanding and peace (Delors, 1996).

Subsequently, educators around the world advocated the framework for 21st Century Learning Skills focusing on the “Seven C’s,” which obviously support the goal of lifelong learning requirements of the UNESCO’s four pillars of learning. The 7 C’s include: critical thinking; creativity and innovation; collaboration; communication; cross-cultural understanding; computing technology; and career learning. The internet has been flooded with useful literature, teaching and learning materials, webinars, that are intended for teacher development and for school learners. Values education is fertile in developing these 7 C’s among learners across levels.

Significantly, the Department of Education promotes five macro-skills to be developed particularly among learners in the K to 12 Values Education curriculum. The five macro-skills are (DepEd K to 12 EsP Curriculum Guide, May 2016):

1. *Understanding*. It is important that the learners demonstrate the ability to draw upon concepts and principles that illuminate one's own experience, situations that are observed, analyzed and contemplated using objective moral standards.
2. *Reflecting*. Amidst the rapid flow of information and environmental noise, learners need to devote time and thoughtfulness to the situations observed and the concepts learned about moral living.
3. *Consulting*. The learners should seek advice or guidance from people who have more knowledge or skills in moral living and weigh information from a variety of media based on objective moral standards.
4. *Decision-making and Discernment*. They must learn to develop one's own position, beliefs, beliefs or actions that are based on objective moral standards and go through the process of discernment, a perceptive way to determine God's desire for one's life.
5. *Acting*. It is important that the learners apply the concept or principle drawn from the concrete situations of life and demonstrate a willingness to practice the virtues learned based on moral principles.

Pedagogy/Methodology

How can teachers have comprehensiveness in their teaching methodology or strategy? The old wise saying, “no single strategy fits all” is veritable and explicit in the unending quest of educationists for the most fitting ingredients that could make the learners learn most effectively, given the dynamic demands for learning. Five major strategies, inculcation (i.e. direct teaching, modeling), values clarification, moral development, value analysis, action learning have flooded the area of values teaching as early as the 1960’s and they are still being used today, despite their reported flaws. If the flaws are addressed, these certainly add to the comprehensiveness of the methodology if used calculatedly with fresher methodologies in values formation. The element of newness and relevance could be appreciated in how these traditional strategies are cohesively and purposively integrated into the newer teaching methodologies without losing their recognized strength.

The ACES methodology that was conceptualized in the Philippine Normal College, now University) in the late 1980’s, integrated the strengths of the 5 major strategies mentioned earlier into a confluent approach. The theory provides for the flowing together and interaction of the affective and cognitive elements in individual and group learning.

While integrating the 5 major strategies into the ACES confluent approach, the teaching-learning methodology followed a learning process advanced by Kolb (1984). The ACES methodology has a uniquely personal and subjective nature of learning and is best attained through having the learner undergo the experiences by him/herself and also with others in a group. This kind of learning is also commonly called *andragogy* (Knowles, 1984) with common elements as Kolb's Experiential Learning Cycle. Generally, the ACES methodology develops through four stages: activity, analysis, abstraction and application (4 A's) and follows four phases of value learning. These are the (1) Learning Trigger Phase, Values clarification/Analysis phase, Directive or Inculcation Phase, and Action Phase (Punsalan, 1987; 1991; 1995; 1998).

The following diagram illustrates the phases of learning in the ACES methodology and indicates in which phase the strengths of the 5 major strategies are maximized:

