

Academic Reviews of Values and Visions

Since its publication in 1995 right up until today *Values and Visions* has been the subject of scholarly articles in national and international publications, press review, and teacher case-studies. There have been some 29 citations and significant use of passages from the *Values and Visions* by other educationalists in their books and articles for the field of primary and tertiary education, as well as featuring favourably in an Ofsted report. It has been critiqued at academic level and used as an example of good practice for initial teacher training. As a pioneering book in 1995 it achieved considerable sales (first print run of 10,000 with several reprints and Japanese translation). The new edition is currently being trialled and is receiving praise for its crucial relevance to today's classrooms in primary, secondary and tertiary education. Below we give a few examples of responses to *Values and Visions* over the last 22 years. We also attach a detailed list of some of the citations.

TES review (The original edition was produced at the D.E.P, Manchester Metropolitan University.)
An extract from the TES review of the book said

"Our friends in the North have produced a book which should not only be in every school but should be the basis of any school which has a care to see itself as a community concerned with human values. If you cannot afford to purchase this book for the staffroom then your school is impoverished indeed." **Jack Priestley, The Times Educational Supplement, 1996**

In 2017, some time after V&V had gone out of print, Prof. Doc. L. Philip Barnes of Kings College London wrote of *Values and Visions*,

"Outstanding resources for use in schools to enable teachers to create inspiring and engaging opportunities for spiritual development."

Academic recognition for "*Values and Visions*"

There have been at least three extensive chapters/articles on V&V in international and national academic journals published by Routledge including

- **The British Journal of Religious Education 1997** (online 2006), a chapter reviewing V&V by Clive Erriker, Head of School of Religion and Theology at Chichester Institute of Higher Ed.

"It is easy to overestimate the time and confidence that teachers and student teachers have to introduce existential learning into the classroom. This work seeks to address that lack and it is to be commended for it. It is also the result of school-based research and collaboration which is highly important. This is a valuable resource."

- **International Journal of Children's Spirituality, 1997** (on line in 2010)
by Andrew Burns, Former Primary Headteacher, freelance educational consultant, inspector and Schools Adviser.

“Values and Visions has been widely acclaimed by teachers, heads, HMI and Advisors and is now well into the second phase of the work. This especially addresses racial, cultural and social diversity in the community of a school as well as building on the work already undertaken in schools... Training has taken place over past four years in North West England, Northern Ireland, Wales, Scotland, Yorkshire, Hampshire, Derbyshire, London and national conferences.”

- **Classroom Issues: Practice, Pedagogy and Curriculum Education, Culture and Values 2000**
by Sally Burns at the invitation of Warwick University

“One observer commented ‘Most training programmes are like sticking plasters, stuck on to patch up the wounds. Values and Visions heals the whole person. It prevents the wounds from ever happening’. The vast majority of teachers interviewed by Kirby (independent assessor) agreed that Values and Visions is an important curriculum initiative which has something to offer all teachers and all schools.”

- **International Journal of Children’s Spirituality 15(2) · May 2010**
Finding a moral homeground: Appropriately critical religious education and transmission of spiritual values 2010
by [Phra Nicholas Thanissaro](#): The University of Warwick

“What seems to be important is that ethics in school are demonstrated from a foundation in virtue rather than merely as obligations. Such a ‘whole school perspective’ on values means that head teachers, non-teaching staff, pupils and governors all need to establish a shared understanding of their own values and visions (Burns & Lamont, 1995:211).”

The above academic chapters spell out the curricular links provided by *Values and Visions* and the alignment with curriculum requirements and Professional Standards for Teachers

Curriculum Recognition

Teaching Humanities in Primary Schools - Pat Hoodless, Elaine McCreery, Paul Bowen, Sue Bermingham – 2009 published by Learning Matters. Focus on materials to support QTS (Qualified Teacher Status) cites Values and Visions for delivering RE and SMSC and gives full classroom case study of how it was applied.

Values Education - Global Learning London - Linda Ramirez Barker at the Global Learning Centre Tower Hamlets PDC 229 Bethnal Green Road

OFSTED recognition: report at one of the piloting schools, in 1998

“Teachers encourage pupils to write about their feelings, and some fine examples are seen of pupils

writing about a magic spot, a place special to themselves. Pupils are given strong encouragement to reflect on and discuss their environment. The sustainability theme embraces listening to others and the importance of people's rights being linked to responsibility. The Values and Visions project has had an impact on pupils' spiritual, moral and social development. In Key Stage 2 pupils extend their knowledge of the world and... consider the balance between the needs of the people and the health of the planet." **Quoted by Pete Coulson, The Development Education Journal, Volume 10 Number 1 2003**

Academic and HE perspectives on the 2019 Values and Visions

"My previous position involved directing teacher training. I have over the years seen approaches to teaching change from self-development of an individual student to accountability programmes designed to hold teachers responsible for politically chosen outcomes. Values and Visions returns to a philosophy based on the development of the individual. It seeks scrutiny of what is valued and gives examples of how to experience some chosen items, and how to reflect on outcomes within parameters characteristic of what is generally regarded as the Humanist philosophy of Education. Written in plain English with clear examples, the text is brief and practical, allowing teachers to use their teaching skills to find their own way forward. With the political swing back to humanistic values, this book should find favour with educators in elementary, secondary and tertiary education." **Dr. Robert W Fisk, previously Senior Manager Special Programmes, Otago University of Otago Language Centre, New Zealand, February 18th. 2018**

"V&V's expansion and support of the concept of "reflection" into eight subdomains allowed me to better assist my undergraduate-level preservice teachers as they took their initial steps into America's public school classrooms. When they stepped out into the "real world" to interact with tutees and volunteer in our public schools, they drew on the reflection phase of the cycle to enact stillness and listening in their interactions with others around them. The positive feedback from their cooperating teachers in this regard was striking, and more than one pre-service teacher was complimented on their openness to new perspectives.

Visioning and journaling, both fundamental elements in V & V's reflection, also synced nicely with the undergraduate experience on many levels. While the activities and approaches around visioning and journaling were helpful for the key assignments required by accrediting bodies at the tertiary level, they also support the reflective practices required to become a successful teacher. As a resource for conceptualizing and executing the intricacies of reflection and reflective practice in today's classrooms, V&V is a powerful resource.

Charlotte Danielson's Framework identifies reflection as an important domain in practitioner development. However, Danielson's concept of reflection is limited to considerations of lesson delivery and effectiveness. V&V is invaluable to American teachers in that it broadens and deepens the meaning of reflection beyond Danielson's Framework to incorporate values, emotion, and hopes for a future beyond the classroom. I highly recommend adding Vision and Values to pre- and in-service teachers' professional libraries. **Dr. Rachel Schiera, Indiana University of Pennsylvania, Indiana, Pennsylvania 27 Feb 2018**

"Your book has the WOW factor." **Zahir Teja, Agha Khan Foundation, Canada 2016**