

HUMAN VALUES FOUNDATION



Autumn Newsletter



No. 36 - November 2014



June Auton
1937 - 2014

The Foundation is still in the process of coming to terms with the passing of our President, June Auton.

Below are a few of the many tributes received.

“My deepest condolences to all of you and to June’s family. What a wonderful being she was and what an incredible legacy she left to the children of the world.”

One person sent a cheque and wrote, *“Regrettably it doesn’t represent my appreciation of June’s terrific effect on children’s education.”*

“She was a truly remarkable lady and her achievements were extraordinary – and yet she was completely un-egotistical – I feel privileged to have known her and to have shared time and thoughts with her. We were near neighbours in Dowlish Wake.”

“I am very sad to hear the news that June died in March. I had tremendous respect for her and I found her a source of inspiration, especially when I was implementing Values-based-Education as Head of West Kidlington School. It was a joy and an honour for the school to be featured by the HVF in its teaching resources. I know that June will be missed by many. Her legacy is that she was one of the great early pioneers of Values Education, at a time in this country when it was considered a fringe area of the curriculum.”

CELEBRATION OF JUNE’S LIFE AND WORK

A lovely atmosphere pervaded the beautiful celebration of June’s life and work on 20 September in Ellen’s Green, West Sussex. We are most grateful to her son Kevin and his family for making all the arrangements and for his generosity. The Reverend Jacqueline Clark, an Interfaith Minister and Friend of the Foundation, led the ceremony with great sensitivity. Kevin arranged for the filming of the service, which he plans to make available on YouTube.

The songs and readings were perfect for the occasion and much appreciated by all who so admired and appreciated June and what she achieved.

There could not have been a more fitting memorial to June, to the work to which she dedicated the greater part of her life and in which she believed so passionately.

The presentation of June's vision for children's holistic education and how she made it an inspirational reality through her pioneering values-themed teaching materials and charity, the Human Values Foundation, was well expressed with the audience experiencing first-hand a transformative lesson plan taken from her *Social and Emotional Education* ("SEE") programme designed for pupils aged 12 to 14 and over. Each of the SEE modules is based upon one of five universal core values of Truth, Peace, Love, Right Action and Non-violence and on one of the three themes of Health, Hope and Happiness. To reflect the many courageous and far-reaching choices June made in her own life, the HVF's senior management team led everyone through a Right Action learning unit entitled "I have the power to choose". Those present were able to appreciate the powerful learning brought about by the standard elements in a lesson: discussion forum, story, song, quotation, time for silent sitting and reflection and an example of the range of activities used to reinforce the understanding gained and deepen participants' sense of happiness.

The afternoon was filled with joy and memories of June, made all the more poignant as everyone watched the story of her life unfolding via a montage put together by Kevin and tributes from the family.

WELCOME TO PROFESSOR KAMRAN MOFID AS A PATRON



We are delighted to welcome as a Patron of the Human Values Foundation, Professor Kamran Mofid, the founder of Globalisation for the Common Good Initiative.

(GCGI: www.gcgi.info).

In 1986 he was awarded his doctorate in economics from the University of Birmingham.

From 1980 to 2000 he was Economic Teaching Assistant, Tutor, Lecturer and Senior Lecturer at the Universities of Windsor (Canada), Birmingham, Bristol, Wolverhampton and Coventry (UK). However, after realising a much more humane approach was needed, he became a student again and in 2001 he received a Certificate in Education in Pastoral Studies from Plater College, Oxford.

Kamran Mofid's work is highly interdisciplinary, drawing on Economics, Business, Politics, International Relations, Theology, Culture, Ecology, Ethics and Spirituality. His writings have appeared in leading scholarly journals, popular magazines and newspapers.

Born in Iran, his books include *Development Planning in Iran: From Monarchy to Islamic Republic*, *The Economic Consequences of the Gulf War*, *Globalisation for the Common Good*, *Business Ethics*, *Corporate Social Responsibility and Globalisation for the Common Good*, *Promoting the Common Good* (with Rev. Dr. Marcus Braybrooke, 2005) and *A Non-Violent Path to Conflict Resolution and Peace Building* (co-authored, 2008).

With the promotion of uplifting values being close to his heart, Kamran certainly appreciates what we are striving to achieve. We look forward to Professor Mofid supporting and championing our cause as a Patron and we wish him every success and much happiness from being an excellent Ambassador for the Human Values Foundation.

