

Praise for *From My Heart*

In choosing to title the book *From My Heart*, a reader might first think that this is a soppy attempt to do a 'motherhood and apple pie' job on education. However, by inviting us to embark on a virtual relationship with him, Neil takes the reader on an evidence-based journey getting to the heart of what education should be about – not grades and results, but what we as a society want a well-educated 18 or 19 year old to look like. Hawkes draws the reader into a journey, not in an airy-fairy way but gets to the nitty-gritty of how to model the values and behaviours we seek to develop in the next generation – a generation that is open and hasn't, as yet, been tainted by experience because, as Neil reminds us, it's never too late to have a happy childhood! I first heard Neil address the European School Heads Association Conference in Cyprus and was so impressed I invited him to Ireland. I was certain Irish school leaders were longing to hear someone who could articulate something that I know each individual felt in their own hearts about vision and values for society. I wasn't wrong and the feel-good factor that permeated conference following Neil's address to delegates lasted long after they returned to their schools. Neil's invitations to pause, his use of reflection points at the end of each chapter, his use of a positive values vocabulary, his descriptions of the impact of the adopted approaches on students and practitioners, his hints and suggestions about how to embed a values-based culture make this book a must-read for all who reflect on education, especially school leaders, teachers and those involved in the educational enterprise. I wholeheartedly recommend it – especially to those suffering from TBD (Too Busy Disorder).

**Clive Byrne, Director of the National Association of Principals and Deputy Principals
and Executive Board Member of the European School Heads Association**

This book provides a sensitive and subtle invitation for readers to engage and reflect on their work in the world of education within which they work and live. This is a book which cannot and should not be ignored. Through Neil's detailed analysis, arising from extensive work in schools throughout the world, his message is clearly set out in a powerful vision that reminds us all of the human nature of the school experience and presents a call for how we can reignite and renew our sense of what schools can and should be – for all the children, the staff, the parents and the community served. The reader is gently reminded that in any institution, school or company, there should never be a hierarchy of relationships, only a hierarchy of roles.

Within such a powerful culture, and where it is clear that it is human relationships which matter most, then the real benefits arising from a 'talk together, plan together, work together' and a values-based philosophy and practice suddenly *all* becomes very clear...

**Chris Harrison, Former President of the
National Association of Head Teachers (2011–2012)**

Neil Hawkes has been the fearless pioneer of values-based education – both as an outstanding head of school and then as a public educator. This book encapsulates the extraordinary power of his message.

Lord Richard Layard

Neil Hawkes has influenced not just the schools he has run, but countless others in using a values-based approach to change for the better the way children and their families lead their lives. Here he writes in a way that any school leader, in any country or setting, will find inspiring and practically useful in doing the same thing.

Professor Sir Tim Brighouse

At Wellington College, we believe that education is only of enduring meaning if it is underpinned by profound values, the five which our community itself has chosen being courage, integrity, respect, kindness and responsibility. I agree with Neil that values-based education should be the driving principle for all schools and colleges in the twenty-first century.

Dr Anthony Seldon, Master, Wellington College

Neil Hawkes manages to convey the vitality of values-based education, a set of principles that can guide the learning journeys for those who learn and those who teach. The best teachers recognise that they are learners too and this fundamental belief in individual growth shines through the book.

Mick Waters, Professor of Education, Wolverhampton University

This is an ideal teaching reference and guide for practical values-based education written by one of the world's foremost and most reputable values-based educators. Few people anywhere have the theory and practice of values-based education as synchronised or its effects as proven as Dr Neil Hawkes.

**Terence Lovat, Emeritus Professor, University of Newcastle,
Australia and Senior Research Fellow, University of Oxford**

Neil Hawkes's vision is the change agent for values-based education we all need. This book provides the insight for us to move from 'talking the talk' to 'walking the walk' and is a must-read for parents and educators.

**Sue Cahill, Student Well-Being Leader,
St Charles Borromeo Primary School, Melbourne, Australia**

Rooted in his own experiences as a successful teacher and head teacher, the author has a deep commitment to core human values being placed at the heart of good and great schools. In this book, he draws upon his extensive international work to offer a carefully argued and convincing rationale as to why school leaders – and indeed business and wider society – might embrace the practical ideas he puts forward.

Roy Blatchford, Director, National Education Trust

I have always looked at the art of leadership as being one of self-awareness and an awareness of others. As Sun Tsu fabulously puts it, 'Leadership is a matter of intelligence, trustworthiness, humaneness, courage, and discipline. Reliance on intelligence alone results in rebelliousness. Exercise of humaneness alone results in weakness. Fixation on trust results in folly. Dependence on the strength of courage results in violence. Excessive discipline and sternness in command result in cruelty. When one has all five virtues together, each appropriate to its function, then one can be a leader.' Neil has been able to bring the skill of understanding all components to children, educators and parents, and without doubt has made a difference to our world through his delivery of values-based education, and I thank him for that.

