



Values Reflection Paper

This value reflections paper will identify my core values as an individual. It will explain how people in general acquire values and change their values also. I will explain what values do for people and to people. The value reflections paper will explain the nature and the importance of human values in the workplace. My core values began from my growing up in a household with a strong mother. After the passing of my father, my mom had to raise five children alone.

My father owned business's so that helped, but my mom always instilled that education is the key to success. The core value system for our household was honesty, (if you give your word you keep it, your word is the only thing you can give that no, one else can give). Loyalty is a core factor for me, because this is injunction with trust and honesty. Loyalty means we stick together to achieve the desired goal. Teamwork plays a big role within the family unit and the workplace. People acquire values by the environment they are born into.

Values are built and instilled by the family, the religious beliefs, and the friends of the family, the education that he or she was brought up in, the media, the economic status and where the family grew up and was raised. Most people values are imprinted in their DNA from their ancestry and family make up. This acquires from their belief system of their family from birth to about six to seven years of age. The identification process begins about the age of seven to eight years of age to about thirteen to fourteen years of age. This is called the modeling stage. We shift into intense modeling: relating to family, friends, and external "heroes" in the world around us. We observe people we would "like to be like" carefully. As a result, our initial close models give way to more expanded contacts. " (Whisenand, Chapter Chapter 2, 2009). During the modeling stage you began to build self values that gain strong opinions.

Beginning in the early teens such as thirteen and fourteen to twenty years old the individuals begin to socialize with peers. Upon the socialization phase individuals begin to group themselves with other young teens and young adults that they relate to. During this period of adolescence, we define and integrate the values, beliefs, and standards of our particular culture into our own personalities. " (Whisenand, Chapter Chapter 2, 2009). Values may change do to significant emotional events or SEE. SEE or significant emotional events can be a wonderful experience or a horrifying situation of the present actions, beliefs or patterns. Some examples of wonderful experiences can be getting a terrific raise, bonus or recognition from one's boss. Some examples of horrifying situations can be a reprimand, demotion or loss of the job altogether.

These situations may play on the core values of an individual. For example is the company is not doing very well and they give the individual a demotion, the ind

Reflections On Values Education

N. Venkataiah



Reflections On Values Education:

Reflections on Values Education John Meyer, 1976-06-28 Everyone ought to be profoundly concerned with the development of the learner and consequently the development of society. The ultimate standard value for such development is to attain a more adequate level of value and moral awareness, sensitivity, reasoning, and action. The why, what, and how of the value education emphasis are being seriously confronted in a more dedicated and systematic manner. This is perhaps symptomatic of something much deeper in our personal and social fabric. Dissonance, conflict, tensions are inevitable ingredients in our development toward self-actualization as we struggle with the sticky matter of life. The challenges are many; the roads are arduous and the journey is lengthy, but who cannot say it is immensely worthwhile and valuable. Radiant Reflection Value Education Series, Reflections on Values, 2000 **Radiant Reflections : Value Education - Book 10**, **Radiant Reflections : Value Education - Book 7**, *Global Perspectives on Value Education in Primary School* Demircioğlu, Aytakin, 2023-08-18 *Global Perspectives on Value Education in Primary School* is a comprehensive book edited by a renowned philosophy scholar from Kastamonu University Faculty of Humanities and Social Sciences. In this book, readers will find a comprehensive account of how value education can be effectively delivered in primary schools worldwide. It presents an extensive collection of case studies and examples of values education from different countries and cultures and examines the criteria for selecting and differentiating values that are suitable for primary school level and the methods and approaches for effectively teaching those values. By comparing different approaches and experiences, the book provides valuable insights into the challenges and opportunities for value education in primary schools. This book is highly recommended for anyone interested in values education, including academic scholars, researchers, teachers, university students, and parents. With its rich and diverse range of perspectives and examples, it provides a compelling argument for the importance of values education in our time. Its persuasive problem and solution approach makes *Global Perspectives on Value Education in Primary School* an essential addition to the literature on education and philosophy. VALUE EDUCATION KHRITISH SWARGIARY, 2024-08-01 Value education is a cornerstone of holistic development, providing the foundation upon which individuals build their ethical, moral, and civic virtues. In an era marked by rapid technological advancements, social upheavals, and environmental challenges, the need for a robust value education framework has never been more critical. This book aims to offer a comprehensive exploration of value education, addressing its theoretical underpinnings, practical applications, and the myriad challenges and opportunities that lie ahead. The concept of value education is not new. Ancient civilizations have long recognized the importance of imparting values to younger generations. From the teachings of Socrates and Confucius to the moral philosophies of Mahatma Gandhi, history is replete with examples of thought leaders who emphasized the importance of values in personal and societal development. However, as societies evolve, so too must our approaches to value education. This book is structured to provide a holistic view of value education. We begin with an

exploration of its definitions and historical perspectives setting the stage for a deeper understanding of its importance in contemporary society The theoretical foundations are then examined drawing from various philosophical psychological and sociocultural perspectives

Values Education and Quality Teaching Terence Lovat, Ron Toomey, 2009-04-07 Some revision of public schooling history is necessary to challenge the dominant mythology that public schools were established on the grounds of values neutrality In fact those responsible for the foundations of public education in Australia were sufficiently pragmatic to know that its success relied on its charter being in accord with public sentiment Part of the pragmatism was in convincing those whose main experience of education had been through some form of church based education that state based education was capable of meeting the same ends Hence the documents of the 1870s and 1880s that contained the charters of the various state and territory systems witness to a breadth of vision about the scope of education Beyond the standard goals of literacy and numeracy education was said to be capable of assuring personal morality for each individual and a suitable citizenry for the soon to be new nation As an instance the NSW Public Instruction Act of 1880 and NSW 1912 under the rubric of religious teaching stressed the need for students to be inculcated into the values of their society including understanding the role that religious values had played in forming that society's legal codes and social ethics The notion therefore that public education is part of a deep and ancient heritage around values neutrality is mistaken and in need of serious revision The evidence suggests that public education's initial conception was of being the complete educator not only of young people's minds but of their inner character as well

Values Education and Lifelong Learning David N. Aspin, Judith D. Chapman, 2007-08-17 The aim of this book is to provide an easily accessible practical yet scholarly source of information about the international concern for the nature theory and practices of the ideas of values education and lifelong learning Each chapter in this book is written in an accessible style by an international expert in the field The book tackles the task of identifying analyzing and addressing the key problems topics and issues relevant to education and Lifelong Learning

Value Education N. Venkataiah, 1998

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