

Aligning Stakeholder Participation in Effective Implementation of Values Education Curriculum in Schools of Vietnam

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ABSTRACT Recent research has demonstrated that values education is not a single subject of the school curriculum. Rather it is considered as an effective pedagogy to foster the quality of teaching and learning, to promote social interactions and enhance students' wellbeing in a comprehensive curriculum. This study focuses on values education implementation at different levels of the curriculum including planning, enacting and experiencing. Data was collected from a qualitative research study in an upper secondary school in Vietnam through semi-structured interviews for the principal and teachers, focus group interviews for students, and document analysis. The findings reveal significant differences between the planned values, the enacted values and the experienced values of the curriculum. It is suggested that the school should identify a shared values set to promote across the whole school community. Further, aligning all levels of values education and training teachers in the school values education plan is necessary.