Floyd Woodrow MBE DCM

Neil Hawkes writes lucidly, and with an infectious encouragement, about what he has been doing as a teacher, leader and advocate for at least the last twenty years. The quality of education provided for children, students and their families has been the cornerstone of his work, based as it has always been on their growing commitment to the values his schools have selected and celebrated. To hear and read, as I have often done, about what the children are learning and discussing about a whole range of values, and how this has helped their development and, importantly, how often this has changed their lives, is all in this book. It is a 'life enhancer'.

Richard Howard, Chair, National Education Trust

Guided and inspired by Neil, values-based education now pervades Ratton School. Exploring the meaning of our values and judging ourselves against them has brought clarity of purpose and a common understanding to our work. As a result, staff motivation and student behaviour have improved. Our values-based education has also proved popular with parents, who cite our strong values as a reason why they want their children to be a part of our school.

David Linsell, Head Teacher, Ratton School, Eastbourne

Being successful in school requires good teachers, but mostly you need a humane approach among adults and students. Each student must feel that they can succeed. To create this, you need a values-based curriculum that involves all aspects of work, which is the essence of Dr Hawkes's philosophy and practice. His approach does not require expensive materials or long education. However, it is an easy way to work with the positive values with which we want to permeate learning. Values-based education is an ideal approach that fits well in schools in Sweden.

Anna Sundström, Head of Education, Skövde, Sweden

I have had the pleasure of working with Dr Neil Hawkes in New Zealand, where he has addressed numerous principals' organisations, and in the UK where I visited schools that have embedded his values-based philosophy. With the emphasis on values in the New Zealand curriculum, this book provides teachers and others involved in the education of our young people with an insight into both the philosophy behind values-based education and the key steps to take to enable it within their educational environment. Neil's approach is warm, enlightening and encouraging.

Paul Daley, Principal, Sancta Maria College, Auckland, New Zealand

Values-based education is at the heart of everything we do here at Chantry Primary Academy. Guided by Neil's inspirational work, our staff team are driven by our values in the way they teach, and how they support our children and their families, resulting in comments like this from one of our pupils: 'Values have helped me with schoolwork and friendship. The values link and help Chantry to never let me down, they always believe in you.' Our strong values have enhanced our school's excellent reputation in the community, helped us to become an even better school and are a core element of our school's 'personality'. We will continue to learn and to grow in our values journey with Neils work to support us.

Corisande Bateman, Head Teacher, Chantry Primary Academy, Luton

As an ex-head teacher of a values-based school and now the values education coordinator for Bedfordshire, I have twelve years first-hand experience of the positive and inspirational impact of Neil's work in all phases of education. This book will support and re-energise those schools

already involved in values education, whilst inspiring and encouraging those setting out on their values journeys.

Diana Thomas, Values Education Coordinator, Bedfordshire

Great schools are hatcheries for good souls. To do this, the centre point of schools needs to be value-based education. Neil's book will not only help you live these values, it will help you to weave and embed them into the tapestry of the culture of your school.

Andrew Fuller, Clinical Psychologist and Family Therapist, Melbourne, Australia

Values-based education has enriched my personal life and the lives of my students, as well as my professional life as a teacher. It influences the way an individual tackles life's experiences and how they deal with the various obstacles of life. It offers a new perspective, and requires the teacher to have integrity and to be true to his values. This teaching method makes the individual more aware of his own feelings and those of others. Values-based education awakens us to the inner values of life. By working with these values, teachers become better at their profession and the students blossom in a new and wondrous way. Mutual respect, cooperation and unity are qualities that represent those who sincerely apply values-based education in their personal and professional life. Applying values-based education, as a teacher and as a human being, is character building and constructive for society.

Valgerður Knútsdóttir, Head Teacher, Leikskolinn Alfaheidi, Iceland

No matter what stage of the life-long journey of exploring or implementing values-based learning you are on, and irrespective of how much personal and professional experience you, your school or organisation has in this field, you need to touch base with Neil's expertise. In Brunei, we have benefitted from working within a unique combination of cultures and environments. Our success over the years is built on our ability to transform lives through values in action. This approach powerfully reaches out to people of all cultures and faiths. It moves the spirit, touches the soul and is a guiding light for all who want to make a difference to their own and other's lives. From Brunei, 'The Abode of Peace', our message is a simple one – get inspired through taking the time to read and take action!

Kathy Wood MBE MEd, Head Teacher, Hornbill School, Brunei

Dr Neil Hawkes demonstrates again and again that he has important insights into character education. I highly recommend this book.