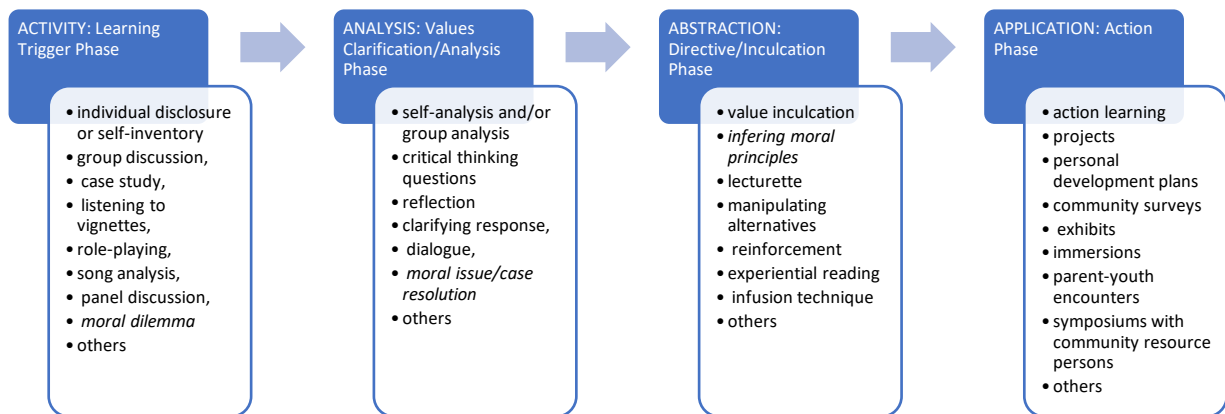


Figure 2. Phases of the ACES methodology and values education strategies used in each phase

The ACES methodology has been widely used in the teaching of Values Education across the years until today. It has been incorporated in teacher training not only for values education teachers but also for those in other learning areas. Moreover, it has been enhanced for today's use in a new instructional design advocated for values education lessons in basic education.

The instructional design for a classroom lesson using the ACES methodology applies the constructivist and experiential learning methodologies following the 4 A's that has been entrenched in the teaching of EsP through the years, i.e., activity, analysis, abstraction and application. By design, the lessons basically carry out the nine events of instruction by Robert Gagne, a 1992 model regaining grounds recently: (G1) gain attention, (G2) inform learners of objectives, (G3) stimulate recall of prior learning, (G4) present the content, (G5) provide "learning guidance", (G6) elicit performance (practice),

(G7)provide feedback, (G8) assess performance, and (G9) enhance retention and transfer learning.

Moreover, in the course of lesson development, new teaching-learning demands are emphasized, i.e., learner-centeredness, 21st century education skills, holistic T-L objectives, differentiated instruction, constructive alignment, and authentic learning assessment for optimum results. These are carefully embedded in appropriate points/stages of the lessons stressing the tenets of the Whole Child Approach (ACCD, nd.) that the learner is *safe, healthy, engaged, challenged, and supported* in the entire teaching-learning episode. The new ACES instructional design is organized with the following steps:

- Rousing Learning - This is the motivation part intended to gain initial interest of the students in the lesson. The content is based on students' experience, it is easy for them to share what they already know or have experienced and can easily relate to the subject matter. Students are meant to be motivated so they will want to participate in activities and to develop the expected learning skills. The lesson objectives are presented at this point.
- Building on Prior Experience (ACTIVITY) - Here, students are engaged in active work focused on a self-assessment of current knowledge and skills in a more organized sense through a structured individual or group task. This is the first A (*Activity*) in 4 A's Methodology of the *Experiential Learning Approach*. The purpose of the activity is to elicit from the learners their thoughts and feelings about the lesson. They share their strengths and weaknesses through introspection, dyadic or triadic work, group discussion, case analysis or another structured task that their teachers may be able to create. Sharing their thoughts and feelings in a group develops collaboration, communication, active work, organizing, making opinions, and making decisions. The activities are structured to ensure maximum participation of the learners whether individually or in groups.

It is important to ask questions here about learners' individual answers and group work. The purpose of the inquiry is to recognize learners' responses and elicit their initial learning about the lesson's content. They will begin showing their skills in the *meaning-making* process out of their responses in the context of their current practice.

- Analyzing Learning (ANALYSIS) - This part of the lesson continues to deepen the understanding of the initial learning from the previous task. It may be effective to ask questions right away or provide a related task to deepen the students' learning. Questioning or *processing* here deepens and leads to building important new learning. This is the second A (*Analysis*) in the 4 A's methodology. It helps learners better understand the meaning of their sharing and discussion. Challenging questions are more specific and carefully formulated so that learners have clearer learning and commitment to various issues. Learners are encouraged to ask questions about what they have just done and discussed. When learners are encouraged to ask questions, they will be better able to search for more information and become more diligent in participating in the assigned work. This part also has a purpose to improve their skills in critical thinking or in higher level questioning.

