
**TEACHERS' REFLECTIONS ON THEIR EXPERIENCE OF INTEGRATING
SATHYA SAI EDUCATION INTO MAINSTREAM SCHOOLS
(2003-2004)
BILINGUAL (ENGLISH AND CHINESE)**

关于个人的变化

曲江县第一小学

龚小兰 **Gong Xiaolan**

自从参加“价值教育课程开发”这个教改实验后，我才知道价值教育是无所不在，无处不在的，只不过我们自身没有意识到。一直以来，我以为思想品德教育就是价值教育，其实不然，参加课题实验后，自己的教育观念得到了改变。我的最大变化是对任何事都不再那么执着，也能够宽容学生和自己，特别是对自己的小孩也宽容多了。脾气变得温和了许多。以前我总认为自己一心想为学生好，尽自己的能力去教好学生，学生理所当然应珍惜学习机会，认真听课，可学生往往不理解教师的苦心，上课不认真听讲，写字常写错别字，作业马虎应付，以前我会严厉批评他，有时还当众批评他，现在我会尝试从学生的角度分析，是否自身的教学方法不够吸引学生，我还会站在学生的立场来认真备课，发挥学生的主体作用，自己上课上得轻松，学生学得也开心，都能积极参与课堂学习。课后我都能静坐反思自己的教学方法是否适合学生，及时调整方法，以便更能吸引学生。

参加了课题实验后，我还学会了用闭眼静坐的方式平衡心绪，当与人相处遇到意见分歧时，我不再与人争得面红耳赤，而是用静坐的方式 仔细分析自己的看法是否在理，别人的意见对或错在哪里，再用平和的语气说出来，这样，整个人都变得心平气和，脾气好多了，人也变得宽容多了。

Gong Xiaolan

If students argued, fought or did not listen, she used to punish them. Since joining the SSEHV project she tries to sit silently herself and look at the situation from their point of view. She tries to communicate more with her students and to say more active, positive words rather than scolding them. She laughs and smiles more. She wants to use this method to help her students to solve problems. She wants to help her students to establish correct values and know their potential, to help them to choose to have a calm attitude when facing difficulties.



关于个人变化 李洁华 Li Jiehua

个人处事变化

问题	以前做法	现在做法
	粗暴、急、简单训斥	用“五个价值观”去教育
打架	纠到办公室，大声训斥，打学生手心，叫家长来。	请学生静坐，分清对错，让他们握手言和。
骂人	打两巴掌嘴巴	静坐，认识错误，写保证书
偷东西	对学生进行搜查	说话婉转：谁借用了××的××，用完了请还给主人；谁捡到了谁的××，请归还失主，做一件好事；给一个下午你考虑；
上课不认真，吵闹	大声说：“别讲话！再吵，滚出去！”	停止授课，待学生静下来，再继续讲课
不扫地	“罚扫一个星期”	“你愿意怎样惩罚自己？”

课题前后的变化

陈征 Chen Zheng

本人性格直爽，说话口快，教育学生时总是训斥和说教多，态度也比较暴躁，处理问题时只顾一时，没有顾及后果。参加价值教育研究课题后，感觉自己教育学生时态度明显好了，比较善于倾听学生的心声，以理服人，遇到不顺心的事情时也能自我化解，调节自己的情绪。

例如：发现学生不按时交作业时，以前我的做法是让学生做完再回去上课或多做一些作业题。现在我可是先向学生了解不按时交作业的原因（是不会做、忘了做、有病没做完、做完了忘了带来等），然后灵活处理。要是学生不会做时，可以课后教教他再让他做；忘了做的学生，可以让他课后做完补交，并与他一块分析忘了做作业的原因及今后要注意的问题。

又如：处理课堂上不遵守纪律的学生，以前，我总是先不讲课，当着全班训斥违犯纪律的学生，让学生无地自容，有些就会对教师产生逆反心理。现在，对于违法纪律的学生，我是单独找他谈心，与学生一道分析违法纪律的害处，并鼓励他向做得好的同学学习，课堂上发现他再犯时，可以用眼神，手势或走过去时摸摸他的头提醒他，让他感觉到老师的关心和帮助。习惯性的学生还可以让同桌或邻桌的同学帮助他改过来。