**Professor William Jaynes, Senior Fellow, Witherspoon Institute, Princeton and
Professor, Department of Education, California State University**

As a head teacher who has led two values-based schools, I am totally indebted to the work of Dr Neil Hawkes in the development of values-based education as it has had such a profound effect on me both professionally and personally. Values-based education has provided me with a strong fundamental base from where I have been able to build my leadership skills, especially with regard to developing people and forging positive relationships. The shared common language of values-based education gives everyone in a values-based community a clear understanding of expectations and the opportunity to explore the evolving nature of our individual moral compasses based on our experiences.

Dr Hawkes has been pivotal in this journey as his philosophy is to gently challenge our thoughts, words and actions. As our school embeds a values-based education approach to

living and learning together, Dr Hawkes has had a presence, probing deeply into our thought patterns so that we reflect, analyse and take responsibility in making positive changes to ourselves.

I am truly delighted that Dr Hawkes is now sharing this journey through this wonderful book, *From My Heart*, transforming lives through values. As Megan, one of my former pupils once said to me, 'If anyone wants to have a happy life they should simply use values-based education. It will help them to live a long and happy life.' I can't think of a better way to endorse this book.

Julie Rees, Head Teacher, Ledbury Primary School, Herefordshire

I have been a head teacher for eleven years and led two schools using values-based education. This 'way of being' in school permeates every aspect of school life and thus school improvement. I could not imagine, especially in the current educational climate, leading a school without a rigorous bedrock of values-led relationships leading to values-led learning. As a consequence of this, there is a depth of metacognitive learning, learning of real beauty and worth, woven into the fabric of places called schools, giving a strong moral direction ensuring the flourishing of all.

Julie Carr, Head Teacher, Lyneham Primary School, Wiltshire

Neil's experience as a leading educator shines through this book which is both intensely practical and profound. Leaders of schools, corporate organisations and communities will gain insight into how to be truly self-managing by identifying shared values, and then using these to evaluate success. What Neil demonstrates in this book is how to go about creating and inhabiting a shared language for values education which is local, accessible and powerful.

Dr Ruth Deakin Crick, Reader in Systems Learning and Leadership, University of Bristol

Neil Hawkes is an inspirational colleague. As soon as I met Neil, I realised that he had a special message, and indeed a special gift, to share with anyone who passionately cares about the education of children. His message and mantra advocating a values-based educational approach, is both timely and powerful. Anyone who has used values-based education within their school will tell you that mutual respect and trust is built through paying attention to the way people discuss, define and model their shared values. These explicit debates and agreements lead, if successfully and determinedly adhered to and modelled, a school community that is built on trust and interdependency. This is the strong 'glue' that makes schools successful. However, make no mistake, Neil does not advocate a 'fluffy', poorly defined culture where relationships take centre stage for their own sake. This is the building block whereby top quality educational experiences for children are focused upon and ensured, and, most importantly, raising achievement and life chances for children is at the top of the agenda. I unreservedly recommend that all school leaders, from primary and secondary schools, read this book and act on its wisdom. Also, invite Neil, who is an inspirational speaker, to visit your setting for a thought provoking and practice changing event!

Sue Woodrow, Head Teacher, Aylestone Secondary School, Hereford

In 2010 I had the privilege to hear Neil speak about the purpose of values-based education at an international convention for European school principals in Cyprus.

I was deeply touched by Neil's inspiring lecture. He provided the answer and the confirmation that we should not focus on learning and cognitive results alone, at a time when the tendency in the Netherlands was to overemphasise cognitive achievements only.

As a result of this conference we decided to organise an Inspiration Day in October 2012 for more than 1,000 teachers in Helmond, for which we invited Neil and his wife Jane to speak about values-based education. This Inspiration Day marked the start of 'a quiet revolution' within the Helmond educational community. Individual teachers started thinking about ways to pay more attention in their classrooms to values-based education and the holistic development of children. Also, at a city level, we launched a task group to offer a more structural approach towards values-based education for the Helmond school community.

I therefore wholeheartedly recommend this inspirational book to anyone who, like us in the Netherlands, believe that education should be more than just about learning outcomes. For each and every child, a well-balanced education that includes the development of values will contribute to better learning achievements, which will ultimately result in a more peaceful and values conscious society.