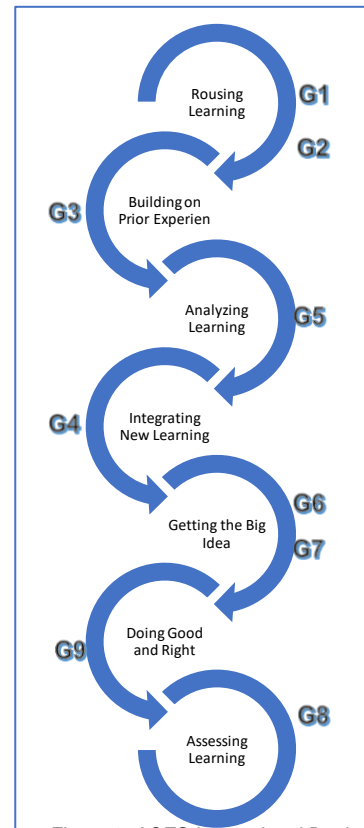


Figure 3. ACES Instructional Design

- Integrating New Learning (ABSTRACTION) - This section is a more organized *deeper meaning-making process* of new learnings built on previous knowledge. Learners are supported to organize their essential learning. This part starts the third A (*Abstraction*) in the 4 A's. The learners are guided to add related learning, e.g., ways and means, responsibilities, or standards. While this is the procedure, learners should also be given enough knowledge in connection with the expected competencies by discussing the content of the lesson and if possible, they should be allowed to present additional resources. Based on the results of previous formative assessments, appropriate main topics are chosen to address the learners' needs at this point. In the process of character formation, emphasis is given to critical thinking or reasoning out, making responsible and moral decisions and actions that should not only be done for the present but throughout their adult lives. The learners must always be reminded that it takes knowledge, skills and right values to walk the path to becoming a responsible adult.
- Getting the Big Idea - This is the end part of the *Abstraction* phase, the time for making inferences of the key concept. It first provides the learners with the essential question that should lead them to compose their own generalizations related to the content standard of the lesson. Learners are guided to use their own language and should be appreciated for their contribution to build the key concept. This part ends with the learning summary where learners' synthesizing skills are sharpened and where they are also encouraged to express their most significant learnings about the lesson.
- Doing Good and Right (APPLICATION) - This is the start of application of learning, the fourth A (*Application*) of the 4 A's. It starts with a Personal Reflection. One of the *macro-skills* that should be given emphasis is skill in reflection. It is good to spend this part of the lesson as an opportunity for reflection through a meaningful quotation and or a practical reflective task related to how the learners can personally integrate the values learned into improving themselves. This allows the students to have a deeper, discreet, intelligent, and

meaningful consideration of current practice and experience in the face of their new learnings in this lesson.

The application phase takes the students further to make individual or group resolutions or commitments to make action steps outside the classroom, in taking on responsibilities for oneself, for family, friends, or school and community members. This part of the instructional design aims to train them in making plans, active work, team collaboration, participating in the group projects, and supporting community initiatives, which are relevant to the values developed in the lesson. This part of the design triggers the community involvement of the learners and possibilities of partnerships with other sectors in the place where they live. Community partnerships is discussed in more detail in a subsequent section.

At the close of the application phase is a task ensuring the support of the parents or guardian in the learning opportunity for both their children and themselves. This part intends to make sure that the learning reaches the home and is hopefully applied continuously in the real context of the learner.

- Assessing learning - This is the end-of-lesson assessment which is the final task in the lesson episode.. It aims to assess the learning of the children based on the expected skills in each lesson. The outcome is expected to be an improvement of the results of the one done at the onset of the lesson. Although this is formative in nature, teachers may choose to use the results for students' grades. This is mainly for the purpose of additional information to address learners' difficulties as identified in the formative assessment activities provided in previous parts of the lesson.

The Use of ICT in Teaching VE

The 'new normal' puts ICT in center stage as educators struggle to discover the most effective tool to reach the learners in their homes. It is projected that even after the Covid-19 pandemic, the ICT will have to be heavily used for blended learning or when less physical presence will be required in schools. In our country where use of ICT is wanting, schools now see the importance and urgency to train teachers in using ICT in and off the classrooms. There is now a firmer recognition that one of the most engaging teaching-learning strategies is the use of ICT in the face-face instruction or blended learning. Moreover, it cannot be overemphasized that ICT can lead to an improved learning and better teaching methods.

