

**Embedding Values and Attitudes in Curriculum  
Shaping a Better Future**

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## Corrigendum

Page	Existing text	Replaced with
26	<p><b>Table 1.3. Common values explicitly embedded in curricula by countries/jurisdictions</b></p> <p>Self-awareness (alternatives: autonomy, identity) 20 OECD: Australia; British Columbia (Canada); Chile; Costa Rica; Estonia; Japan; Korea; Mexico; New Zealand; Northern Ireland (United Kingdom) 2 ; Norway; Poland; Portugal; Sweden; Turkey Partner: China (People’s Republic of); Hong Kong (China); South Africa; Viet Nam</p>	<p><b>Table 1.3. Common values explicitly embedded in curricula by countries/jurisdictions</b></p> <p>Self-awareness (alternatives: autonomy, identity) 20 OECD: Australia; British Columbia (Canada); Chile; Costa Rica; Estonia; Japan; Korea; Mexico; New Zealand; Northern Ireland (United Kingdom) 2 ; Norway; <b>Ontario (Canada)</b>; Poland; Portugal; Sweden; Turkey Partner: China (People’s Republic of); Hong Kong (China); South Africa; Viet Nam</p>
107	<p><b>Box 3.1. Informal and non-formal learning of attitudes and values: Examples of lessons or proverbs from Japan and New Zealand</b></p> <p>Words of wisdom or proverbs often suggest how attitudes and values can be developed from the environment and people around us, not only through formal teaching. Some examples are given below. Cultural perspectives: Japan</p> <ul style="list-style-type: none"> <li>• “Tachiba-ga Hito-wo Sodateru” – When a person is given a certain role or a position, they will grow with the role/position through the actual experience of using the competencies needed for that role/position as well as through their aspiration to fill that role/position. The Japanese national curriculum includes both subjects and</li> </ul>	<p><b>Box 3.1. Informal and non-formal learning of attitudes and values: Examples of lessons or proverbs from Japan and New Zealand</b></p> <p>Words of wisdom or proverbs often suggest how attitudes and values can be developed from the environment and people around us, not only through formal teaching. Some examples are given below. Cultural perspectives: Japan</p> <ul style="list-style-type: none"> <li>• “Tachiba-ga Hito-wo Sodateru” – When a person is given a certain role or a position, they will grow with the role/position through the actual experience of using the competencies needed for that role/position as well as through their aspiration to fill that role/position. The Japanese national curriculum includes both subjects and non-subjects. Non-subject education includes</li> </ul>