**Dr Erik Wissink, Psychologist/Manager,
OCGH Advies (Education Consultancy), Helmond**

Values-based education, as described in Neil's inspirational and practical book, has had a huge impact on the children at Tower Hill Primary School. Initially the reasons for its implementation were to address the children's social and emotional needs through an approach that we felt would have a greater impact than SEAL or PHSCE. As soon as the new values became embedded, we began to notice rapid changes in the behaviour of the children and their relationships towards each other. This in turn, has had a phenomenal impact upon attainment and progress. An open and supportive culture now pervades all aspects of learning, where real and appropriate self-assessment, peer and teacher assessment are used to further enhance the learning. Suggestions for the improvement of work and behaviour are no longer seen as criticism, but are welcomed by each child and acted upon accordingly. The direct result of implementing values-based education is a happy school, where learners thrive on a mutually supportive atmosphere and learning has been rapidly accelerated as a result.

**Tracey Smith, Head Teacher,
Tower Hill Community Primary School, Witney, Oxfordshire**

This book, like all of Neil's work, comes from the heart, and what he advocates is also supported by powerful evidence and a strong understanding of practice in schools. This unique combination enables practitioners to be confident that it will help them to improve their practice and the lives of the children they work with, and their own lives as well. Neil's generosity of spirit shines through all his work and this is no exception. It has the potential to radically change how and what we do in our schools.

Dr Hilary Emery, Chief Executive, National Children's Bureau

Dr Neil Hawkes's book comes at an opportune moment in history. It is a wake-up call to live our lives more meaningfully and, in doing so, to inspire others. Neil writes with depth, compassion and wisdom drawn from his many years of experience and experiential knowledge of values education. It is a must read for all educators who believe in taking their students to greater heights. Research has conclusively proven that a values-based school brings out the best in students and teachers; implementing Neil's valuable, tested strategies will lead to excellence in all spheres.

Ruby Pardiwallar, Director, National Children's Council, The Seychelles

FROM MY HEART

TRANSFORMING LIVES THROUGH VALUES

Dr NEIL HAWKES

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Acknowledgements

Writing this book has been sheer joy, because it has seemed to write itself, with me watching with delight as each chapter unfolded. I think this apparent magic is mainly because the book brings to life the personal and working experiences I have enjoyed in the company of so many wonderful people in many countries. They have willingly and generously shared their insights and the good practices that they are developing as values-based people and educators. My role, in crafting this book, has been to capture this brilliance so that you and others can see the tremendously powerful effect that values-based education has on people, families, communities and nations.

I would like to acknowledge my debt of gratitude to the countless number of academics, head teachers, principals, teachers and support staff with whom I have worked in my various roles in education over the last forty years. These extraordinary people have shaped my philosophy and have made it possible for me to write this book. They include academic giants in moral education, such as Professors Richard Pring (Oxford), Bart McGettrick (Hope), Terry Lovat (Newcastle Australia), and Mark Halstead (Huddersfield), who have had a profound influence on my thinking about values education.

It would be inappropriate to single out any one teacher to mention because, in so doing, I would omit the thousands who have all played their part in influencing my thinking and practice. However, to all educators, my heartfelt thanks for your inspiration and encouragement which has allowed me to assume a role as the advocate for values-based education. Nevertheless, I would like to thank those individuals who have provided quotes for this book: Richard Barrett, Jeff Conquest, Simon Cowley, Cyril Dalais, Tracey Dennis, Michael Downey, Pete Dunmall, Sam Gardner, Katie Greenwood, Linda Heppenstall, Allison Hickson, David Jones, Sue Jones, Bridget Knight, David Linsell, Bart McGettrick, Sandra Mitchell, Cath Woodall, Simon Poote, Julie Rees, Rebecca Rees, Anthony Seldon, Eugene Symonds, Kathy Wood, Floyd Woodrow and Sue Woodrow.

At a personal level, I want to thank my wonderful family for their love, particularly my wife, Jane, who is a constant source of enthusiasm and loving support for my life's work.

Author's letter

Dear Reader,

I have just finished writing the final chapter of this book and I am sitting in the lounge at our home overlooking Rutland Water. The ospreys have recently returned from overwintering in Africa, and I have a sense of awe and wonder as I watch a pair circling in the blue sky. The sun is shining on the water, creating diamond-like sparkles; the countryside seems full of expectant energy as spring finally arrives.

My mood and the scene I am witnessing give me a sense of the incredible privilege it is to be alive. I recall my brother, Maurice's, words, 'Remember, Neil, this is not a rehearsal; embrace life now.' My understanding is that people, just like you and me, have a huge potential to embrace life and to live in harmony with other people and our environment. However, we are all capable of sabotaging our potential happiness and well-being and the sustainability of our beautiful planet, and frequently do so. Is there an answer to this paradox?

Over the last thirty years, my life's mission has been to support others and myself to kindle a spark of goodness, which I believe resides in each of us. And, by so doing, embrace and release into the world the creative, dynamic energy of our innate human qualities, which include love, peace and compassion. I have also been acutely aware that such a desire to nourish virtuousness can appear idealistic and naive, failing to recognise the reality of our human condition.