The big challenge is how teachers can become digitally literate so that they would know how to integrate and use ICT tools into their daily lesson preparation? Teacher training could be the big answer. Albeit, there are associated challenges like school facilities for ICT, learners capabilities, and family support, somehow for most schools in the country this must start with teacher training.

One very active program for teacher training on the use of ICT for Values Education is currently being offered by the faculty of the Philippine Normal University. The program is a series of webinars on online teaching strategies in VE that run for one to

two hours for each batch of 50 VE teachers. The program helps the in-service teachers update themselves in understanding and using the ICT in their teaching. Prof. Nonita C. Marte, an expert in Values Education and ICT leads the training team. She has curated an array of Apps that she demonstrates for the webinar participants that can be used at any point of the ACES Instructional Design and uses the Padagogy Wheel (Carrington, 2016) to illustrate the alignment of learning objective, activity and the appropriate App to be used.

The creators of the Padagogy Wheel encourage teachers to use this as “an everyday device that can be readily used. It can be applied to everything from curriculum planning and development, to writing learning objectives and designing centered activities. The underlying principle of the Padagogy Wheel is that it is the pedagogy that determines our educational use of apps. It brings together in the one chart several different domains of pedagogical thinking. It situates mobile apps within this integrated framework, associating them with the educational purpose they are most likely to serve. It then enables teachers to identify the pedagogical place and purpose of their various app-based learning and teaching activities in the context of their overall objectives for the course, and with reference to the wider developmental needs of their students” (Carrington, 2016).

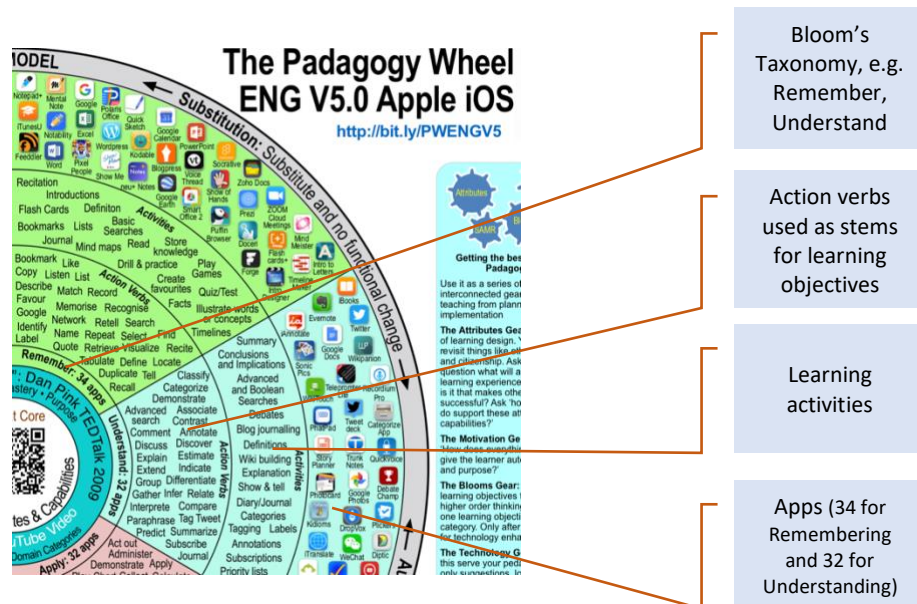


Figure 4. A portion of the Padagogy Wheel Version 5 magnifying the alignment of its parts.

The figure above shows a quarter portion of the Padagogy Wheel Version 5. As suggested by the makers of this chart, teachers can click https://designingoutcomes.com/assets/PadWheelV5/PW_ENG_V5.0_Apple_iOS_PRINT.pdf to see the whole chart that they can print and post on a conspicuous space in the faculty room

for easy reference. All in all, the Wheel presents 188 Apps across the six levels of Bloom’s taxonomy, Remember (34), Understand (32), Apply (32), Analyze (29), Evaluate (30), and Create (31) with corresponding Bloom’s digital taxonomy verbs for the 21st century students.

