



The Educator's Tasks in Values Development¹

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Introduction

1. Values development has both *process* and *outcomes*. The outcomes are typically seen as the stages of development, while the processes are the growth and restructuring that are characteristic of the stages.
2. It seems normal for people to look at the outcomes first and to see only the stage descriptors and characteristics of the stage system. But outcomes can also be seen as continued growth and development.
3. As one seriously examines the process of values development one sees that a focus on outcomes of continued growth is more consistent with the process than a focus on the outcomes of stages.
4. People who look at the stage outcomes tend to see them as static descriptors and attempt to design education to move people from one stage to the next giving only passing attention to the process of values development.
5. Those who see the outcome of continued growth as more consistent with the process of values development say that the educational design based upon focusing on stages and stage growth may be unnecessary or even a hindrance to the outcome of continued growth.
6. These typical educational purposes are based on the idea of changing people's stage of moral development. They may be counter-productive:
 - a) Trying to induce disequilibrium.
 - b) Trying to move a person from one stage to another.
 - c) Trying to make development happen (or to accelerate development.)
 - d) Trying to communicate value content at an appropriate level.
7. In designing instructional experiences one should always ask, "What *can* we do?" only after answering the question, "What *ought* we to do?" Some strategies can appear to have immediate beneficial results, but their appropriateness can ultimately be evaluated only in terms of what ought to be done. When we assume that the appropriate purpose is continued growth the

¹ Rodney McKean and Ted Ward. The Educator's Tasks in Values Development. Unpublished paper, The Values Development Education Program, College of Education, Michigan State University, 1976

primary focus of the educator must be on processes of development and their continuation as the important outcomes.

8. We suggest seven functions in which educators ought to be involved. Performing these functions will provide experiences to enhance the process of values development and lead to the outcome of continued growth. The seven tasks of an educator are:
 - a) To stimulate inquiry.
 - b) To stimulate verbalization.
 - c) To ask “why?”
 - d) To provide experiences wherein moral issues are examined.
 - e) To dialogue (listen responsively.)
 - f) To explore disequilibrium states with the disequilibrated.
 - g) To stand alongside.
9. Various specific teaching methods and materials can be used to accomplish the important tasks of the educator in values development education.

The Educator’s Task in Values Development Education

Teaching: (in the case of normal development) to stimulate inquiry, to stimulate verbalization, to ask “why?”, to provide experiences wherein moral issues are examined, to dialogue (listen responsively), to explore disequilibrium with the disequilibrated, to stand alongside.

Therapy: (in the case of stalemated development) to confront, to challenge inconsistency, to induce disequilibrium.

Learning Moral Responsibility: Four Curricular Tasks

1. Encounters with documents representing human understanding and divine authorship of moral truth.
2. Exploration of moral issues confronting human society, historically and in current events and experiences.
3. Examination of the values held as they relate to the immediate social structures within which one lives.
4. Participation in the quest for a more just social environment.