In the summer our CEO, Rosemary Dewan, was invited to speak at the 12th GCGI international conference, this year being held in Oxford early in September. Rosemary's talk, which sparked considerable interest, was entitled, 'A Call for Wholesome Schooling'. It invited a much more joined-up approach to achieve the rounded, holistic education of children and young people.

CONGRATULATIONS TO SIR ANTHONY SELDON

The Foundation takes great pleasure in announcing that our Education Advisor, Dr Anthony Seldon, was knighted at an investiture ceremony in Windsor Castle on 2nd October. Dr Seldon is the 13th Master at Wellington College in Berkshire. He will be retiring next summer after an exceptional 30-year career. He received his honour from The Duke of Cambridge and said the duke had recalled playing rugby against Wellington College when he was at school, saying he remembered those games "very vividly".

GLOBAL RESEARCH INTO VALUES EDUCATION AND ITS OUTCOMES

It's hardly surprising that in our fast-changing world with goalposts constantly moving, teachers are being challenged to respond and adjust to the shifting education landscape in their endeavour to provide systems that are 'fit for purpose'. Schools are expected to equip each of their pupils with essential and appropriate knowledge, skills and competencies for life in the 21st century but data from the Organisation for Economic Co-operation and Development (OECD) shows that increasingly, teenagers, including the rising number of students who are 'successful' in terms of exam results, are disengaged from and demotivated by the process of schooling.

Amid all the changes, consensus remains that the personal and social development of children is a fundamental purpose of publicly-funded education and research is confirming what many parents already believe, which is that schools that focus on character formation, as well as academic achievement, are more likely to develop happy children with mindsets and skillsets that enable them to enjoy successful school careers and effective transitions into adulthood.

Much of the best research into values education has taken place in Australia over the past decade. The findings are well summarised in the '[*International Research Handbook on Values Education and Student Wellbeing*](#)' (published in 2010) along with authoritative research from all around the world and this research clearly shows that the understanding of values education, more recently referred to as 'values and wellbeing pedagogy', accords with neuroscience research and that

notions of cognition or intellect are far more intertwined with social and emotional growth than earlier educational paradigms allowed for. The commentary goes on to state that “*the best laid plans about the technical aspects of pedagogy (the science of teaching) are bound to fail unless the growth of the whole person – social, emotional, moral, spiritual and intellectual, is the pedagogical target*”.

In summary, the handbook demonstrates that:

- **VALUES EDUCATION – is essential to effective schooling**
- **VALUES EDUCATION – aligns with all the important educational measures**
- **VALUES EDUCATION – is a worldwide, contemporary phenomenon**
- **VALUES EDUCATION – fits well with updated brain and pedagogical research, and**
- **VALUES EDUCATION – is a means to holistic student and teacher wellbeing.**

With the rapidly escalating needs that young people face today and the very substantial socio-economic costs being incurred in addressing the fallout, of necessity educationalists, policymakers and other stakeholders are rethinking priorities and the imperative for the integrated, whole-person development of each young citizen.

This is where our two values-themed programmes come in. Throughout the world, it’s an open secret that high quality, systematic values education is proving to be a powerful tool for driving school improvement. Observers are noticing how it promotes social, emotional, moral and spiritual growth – as pointed out in the International Values Education handbook - “*elements found to be present where intellectual advancement and academic achievement are being maximised*”.

Improvement compromised when broader human qualities are sidelined

The RSA (Royal Society for the encouragement of Arts, Manufactures and Commerce) is an enlightenment organisation committed to finding innovative, practical solutions to today’s social challenges. Following its in-depth investigation into the provision of Spiritual, Moral, Social and Cultural (SMSC) education and its variants in UK Schools, in March 2014 a report was published entitled ‘[Schools With Soul](#)’.

The authors found that increasingly the requirement of schools to develop the broader human qualities of their pupils is tending to be sidelined due to the overwhelming pressure placed on them to deliver better and better test and exam results. Of the four aspects of SMSC, they consider the spiritual is most at risk of neglect. The authors acknowledged our positive contributions stating that: “*... for the past 20 years, the non-denominational Human Values Foundation has been working to create educational programmes for UK schools, supporting teachers with materials to help students explore moral questions and leaders with tools to create a morally based environment*”.