Not to be deterred, I have engaged on a quest to find a practical philosophy that would make a contribution to the evolution of human consciousness. This mission has brought me into contact with many truly remarkable human beings who have supported me. The content of this book is witness to their wisdom, and I make no claims that my work is mine alone.

IV From My Heart

I believe that this book represents a modest contribution to helping each of us explore our human potential. In it, I invite you to discover the core philosophy and practices of what I have termed *valuing* and its practical application, *values-based education* (VbE).

The evidence that I will share with you, from many countries, is that values-based education is a powerful way to foster a values-based person, family, school, business, community, country and world.

I hope that you enjoy the experience of engaging with the ideas you will encounter on your journey through this book. They have changed my life; they may also change yours.

Warmest good wishes,

Neil

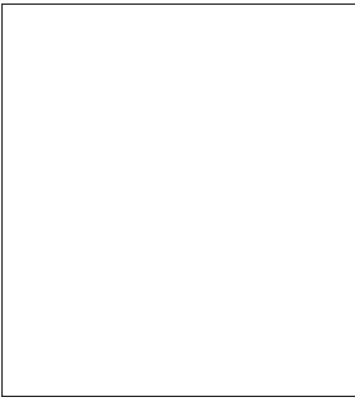
Contents

<i>Acknowledgements</i>	<i>i</i>
<i>Author's letter</i>	<i>iii</i>
1 You and me	1
2 Your values journey	13
3 What is the starting point for values-based education?	29
4 The philosophy of values-based education	37
5 Children see, children do	47
6 So what's a value?	59
7 Focus on environment, atmosphere and routines	73
8 Focus on you	85
9 Focus on your relationships	95
10 Focus on adopting reflective practices	103
11 Focus on an ethical vocabulary	117
12 Focus on being a role model for values	127
13 Focus on school assemblies	133
14 Focus on the school's curriculum and its leadership	141
15 Focus on community	149
16 Focus on values assessment	157
17 From my heart	165
<i>Bibliography</i>	<i>175</i>

Chapter 1

You and me

Hello! Thank you for choosing to read my book, which is written ‘from my heart’. It is unlikely that you know me, so here is a photo ...



You



Me

Before reading my book, I would like to invite you to find a picture of you to put in the space next to mine or, if you prefer, make a sketch of yourself. You see, this book is about more than just reading a text: it is about you and me, and the relationship we can develop through the exploration of values which this book provides. I believe that good relationships are paramount – they help us to make sense of our complex world, and most of us desire them. They are the fundamental core principle of a values-based family, business and school.

Now, please may I request that you spend a minute or so just being still and quiet, thinking about what you sense about us both. You probably know very little about me, but you will know a great deal about you.

Pause ...

Thank you. I will explain later why it is so important for us to take moments of quiet reflection. I sense that you are someone who has chosen to read this book because you are conscious of your own personal journey through life; you are open to deepening your understanding about how you can help yourself and others to live life with a greater sense of inner peace and harmony.

I am sorry that I can't be with you personally; nevertheless, I have put the energy of loving good wishes, which I put into my talks about values, into this book. I often begin my talks by spending a little time in silence, just being still and gently making eye contact with individuals in the audience – hopefully each one. I know that some folk may think a variation of, 'Who the hell is this weirdo?' Others giggle or glance furtively at the person sitting next to them for reassurance, whilst others adopt a wry, expectant smile. My simple act has a profound purpose, which is for me to make a connection with each person in the room, so that there is a realisation that my thoughts and ideas are not just carried in the words I say, but in the relationships that I establish. I assure the audience that no one is invisible to me during my presentations. I am not just giving a talk; I am trying to inspire people to adopt a living philosophy and its practices.

I shy away from calling myself an 'inspirational speaker', because I have experienced sitting in audiences when speakers have used techniques and content to engage their audiences, but have not engaged with individuals at a personal level; thereby leaving them disempowered to really engage with the subject of their talk. Have you had similar experi-

ences when you have felt ‘missed’ and left with the impression that the presenter has given the same talk umpteen times before?

I believe that deep learning occurs in the space between people, so authentic modelling of the process of being a values-based person is vital if the messages contained in my words are going to resonate with people who are just like you and me. When I was a schoolteacher, I soon realised that I might think I was teaching one lesson, but each student was hearing it differently and learning different things, because they were hearing my words through the filter of their own experience, upbringing and culture. It is the same for each person who reads this book: each individual will sense different meanings as my words interact with their life experiences.