<p>non-subjects. Non-subject education includes “Tokubetsu katsudo/Tokkatsu” (special activities), such as classroom activities, student council activities, club activities and school events. Tokkatsu is intended to support fostering student agency, in particular, attitudes and values through experiential, collaborative and interactive learning. For classroom activities, students are often assigned to play a “role” in maintaining and improving their school life, through which they are expected to develop a sense of responsibility, leadership and agency. These roles are not limited to student representatives but include a wide range of responsibilities associated with running a classroom as a community, e.g. publishing classroom newspapers, creating a classroom mini-library, organising students to learn their own classrooms, organising school meals, organising fun activities, or taking care of a classroom pet. This wide-range approach to leadership roles allow many students to have the opportunity to experience “acting as a leader”. By experiencing the role, students develop a certain sets of attitudes and values e.g. responsibility, empathy, collaboration, conflict resolution, and patience. This also provides opportunities to develop and learn to value friendship based on trust. Cultural perspectives: New Zealand • <del>“Keegi ei saa sulle kulbiga tarkust pähe tõsta, seda pead ikka ise õppima.”— No one can raise wisdom in your head with a ladle, you still have to learn it yourself.</del> • “Ehara taku toa i te toa takitahi engari he toa takitini” – I come not with my own strengths but bring with me the gifts, talents and strengths of my family, tribe and ancestors. From Te Whāriki (2017) In Māori tradition, children are seen to be inherently competent, capable and rich,</p>	<p>“Tokubetsu katsudo/Tokkatsu” (special activities), such as classroom activities, student council activities, club activities and school events. Tokkatsu is intended to support fostering student agency, in particular, attitudes and values through experiential, collaborative and interactive learning. For classroom activities, students are often assigned to play a “role” in maintaining and improving their school life, through which they are expected to develop a sense of responsibility, leadership and agency. These roles are not limited to student representatives but include a wide range of responsibilities associated with running a classroom as a community, e.g. publishing classroom newspapers, creating a classroom mini-library, organising students to learn their own classrooms, organising school meals, organising fun activities, or taking care of a classroom pet. This wide-range approach to leadership roles allow many students to have the opportunity to experience “acting as a leader”. By experiencing the role, students develop a certain sets of attitudes and values e.g. responsibility, empathy, collaboration, conflict resolution, and patience. This also provides opportunities to develop and learn to value friendship based on trust. Cultural perspectives: New Zealand • “Ehara taku toa i te toa takitahi engari he toa takitini” – I come not with my own strengths but bring with me the gifts, talents and strengths of my family, tribe and ancestors. From Te Whāriki (2017) In Māori tradition, children are seen to be inherently competent, capable and rich, complete and gifted no matter what their age or ability. Descended from lines that stretch back to the beginning of time, they are important living links between past, present and future, and a reflection of their ancestors. These ideas are fundamental to how Māori understand teaching and</p>
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152	<p><b>Table 4.2. Places in which values are included, other than curriculum</b></p> <p>Ontario (Canada) Citizenship Education Framework; Stepping Stones: A Resource on Youth Development; Stepping Up; Ontario’s Equity and Inclusive Education Strategy (policy programme and memorandum); Equity and Inclusive Education in Ontario: Guidelines for Policy Development and Implementation; Équité et éducation inclusive dans les écoles de l’Ontario - Policy Program Memorandum (PPM) 119; <del>Achieving Excellence: A Renewed Vision for Education in Ontario, 2014</del></p>	<p><b>Table 4.2. Places in which values are included, other than curriculum</b></p> <p>Ontario (Canada) Citizenship Education Framework; Stepping Stones: A Resource on Youth Development; Stepping Up; Ontario’s Equity and Inclusive Education Strategy (policy programme and memorandum); Equity and Inclusive Education in Ontario: Guidelines for Policy Development and Implementation; Équité et éducation inclusive dans les écoles de l’Ontario - Policy Program Memorandum (PPM) 119</p>
193	<b>New Zealand:</b> Pauline Cleaver (Ministry of Education), <del>Claire Sinnema (University of Auckland)</del>	<b>New Zealand:</b> Pauline Cleaver (Ministry of Education)
195	<p><b>Curriculum experts</b></p> <p>Jia-Yi Chow (National Institute of Education, Singapore), Hilary Dixon (Independent Researcher, Australia), Irmeli Halinen (Metodix Oy (Ltd), Finland), Helen Haste (University of Bath, UK), Natalie Jonas (Independent Researcher, Australia), Phil Lambert (Phil Lambert Consulting, Australia), Nienke Nieveen (Eindhoven University of Technology &amp; Netherlands Institute for Curriculum Development, Netherlands), Kimberly Schonert-Reichl (University of Chicago), Annette Thijis (Netherlands Institute for</p>	<p><b>Curriculum experts</b></p> <p>Jia-Yi Chow (National Institute of Education, Singapore), Hilary Dixon (Independent Researcher, Australia), Irmeli Halinen (Metodix Oy (Ltd), Finland), Helen Haste (University of Bath, UK), Natalie Jonas (Independent Researcher, Australia), Phil Lambert (Phil Lambert Consulting, Australia), Nienke Nieveen (Eindhoven University of Technology &amp; Netherlands Institute for Curriculum Development, Netherlands), Kimberly Schonert-Reichl (University of Chicago), <del>Claire Sinnema (University of Auckland)</del>, Annette Thijis</p>

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