Ofsted inspectors’ observations about schools with “EHV”

When Ofsted inspectors visit schools, they not only assess children’s progress and behaviour, the quality of teaching, leadership and management but also how well the school is making provision

for its pupils SMSC development. Here are some typical comments in reports on schools that have been supplied with our EDUCATION IN HUMAN VALUES programme:

- “The promotion of pupils’ spiritual, moral, social and cultural development is outstanding and their relationships with adults and each other are excellent.”
- “Programmes for promoting pupils’ spiritual, moral, social and cultural development are of very high quality, helping to ensure excellent development in these aspects.”
- “Pupils behave well and get on well with one another. The school is happy and is liked by pupils, parents, carers and staff alike. It promotes pupils’ spiritual, moral, social and cultural development well.”
- “The range of subjects taught and the way that they link together have helped to improve pupils’ motivation and learning. Activities such as studies of different faiths help to broaden pupils’ understanding of others. Aspects of pupils’ spiritual, moral, social and cultural development are skilfully woven into lessons and assemblies.”
- “Provision for the pupils’ spiritual, moral, social and cultural development is a strength in the curriculum.”
- “Developments in the curriculum are making learning more relevant to pupils and providing a good contribution to pupils’ spiritual, moral, social and cultural development.”

PROGRESS SINCE OUR LAST NEWSLETTER

As more and more headteachers and those responsible for SMSC and co-ordinating children’s Personal, Social, Health and Economic (PSHE) education are realising the importance of high quality, whole-person education, growing numbers of schools are taking our values-themed programmes. Since our last newsletter in April, another 79 schools have acquired a copy of our *Education in Human Values* programme suitable for children from the age of 4 to 12. With an average of 200 children in each of the schools, this means that around another 16,000 children, along with their teachers and family members, now have the opportunity to start enjoying all the positive effects that stem from embedding values education into all aspects of children’s learning and development.

DONATIONS

As ever, we offer immense gratitude to all our supporters – subscribing Members and Friends of the Foundation and generous individuals and grant-making trustees, without whom we would be unable to continue June’s ground-breaking and inspirational work.

For every £100 donated specifically for providing a school with a copy of *Education in Human Values*, approximately 200 children begin to have their education and personal development immeasurably enriched – and the numbers grow while the programme remains in use and for each new intake. For the youngest pupils there is the potential to explore and learn to apply a wide range of values in different contexts during their 6 years of primary schooling. What a wonderful legacy June has left them!

Following the celebration of June's life, we have been given £670 from individuals to provide sponsored copies of EHV. So far three struggling schools, keen to improve children's achievements, have accepted a copy of the teaching materials and expressed their great appreciation for them.

We are enormously grateful for the encouraging funding since our last newsletter and would like to thank the trustees of The Enid Slater Charitable Trust, the Fowler Smith and Jones Trust, the Hadrian Trust, The Helen Jean Cope Charity, The Lynn Foundation and the N Smith Charitable Settlement. A number of generous donations have also been received from supporters who wish to remain anonymous, so along with them, we would like to acknowledge the kindness of Kevin Auton, Veronica Auton, Christopher Barnes, Chris Caine, Jacqueline Clark, Bidy Cowley, Ruth David, Jean Freeman, Bob and Mary Greenhead, Carol Hellyer, Aparna Hoskote, Pam Jack, Rita Jefferies, Asha Lad, Iain Lee, Tim Lipscomb, Anthony and Nicole O'Flaherty, Betty Rabjohn, Mike Roberts, Penelope Sapiro, Nigel Shamash, Tonia Silk, Geoffrey and Ann Steinberg, Polly Stone, Dennis Vowles, Peter and Judy Woods and all those who so very kindly made donations in memory of one of our loyal Friends and a fine gentleman, Terence Day.

Since February this year, remarkably kind cheques from Audrey Nightingale-Young have enabled us to provide 80 schools that have taken a copy of EHV with our *EHV Songs CD* and *Music for Reflection CD* to accompany the programme. There are 21,798 children in these schools! Image the pleasure they are experiencing from singing the values songs together and learning how to be still and reflective and able to tap into their innate wisdom.

The Foundation would like to remind you about JustTextGiving (www.JustTextGiving.com). There are no fees for this facility. Donations can easily be made, with or without a Gift Aid boost, just by texting our identifying code **VALU21** and then an amount, eg text **VALUE21 £2** (or **£5** or **£10**) to **70070**.

AND FINALLY ...

A big THANK YOU to you all for your contributions and involvement with the Human Values Foundation and for taking the time to read this Newsletter. Your generosity and encouragement enable us to continue bringing human values to and inspiring yet more children. Thank you once again for the variety of ways in which you support our work. If you have any comments or suggestions or would like to know more about the EHV and SEE programmes, please contact:

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