Thus, this simple act of silent connection helps to establish the beginning of a relationship and intimacy. I have noticed that people who are genuinely interested in others, on initial meetings, take time to make eye contact and just *be present* for a few seconds before speaking. I remember being made extremely aware of this process when taking an active part in an education conference in Edinburgh. The principal guest was the Dalai Lama, who had this gift in abundance, and he made each new meeting very special for each of us. I would recommend that you make this a part of your awareness when you are meeting both friends and strangers. They will sense a pleasant difference in you.

Are you a people-watcher? I often turn a visit to my local supermarket into a rich experience of people-watching, especially of parents/carers with their children in tow. My observations have led me to the conclusion that if you want to learn about parenting in its many diverse forms, then watch as children are taken shopping. For instance, the parent with the misbehaving child, who is shouting and running amok in the aisles, and whom other shoppers are pretending to ignore, suddenly shouts out, ‘Shut up you little brat. I’ll tell your Dad when I get you home. You’re really a nasty bit of work.’ Or the parent you overhear saying, ‘Now Jessica, where are the baked beans? It’s spelt b-e-a-n-s. Ah yes, well done dear, you are clever.’ Of course, these examples are

caricatures, extremes, but they illustrate the range of parenting that makes up our society.

I would suggest that there are simple key skills/understandings about parenting that, if generally adopted, could transform relationships for the better in so many homes and classrooms. The central maxim to remember is that adults should never tell off *a child*, only (if appropriate) the *child's behaviour*. In the first example, the child is told that they are 'a nasty bit of work'. In hearing this, probably repeatedly, the child will develop an understanding that they are not liked for who they are. Subconsciously, they say to themselves, 'If I can't be noticed for being good, then I'll get attention by being bad.' Often they will carry this self-perception throughout life, because they have been thwarted in their efforts to cultivate a meaningful attachment with significant adults, such as their parents.

I think that we need to invest in finding ways of supporting the development of parenting skills across the whole of society. I remember talking with a secondary school teacher in Merthyr Tydfil (in South Wales), who pointed out to me that, in her community, they had children who had been parented by children, who had been parented by children, who had been parented by children – three generations! These individuals hadn't had the chance to develop many basic parenting skills, because they had been expected to raise their children alone and not as part of an extended family. Do you notice that, despite many examples to the contrary, there is a current lack of understanding about how to be an effective and loving parent? The teacher in Wales was not being unnecessarily critical – she loved the people in her community. However, she recognised that the community was no longer raising its children as it once did, when there was shared responsibility with grandparents, aunts, uncles and friends living locally, who passed on the wisdom of parenting and shared in that responsibility.

Without such cultural wisdom, we have, at one end of the spectrum, neglected and even abused children and, at the other end, over-indulged, potentially selfish children (demanding the latest iPad) who actually seek meaningful relationships, based on love and trust.

My intention is not to paint a picture of doom and gloom, because I am optimistic – as this book will show – that we can help and support all parents and adults in all societies to be at ease in the role of a parent/caregiver.

So, what do I hope that you will gain from reading this book? My main purpose is to inspire you to adopt universal, positive human values in your work and life and be a role model for them. I would like you to be so inspired that you will want to be an active part of a growing worldwide movement for transformational change. I hope that, as you take the journey with me through the pages of this book, you will conclude that the movement is not just an idealist's dream. You will gain the understanding needed to transform your own life and read the evidence about how values-based education (VbE) is transforming the lives of individuals and institutions, such as schools, and reaching out into all aspects of society.

One such school is Revoe (in Blackpool). Whenever I give a presentation about values-based education, I usually begin by showing a picture of a pupil at Revoe School. His name is Trev and I met him when I was invited to the school's 'Grand Opening of Parliament'. Revoe has moved on from the notion of a school council to ensuring that the children feel really involved in the leadership and management of the school (a key to how they have transformed pupil behaviour).

Firstly, a bit of background. A few years ago Revoe was judged by the English inspection service, Ofsted, to be a failing school; in fact, one of the worst in the country. It sits within what is described as a socially challenged catchment area. It was at this point that Cath Woodall was appointed to be the head teacher and began the task of transformation. On first meeting Cath, after a values presentation for Lancashire head teachers, I was aware that I was in the presence of an outstanding, optimistic leader with huge determination and the necessary practical skills to create a learning environment that would transform the school. She knew that, to provide a rich education for the pupils, she would need to embrace the community and demonstrate that Revoe was a good school. One of the first tasks was to ensure that the chil-

dren came to school, so each morning she asked her teaching assistants to form a series of human buses. They would go out into the community and call at the children's homes to collect the pupils, who, for whatever reason, may have been reluctant to come to school. At first, the teaching assistants were met with a varied reception but, as the weeks passed, the community began to understand that Cath wanted the very best for their children, so they began to support her innovative initiatives.