Some of the Apps that Prof. Marte curated and presented in the webinars conducted can be seen below. Some of the Apps were demonstrated with an application to a particular lesson in the VE and how the learning activity can be implemented with a more engaging task done with an App. For a complete listing click: <https://www.valueseducation.net/online-teaching-strategies>

App Name and Description	Tutorial (How to Use the App)
STORY JUMPER is a great website that offers students the chance to write, create and publish their own stories. Story jumper is a tool that makes writing fun for students and grabs their attention for successful and efficient learning.	https://www.youtube.com/watch?v=1bUPqVsH_Xs
GOCONQR is a personal learning environment that allows students & teachers to create, discover and share learning resources. Goconqr includes study tools to create Mind Maps, Flashcards, Notes and Quizzes.	https://www.youtube.com/watch?v=7AY1S_KHUKXE
POPPLET is a tool that allows users to visualize ideas. Teachers and students can create graphic organizers, timelines, and many other forms of visual organization.	https://www.youtube.com/watch?v=CxLDsWH_sQ1g
DOODLY is a drag-and- drop animation program for creating videos that appear to be recorded as if someone drew them on a whiteboard.	https://www.youtube.com/watch?v=AN5zmn_WgCrw
DESIGNRR is an online tool that creates beautiful ebooks or lead magnets from one or more web pages. It removes all the clutter like sidebars, social icons, adverts, navigation so you end up with pure, clean content in your book.	https://www.youtube.com/watch?v=OTqn11a_tz_A
FORMATIVE is a web- based student response and assessment tool for the flipped, BYOD, or 1- to-1 classroom. Upon sign-up, teachers can add classes via class code, URL, Clever, or Google Classroom.	https://www.youtube.com/watch?v=uFiQhi_kysqw
QUIZBEAN is a free online quiz creator to help teachers save time by instantly assessing their students with interactive quizzes.	https://www.quizbean.com/help https://www.youtube.com/watch?v=8w4v9Dg_0Ls0
TESTMOZ is an excellent web tool that allows you to create auto graded tests and quizzes. Testmoz supports 4 types of questions: True/false, multiple choice, multiple response, and fill in the blank.	https://www.youtube.com/watch?v=_S4bdBm_iiV4

Whole School Ethos and Environment

The whole school approach emphasizes “addressing the needs of learners, staff and the wider community, not only within the curriculum, but across the whole school and learning environment. Indeed, comprehensive Values Education takes place throughout the school not only in the classroom but in other learning areas, with other learners and teachers, school personnel, in extracurricular activities, in guidance and counseling, in school programs, flag ceremonies and other off-class learning activities.

A positive school culture is one where individuals feel valued, cared for and respected. The school with a positive school culture is a place where there are positive experiences for all teachers, personnel, school head, and students especially regarding the very values that are being taught in the classrooms. For instance, how can the culture of *Maka-Diyos, Makatao, Makabansa, Makakalikasan* be fostered in the whole school environment so that what the learners learn from the VE lessons in the classroom can be supported by what they experience around the school? To foster *pagkamaka-Diyos*, is there respect for diverse beliefs and religious affiliations? Is prayerfulness encouraged in programs and school activities? Are recollections supported by school management? Is the moral principle, “Do good and avoid evil” strongly felt and seen in all decisions and actions?

To nurture *pagkamakatao*, is *pakikipagkapwa* demonstrated in the school canteen, in the playgrounds, in the entrances, or in the faculty and staff offices? Are there voluntary initiatives organized by school leadership or faculty and students to help victims of disasters or calamities? Is there an effective communication within the school? Is inclusivity and respectful language practiced that welcomes and show respect for the handicapped and the vulnerable? Are students with learning difficulties or social needs identified and supported appropriately? Is there a guidance program that caters to individual learner’s needs and enhancement of self-esteem? Are there caring teachers who spend extra time for their learners and show kindness in helping them read, write, do their Math exercises? Does the school actively discourage bullying among students and between students and staff?

To cultivate *pagkamakabansa*, the school promotes the practice of democratic processes, where learners are encouraged to participate in school decision-making activities. Respect for the flag, singing of the National Anthem and recitation of the Pledge of Allegiance are seriously and consistently practiced by all in formal activities. Parents have the opportunity to participate in school activities and are regularly provided significant information. The school values and encourages active participation of groups of students, staff, parents and the community in contributing to improve the quality of school life. Very important is that the school reflects the cultural values of the school community in particular and the Filipino culture, in general.

