

ATTACHMENT 1

The school policy includes integrating values through the curriculum and service learning for global citizenship. Other aspects included are environmental education, living skills and service activities. In order that students are able to have values based education, a set of five values which are basic in all religions and cultures and core values found in any human personality have been incorporated. They are “Truth, Right Conduct, Peace, Love and Non Violence”. The Education in Human Values program is also integrated into informal education (Prayer, Silent sitting, Storytelling, Group activities and Music). The school is supported by Sai Academy founded in 2002 and is facilitated by a body of academicians and values educators. The Ministry of Education and the Department of National Unity works with the Academy and the supporting members to implement informal values education to both Primary and Secondary schools. As recent as June 2014, an International Conference was conducted by the Premier University of Malaysia, University Malaya in corporation with the Sathya Sai Academy.

Human Values Integrated Instructional Model (HVIIM)

Jumsai (2003) developed the Human Values Integrated Instructional Model as provided in Figure below, which adopted the integrated learning concept as a major component. The model incorporates the five human values, the integrated learning concept, teaching principles and teaching pedagogies. HVIIM has been used for Education in Human Values in the Sathya Sai School in Thailand since 2003.

The HVIIM provided in Figure targets the affective domain and helps students understand the interconnectedness of the self and the environment. The principles and the teaching pedagogies of the Human Values Integrated Instructional Model are used in the classroom for HVWSHE, a detailed description is provided below:

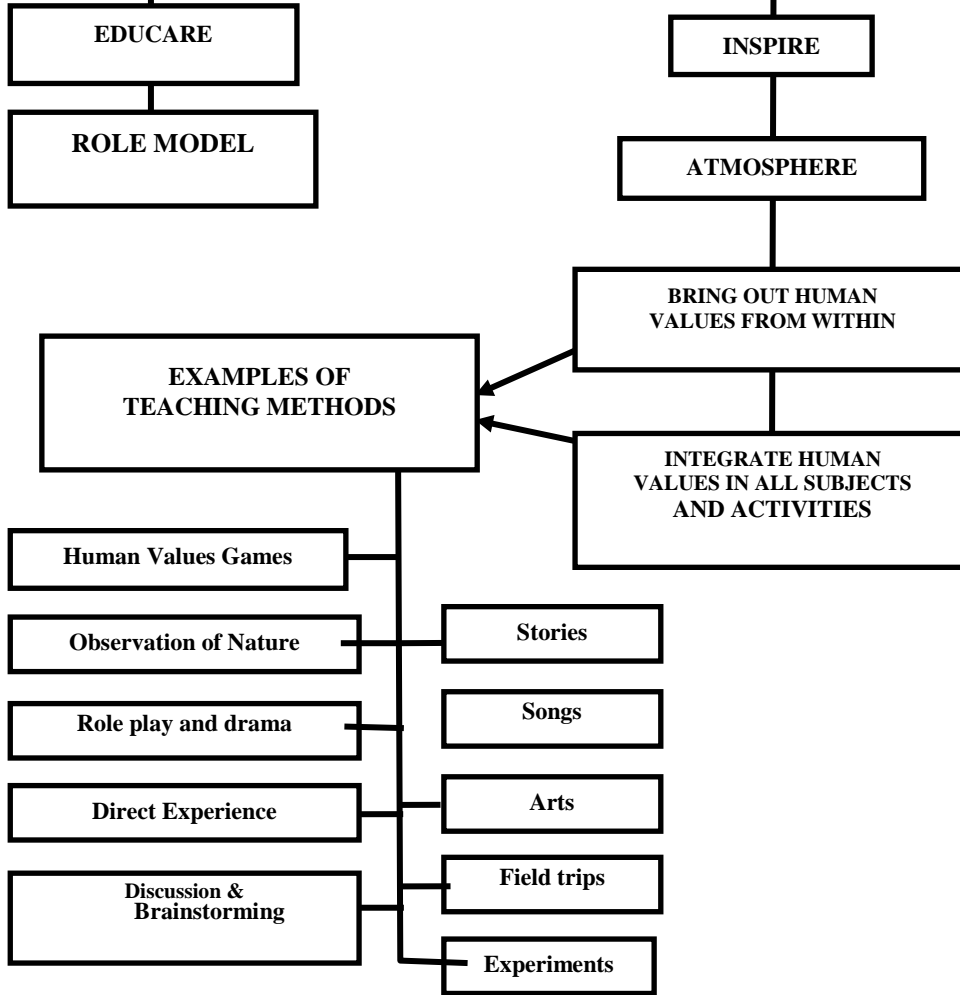


Figure 2.3 Human Values Integrated Instructional Model (HVIIM) modified after Jumsai (2003, p. 266)

Cooperative Learning/Collaborative Approaches

Cooperative learning is one of the major principles in the model. Lessons using theme teaching and collaborative approaches are conducted and these are termed integrated lessons (Jumsai, 2003).

Educare (Integration and elicitation of human values)

Educare was conceptualised by Sri Sathya Sai Baba (2001b) as that which “involves the deep understanding of the knowledge that springs from within and imparting it to students” (306). According to Sri Sathya Sai Baba the teaching strategies used in educare lead the students to understand knowledge and values latent within them. Educare involves drawing out, eliciting, latent values, which are part of the affective domain, from students. Education is related to the head while educare is related to education of the heart (Jumsai, 2003, p. 192).

Integration of Human Values

Teachers can integrate human values in their lessons and draw out the values that are inherent in a subject. When students are taught, for example, the chemical formula of water and how water is formed they are also given information about the inherent values that water has. Students can think about the answers and teachers are then able to facilitate a discussion. Topics like pollution can be enhanced by citing examples of values that students are able to understand such as the benefits of water, how it serves as a medium to travel, sustains life such fish and is a source of livelihood. Human values such as respect, and care for water can be integrated during these teaching sessions. Most integrated lessons take multidisciplinary approaches (Jumsai, 2003).

Elicitation of Human Values

Teachers can lead students through questioning to explore and reflect on their values. According to Jumsai (2003) the content of lessons through education in human values is very important to guide students’ awareness. For example, teaching mathematics may involve words that may not reflect good values. As an example Jumsai quoted from the experience of a mathematics teacher. In the lesson, the teacher used a standard book, which had a problem that stated: “A farmer had

ten cows. Seven cows were stolen. How many cows does the farmer have now?" (Jumsai, 2003, p. 231). According to Jumsai, students may not understand that stealing is wrong as it appears in this example as a normal occurrence in life. Such learning moments can instead be used to teach human values. Otherwise the stealing would remain in the subconscious minds of the students and it would be used as a norm for future interpretations.