Back to Trev. I spotted him by himself, waiting for the Parliament to begin. He seemed very glum, so I asked him if he was OK. He paused, eyeing me suspiciously, and then he said in a tearful voice, 'Mrs Woodall says that you are the important visitor who gives talks. My name is Trev; I'm in Year 4. You know, I am the Minister of Finance, but my Mum and Dad can't be bothered to come and see me today. They never come!' He then looked down at the ground and, for a moment, I considered what I could say that might be of some help. I then said, 'OK, can I be here for you? What's more, can I take your picture and, whenever I begin a talk, I will show your picture?' He glanced at me with a look that conveyed a mixture of hope and disbelief. We then went into the school's hall for the Grand Opening of Parliament, which was terrific, with all the staff and children entering into the spirit of the occasion. A wonderful moment was when Cath came in as the Queen to open Parliament – inducing a ripple of laughter from the parents and community members attending. Trev was great.

I have kept my promise to Trev and I have proved it to him because, some while ago, a professional development day was being held at the school by the National Education Trust (NET) and I had been asked to speak about the growing number of schools that are becoming values-based. Before I began, I asked Cath if Trev could be asked to come to the hall. He was now in Year 6. Without question she agreed and, with a broad smile, Trev arrived in the hall, and I invited him to sit at the front as I began my talk – with his smiling picture on the screen. I wish you could have seen the expression on Trev's face as it lit up with pride. Later, Cath confided in me that my two simple acts had done wonders to raise the self-esteem of this boy, who so desperately needed the

approbation of adults. Healthy attachments and good relationships are the cornerstone of a values-based school.

Trev and Revoe School represent what I hope will be gained by people and organisations that adopt values-based education. In a nutshell, this is *inspiration* to want to be the best people that we can be, in our personal, family, community and work life. So, as I set out on the journey of writing this book, my purpose is to inspire you and to give you some important practical tools that will help you transform both your own life and the life of the school, business or company in which you work. Although the majority of my examples will be from my own background, which is in education, they can equally and effectively be applied to any business or institution – the core principles are the same.

How can you get the most from reading this book? May I make a few suggestions? Firstly, let me check: Do you know where your heart is?

Please take a moment to place one of your hands over your heart and just leave it there for a few seconds – can you feel your heart beating?

In so many countries now, young people are encouraged to think cognitively and apply deductive logic to problem-solving. We learn to use objective, scientific methods which we bring to our listening and reading. We are taught to break down argument and to be critical, looking for the flaws in reasoning. This is a great skill which I use myself, but I believe that we no longer have the correct balance between the cognitive and affective domains. By affective, I mean the area of feelings and emotions that fuel our creativity and help us to be fully integrated human beings. So, when reading this book, ask yourself how you *feel* about what you are reading, not just what you *think* about it. Maintain an open mind and sense what could help you to see the world through a different or adjusted lens; this will enhance your awareness and your consciousness.

Next, can you remain positive whilst you read this book? What is your mood at the moment?

Keep a check on yourself, as you will absorb more from my words if you are in a positive, relaxed state of mind. Research shows that children learn best when teaching is fuelled with positive emotion and when there is challenge, tempered with humour and fun.

Finally, are you a perfect person?

There was a man in an audience once, who, on hearing this question, put up his hand. I asked him why he thought he was perfect. His reply brought a roar of laughter when he said, 'I think I'm perfect, because my Mum says I am!' I don't know if he was saying this with his tongue in his cheek – I suspect that he was. The truth is that none of us have reached perfection. I know I haven't – my family and friends often remind me of my many flaws. The point is that talking about values can make some of us feel uncomfortable, because we are fully aware of our foibles. Please accept yourself for who you are today and join me on a lifetime's journey of self-improvement.

You are entitled to ask the question, 'Who is Neil Hawkes and what gives him the right to write a book with a focus on values?' Those who know me well will appreciate that I avoid the spotlight being turned on me, preferring instead to be a king-maker rather than a king. The reason for this is that I observe what happens when a person's ego takes control of them. It often causes people to cease being in touch with their innate human qualities and, instead, become deluded by power, wealth or fame. TV reality shows feed this appetite for what I term *false recognition*. *True recognition* is being valued and seen for who you really are, which I believe leads to people being comfortable in their own skin, as they shun the illusion of power and position. When asked the question, 'What do you do?' I am pleased to reply that I am proud to be a teacher. I have had the privilege of teaching people across all age groups. However, I currently focus my energy on teaching adults and young people about the benefits of basing their lives on a serious consideration of universal, positive human values.