To nurture *pagkamaka-kalikasan*, it is good to continue various 'greening' efforts that most schools have been doing like: providing a safe, stimulating and welcoming environment with luscious greens around the school campus; reducing paper consumption that can be done through technology, e.g. communication via emails, uploading digital materials in internet; creating faculty and student committees for planning and implementing various sustainable greening or stewardship projects; implementation of a recycling program and a composting program; actual practice and advocating the reduction of energy consumption that keeps the bills reasonably low.

Certainly, values integration happens in all aspects of school life. It does not only happen in the classrooms with teachers teaching values in their own lessons, or teaching values across the various learning areas in all grade levels, but also importantly in the modeling that every personnel in the school does, in how the school manager and leader establish a positive school comprehensive ethos and learning environment for values formation.

Community Partnerships

Values education inevitably takes place outside the school community. This involves partnerships with internal stakeholders, the parents, staff and students and community links with external stakeholders like other schools, government and non-government organizations such as the family, church, media, civil and economic society, youth groups, and all community agencies. Having the whole community involved in the learner's character formation is essential. Aside from conducting joint activities of the school and community, partnerships enable needed resources to be brought into the school to support values education programs and activities. The whole school approach includes the whole community' full participation to enable the kind of values system envisioned for the learners to succeed.

Community partnership is a useful approach used by the *Pambansang Samahan para sa Edukasyon sa Pagpapahalaga, Inc.* (PSEP), a national professional organization of Values Educators. Now on its 30th year of operation, the association prides itself with continuing school and community activities spearheaded by the Values education teachers who are members of the association. The teachers, in collaboration with the youth sector, Kabataang-PSEP or K-PSEP and the parents sector, Magulang-PSEP or M-SEP are in synergy to support the Values Education program of the schools. Some of the continuing activities include: Blood-letting Project in collaboration with hospitals and the Red Cross, Feeding Program for the undernourished children in the community with barangay officials and staff, Story-telling Program for Kinder kids in the community, Operasyon Tulong for the victims of calamity in coordination with the local NDRRMC, Gift-giving to the less privileged children, Barangay Operasyon Linis ng Paligid, Advocacy on Proper Hygiene and Sanitation among learners in school and OSY in the barangays, M-PSEP annual division/school symposium or convention for parent leaders of schools, Parent-Child Encounter for children at risk of failing or dropping out, and Implementation of the Gender and Development program/activities in the schools, among others.

Recommendations to sustain a Whole School Approach to VE

Three decades ago, Kirschenbaum clearly outlined the need for a program to implement a progressive model such as the Comprehensive Values Education. He emphasized “piecemeal approaches and superficial applications can be expected to produce only limited results.’ One might think the current strategies seem to be not going far enough because of fragmented initiatives. Among other challenges that had been encountered until today are the lukewarm support from school leadership, indifference from teachers to integrate values formation in their subject areas, lack of support from and within the school community. Values Education has been treated as a minor learning area and a lot of teachers have not been trained to handle the subject. The recognition of the Philippine Senate and House of Representatives of a need to institutionalize a comprehensive values education is therefore long overdue. The impact of a national law cannot be overemphasized as this will mandate the needed support for a comprehensive program. This law has been a clamor of the actual implementers of the program since many years back.

In view of the discussion above, here are a few general recommendations to enhance the comprehensiveness of the current Values Education program:

A. On Curriculum Content

- Review/enhance the current Values Education curriculum framework and standards. The proposed law on comprehensive values education envisions the learning area as an integral part of the Department of Education K to 12 Program, making it as a core subject with time allotment of at least one (1) hour a day for five (5) days a week, and integrated in the daily learning activities. Given the increase of formal contact time with the learners, it is imperative to review the content coverage of the curriculum and also to include learning activities outside the classroom, if the curriculum has to apply the whole school approach to teaching of Values Education.
- Review and update the 1997 “Values education for the Filipino.” This document lists 56 related values of the seven (7) core values mentioned earlier, including objectives formulated for each core value. Most, if not all the values proposed in the Bill for Comprehensive Values Education, are contained in this document. To address the Bill’s proposed content coverage, e.g. universal human, ethical, moral, spiritual, and/or inter-religious values, among others, it is vital to review and update the document vis-a vis present demands.
- Consider the value standards associated to the changing educational landscapes. While the current values education curriculum in basic education emphasizes content to address the demands of the 21st century education, and the Education for All (EFA), much is yet to be considered for the formulation of value learning outcomes related to the new demands for learning, e.g. the industrial revolution 4.0, Sustainable Development Goals (SDG), the Millennium Development Goals

(MDGs), and the Philippine Development Plan *Ambisyon Natin 2040* with its pillars of *malasakit, pagbabago and patuloy na pag-unlad*.

