
Values Education and Total Student Wellbeing

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Data from the Australian Government's 'Values Education Good Practice Schools' project (VEGPS), together with similar data from overseas, are offered as evidence that stands behind the hypothesis that a well-constructed values education approach to learning has the potential to expand the learning effects of students to include those that pertain to whole learning, and therefore total student wellbeing.

This research has extended the understanding of the conception of 'teacher' beyond surface factual learning to that of induction into learning of intellectual depth which engages the more sophisticated skills of 'communicative capacity' and 'self-reflection', among others. Data suggest that the well-constructed values education approach to learning to which teachers, schools and systems are committed, has potential to remind us that it is the affective and relational aspects of teaching that ultimately give it its power and positive effect, including over academic learning.