I am indebted to Frances Farrer, whose wonderfully crafted and inspiring book, *A Quiet Revolution* (2000), told the story of many of the influences on my early life, as a student teacher, head teacher, local

authority education adviser and then as the head teacher of West Kidlington School (in Oxfordshire). It was at West Kidlington that my career seemed to take on an incredible energy, as I was privileged to work with an exceptionally gifted group of teachers and support staff, who were supported by an enlightened governing body. The chair of governors, Bob Laines, a respected community leader, created a political and social environment that encouraged me to be an educational entrepreneur. For just under seven years, we all worked creatively together to harness the energy of the school's community to see if we could raise academic achievement and help the pupils to develop good character.

My leadership reflected my belief that the key role of a head teacher is to release the creative dynamic of all who work in the school. In an institution, such as a school or company, there should never be a hierarchy of relationships, only a hierarchy of roles. The outcome was that the adults willingly gave their time, talents and enthusiastic support to the life of the school. As people, we realised that we weren't values neutral because every time we spoke we revealed our intrinsic values to the pupils. After much discussion, we decided to introduce the pupils to a form of values education, the process of which I will describe in Chapter 6.



The Values Sculpture: West Kidlington School believes that the world in the future will be held up, or not, by the values that children develop when they are growing up. That is why the school is such an important part of this process. The sculptor Wendy Marshall inspired the children to think about how they could depict their values holding up the world. The hands and arms, modelled on the pupils' bodies, represent the five continents.

We soon found that this special focus on values made a profound difference, not only to the children, but on the adults too. West Kidlington School does not claim to have invented values education; a cursory investigation on the Internet will show that the subject has a rich and varied philosophical history spanning over two thousand years. What West Kidlington School can modestly claim is that it was one of the first schools, in modern times, to deliberately and systematically teach its pupils about positive human values, and where the adults consistently modelled them. Later in this book, I describe some of the other unique elements of West Kidlington's methodology and pedagogy. I am delighted that the practice is still embedded and enriched in the school, under the caring leadership of the school's current head teacher, Eugene Simmonds.

The word soon spread that school life was a bit different at West Kidlington. The principal education adviser for Oxfordshire, Richard Howard, gave his full support and the Ofsted inspection visit confirmed the school as very good with outstanding features. Visitors started coming from other parts of the world to see for themselves what was making this school unique. One was Professor Terence Lovat from Australia, who subsequently used the school as the blueprint for Australia's own development of values education. West Kidlington's reputation reached UNICEF headquarters in New York, and Cyril Dalais, head of the Early Childhood Education Cluster, invited Linda Heppenstall, the school's values coordinator, and me to join twenty other educators from around the world to plan an international values programme. From this meeting came the international values programme known as Living Values, which is now directed by a charity called ALIVE (Association of Living Values International). In the UK, head teachers and teachers visited the school. One regular visitor was Bridget Knight, who, when appointed as an adviser, took values education to schools in Herefordshire. Di Thomas, a head teacher from Bedfordshire, took the work to schools there.

Did everyone embrace the work? I mentioned Revoe School earlier and I remember two members of staff telling me that, when they first heard me talk about values work, they didn't think it would work in

Inspiring individuals, families, schools, communities, companies and organisations to be values-based

Values-based education is supporting both children and adults to be the best that they can be in countries throughout the world. We all seek meaning and purpose in our lives, so it is not only children that can benefit from this transformative process, but adults too.

Dr Neil Hawkes constantly strives for better education for all and advocates a unique way of thinking about how we can live our lives which enables us to flourish personally, socially and academically. He describes how we can develop a secure sense of self by nurturing our natural positive dispositions. Neil demonstrates ways in which teachers, parents, pupils and indeed all of us can create happier and more productive lives by raising our self-awareness and self-confidence.

Neil Hawkes has been the fearless pioneer of values-based education – both as an outstanding head of school and then as a public educator. This book encapsulates the extraordinary power of his message.

Lord Richard Layard

The author has influenced not just the schools he has run, but countless others in using a values-based approach to change for the better the way children and their families lead their lives. Here he writes in a way that any school leader, in any country or setting, will find inspiring and practically useful in doing the same thing.

Professor Sir Tim Brighouse

Neil Hawkes's vision is the change agent for values-based education we all need. This book provides the insight for us to move from 'talking the talk' to 'walking the walk' and is a must-read for parents and educators.

Sue Cahill, Student-Wellbeing Leader

By inviting us to embark on a virtual relationship with him, Neil takes the reader on an evidence-based journey getting to the heart of what education should be about – not grades and results, but what we as a society want a well-educated 18 or 19 year old to look like.

Clive Byrne, Director, National Association of Principals and Deputy Principals



Dr Neil Hawkes is an Oxford graduate, a renowned International Education Consultant and Founder of the International Values Education Trust. As Head Teacher of West Kidlington School, Neil worked tirelessly with the school and its community to devise and implement a unique system of values-based education, which has since been internationally recognised as the foundation of excellent school practice.



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