B. On Pedagogy/Methodology

- Train more teacher specialists to handle the Values Education curriculum. There is a saying in the VE circle, “Teaching is a noble profession, and teaching Values Education is nobler.” Preparing teacher specialists to teach the subject demands not only equipping them the content, pedagogical and technological knowledge and skills, but forming them to be models of the values they will teach their learners. VE Teachers must be ready to offer themselves wholeheartedly for the good of their learners. Teacher education programs, therefore must include a value formation program for human, moral, and spiritual values embedded into the teacher education curriculum.
- Encourage more Teacher Education Institutions (TEIs) to offer a program to produce VE teachers. The dearth of qualified/trained teachers to teach the subject needs to be addressed. There are actually just a few educational institutions offering Values Education as a degree course in the Philippines to supply the demand of basic education teachers in teaching the subject. With the latest version of the Teacher Education curriculum for the preparation of VE teachers (CHED, 2017), this problem should be reduced, as more TEIs are encouraged to offer the VE program.

Moreover, a very useful material that accompanies the curriculum is a set of PPST- based Prototype Syllabi for all the Professional Education courses including the Specialization Courses in Values Education (RCTQ, 2019) is now easily accessible. This should encourage TEIs to offer the degree program. This compendium was developed together with other specialization degree programs, through the collaboration of selected TEIs led by the Philippine National Research Center for Teacher Quality (RCTQ), through a project supported by the Australian government. This is now currently embraced by many TEIs recognizing the relevance of the materials toward an excellent preparation of teachers in various major programs including Values education.

- Hold continuous professional development of in-service VE teachers to handle the curriculum- Most of the teachers presently assigned to teach the values education subject are not specialists in the discipline and they are the ones who need formal training the most to increase their VE literacy, first and foremost. It would help if they are given the opportunity to go back to the university and take a master’s degree in Values Education or at least some formal courses on content and pedagogy. An alternative, of course, is an intensive formal training program that they can undergo every INSET period.

Other subject area teachers should also include values integration in their regular INSET programs. For those who have the facility, online training programs or webinars are useful. Literature on teacher development claim that it is through the Learning Action Cell (LAC) approach that teachers are trained more effectively. This is training the teachers where the action is. The DepEd has mandated all schools to employ the LAC as a means of teacher development (DO 35, S. 2016). Additionally, all teachers handling the VE Learning without exception should have a professional development plan that they implement seriously.

- Motivate VE implementers to do research in discovering innovations in teaching VE - Research could be done to try new methods of teaching-learning and use of ICT in the classroom, school and community projects. Fortunately, teachers' research or action research had started to flood schools in the country. *“Engagement in research enables teachers to link their own learning with student learning. Through this they develop their own and others' capacity as leaders of change”* (Durrant, 2006). Within-school and inter-school exchanges of best practices based on action research in teaching VE can be made a regular feature of the VE teacher development program.
- Prioritize to address the current issues raised by implementers of the VE Program. A research survey of 4,686 basic education teachers from NCR, Bicol, Western Visayas and Caraga Regions yielded challenges that include a need to adjust the overloading of curriculum content, lack of time, finding learning materials, need for professional development activities/trainings, increasing class size, need for conducive ICT-equipped classrooms, partnership of teachers with community stakeholders, and the ever changing students' attributes (Reyes, et.al, 2018).

C. On Ethos and Environment

- Conduct a general orientation for the school community on the whole school approach to the VE program - This needs a VE Committee to craft the strategic plan for a short and long-term program. The school head must lead and inspire the school community that includes the students, teachers, and staff encouraging a positive school culture supportive of VE.
- Create school rules that build positive values that reflect Maka-Diyos, Makatao, Makabansa and Makakalikasan. Make sure that these rules are communicated to all students. These must be consistently implemented and well-regulated across the entire school community, (e.g. “Show respect for the canteen staff as they show you the respect you deserve.”) The rules must be made clear to the learners. They should learn not just what they should or should not do, but why they ought to do or not do such actions.
- Maintain a beautiful, healthy, and safe physical environment of your school. The

physical surroundings of students and teachers has a huge impact on the culture of the school. The physical environment ranges from classroom's flexible seating arrangement, lighting, temperature, air quality to the surroundings outside the classroom. This could start from the school fences and entrance, plants, trees (that reflect the greening efforts of the school community), to the clean and well-maintained comfort rooms, uncrowded offices and faculty rooms, and the healthy and safe ambience of the whole school campus.

- Set discipline and celebrate personal achievement and good behavior. Discipline methods can be created collaboratively by teachers and students. A proactive method would be to assign tasks that help correct the wrongdoing rather than giving punishment. It is also a good approach to acknowledge learners who exemplified discipline and good behavior during school programs at flag ceremonies. It is also useful to conduct a 15-minute creative presentation of the month's 'values cluster' during flag ceremony.
- Model the behaviors you want to define your school culture. Modelling is a long-enduring way of inculcating values. This must start from the adults, the school head, teachers, and other non-teaching staff. Teachers who are most in contact with the students need to be the best example of the behavior they expect from the students.
- Create rituals and traditions that are exciting for students and teachers. Rituals and traditions that reflect pagkamaka-Diyos, pagkamakatao, pagkamaka-bansa, pagkamaka-kalikasan, would be interesting activities that could build the morale in the school. Such activities may be held weekly, monthly, or quarterly. An example would be a ritual that depicts the spirituality of the Filipino ancestors, or pakikipagkapwa ritual through bayanihan or damayan for disaster victims who are members of the school community, "*pagpuputong*" for celebrants or awardees, etc. A school named after heroes, e.g. Mabini Elementary School, may wish to depict in ritualistic performances the good qualities of Mabini, every first Monday of the month. Some other creative ideas may be generated from the teachers and students that may engage them even more in putting up these activities.

A. On Community Partnerships

- Create meaningful parent/family involvement – PTA's have gone beyond the traditional PTA meetings but not quite. There are still things that can be improved. For instance, there is hope in the Parent-Youth-Encounters that were widely conducted in the 1990's after the mass training of teachers, if these were done as a continuing program in coordination with the Guidance Counseling staff and teacher advisers. Organized workshops/meetings, online webinars may be conducted where teachers and parents can discuss together their children's progress in study skills, test results, projects, and general and specific behaviors. Creating parenting programs for parents through face-to-face or online schemes

can encourage them to build a positive relationship between them and the school.

- Reach out to external stakeholders – Programs may be set up by the VE classes and teachers where stakeholders are invited to listen to the Comprehensive VE program presented by the students. This can become a venue for connection, collaboration and sharing of experience, skills and time to plan for partnership activities. Partnership activities, e.g. “Support VE Challenge” may also include collaboration with the school alumni who may share with current students’ experiences in VE that can be a springboard to future relevant activities that support the VE program. Bring in the stakeholders to the VE activities such as skype sessions with business or political leaders, hands-on demonstrations by resource persons, or companies promoting values to sponsor school events.
- Build a Community Resource Map. This is an effective way of creating networks that may be used to raise the students’ awareness of resources in the community that may be tapped among external stakeholders. The map may include their names, qualities, skills, extraordinary feats, that may have some connections to the VE program, including possible support they may be able to provide for the school. The community resource map, a visual representation of the community, can be created in the form of a hand drawn map, Google map, or mind map.

In conclusion, the clamor to institutionalize a comprehensive values education through the whole school approach is remarkable in calling back implementers of the Values education to an important task of ‘defragmentation’. There had been a lot of initiatives at present and in the past implementation of the program that could be appreciated to be comprehensive, but unfortunately appear disjointed. It is doubly challenging to consider all these suggestions and recommendations against the backdrop of unexpected difficult conditions such as the new normal. Hopefully, implementers will fastrack their efforts in ICT and its meaningful application during the exigencies we are in today. By the way, this approach is not going to be exclusive for Values Education as other learning areas also have their plans and initiatives for the whole school approach, but every effort will have to be in synergy with all other efforts.

Be that as it may, it is now time to establish new systems and framework that would comprehensively integrate the efforts of the teachers and learners in and out of the classrooms, the school head and staff, the families, the community agencies and the government - the whole village, to raise the Filipino children and youth who will be able to win any war against a virulent life.

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