曲江县实验小学

胡石洪 Hu Shihong

参加价值教育的实验研究以来，自己在很多方面都受益匪浅。比如说道德修养提高了，对教育事业的认识更深刻了，做教师的使命感更强了，更加热爱学生了，与学生

的关系更融洽了，工作方法更艺术化了，总而言之，似乎做人的境界提高了

Hu Shi Hong

Love is the root of values education. The purpose of values education is to encourage students to feel love for others and that they are loved by others. In her class there were more bad than good students. Also their maths results were poor – there were more than 10 students with poor results. The students had lost confidence and did not feel motivated to learn. The relationship between students was a nervous one. There was no love for their teachers and the student-to-student relationships also lacked love. However, she didn't give up. She sought out the slow learners to chat individually and find out their learning conditions and the conditions of their daily lives. She deliberately didn't describe them as slow learners and tried to be like a friend. She searched for stories about mathematicians because the students like to listen to the stories and learn a lot from them. She used some examples of old boys/girls from the school to encourage the students to build up their self-confidence. She taught them that if they have a target, are patient and work hard they will succeed. After the first half semester the students were braver to chat with her. Some would go to her staffroom to share experiences or ask questions about the lesson., slow learners and good students alike. They began to like her lessons. When she told them she would not be teaching them in the following semester the children were very sad and felt worried that they would not learn as much. They loved her.

实验前后我个人的一些变化

黄剑飞 Huang Jianfei

在参加价值教育教育实验前，我对“价值教育”这个名是一窍不通的，不知是怎么回事，自从参加了去年暑假的实验前培训，听取了博士、吴教授和黄教授的讲座后，让我对价值教育及课程开发有了初步的了解，后又经博士和两位教授和一位香港小学训导主任亲临指导我们实验教师上课后让我对实施价值教育有了较明确的做法和方向。现对价值教育实验充满了信心。

半年来的实验，让我感觉我和学生一样变得心情较易平静，学会了忍让，处事也较稳妥。不会因为一些事情而发火，生气。对个人的得失看得很小，对工作热情很高。即

使是辛苦也无所谓。家里人都说我成了“工作狂”，双休日别人在玩，而我在工作。不知疲倦。记得有一次，校领导由于不了解我所做工作（总务主任）和实际困难，看到一些工作没有完成，就说我这么小的事情也要让我校长来操心，不如让我来当这个总务主任，当时让我很难受，因为他确实是冤枉了我。如果是以前我当时就会和他顶撞，但是我冷静了下来，不出声只是默默地忍受着，想着如何把工作搞好。

又有一次，由于我身体不适，说话都困难，家里人都劝我应请假不让课，但我想到不能让学生缺课。还是带病上课，而没有下乡，又遭到校领导的责难。但我还是忍了下来。我这种思想状态这种处事心态，很大程度是参加了价值教育实验课。

Huang Jian Fei

The teacher's attitude should be fair and calm. A lot of students need the teacher's love, like other people's appreciation, like to see the teacher smiling. He described his own experience with a naughty student. At the beginning of the year this student liked to argue with bigger boys. If all of the class agreed to something he would disagree. The teacher wanted to scold him, but then thought, "If I'm angry then maybe I am wrong/trapped by the student". So he took a deep breath and re-balanced his emotions and just said, "Sui Hau, your idea is so different from other people, but remember not to play tricks on me or the classmates," and smiled at him. Sui Hau listened to the teacher and felt sad because he had done something wrong. The teacher realized that Sui Hau might not have thought that his speech/action were wrong, but when the teacher made his comment Sui Hau was unable to understand that he was wrong. Students hope for the teacher to love them – they don't want the teacher to just love one or two, they all want to be loved fairly. The teacher also mentioned that the students believed he would scold them for poor results, so if the monitor did something wrong he just smiled and encouraged him to try again rather than scolding him. Also, one of the students approached him and told him, in confidence, that another student was often scolded by other teachers for having poor results, so this student was losing his self-confidence. Mr Huang wrote that this is not a fair, loving way and could destroy the relationship between teachers and student, possibly resulting in the student refusing to learn. This enabled him to understand that love should be fair and smiles given equally to all students.

A teacher is a human being so must have some sad times. He can't always control his emotions perfectly. How can the teacher deal with these situations?

Before we give a cup of water to our students, we ourselves should have a bottle of water. In this society, how can we get a chance to refill the water quickly in time?

关于自己个人的变化

李博川 Li Bochuan

价值教育给我最大的影响是宁静和非暴力。比如，在玩网络游戏的时候。以前，我们几个一起玩，当自己处于劣势时，往往会形成恶性循环，越输越输。还有当自己成为众人的唯一希望（即中剩下自己一个与敌方对抗）往往也是相当紧张。通常以失望而告终。经过几个月的静坐训练后，在克制自己的情绪方面的确有了明显的提高。许多时候，我脑海里想的是“平静、平静、平静”。以例如，当自己每天晚上下班时，常会看到有些教师上厕所后不关灯。灯火通明面无人，在以前，我觉得这没什么，也没什么感觉。而现在，当我知道公民责任以后。则会感到一阵阵的不安，节约能源是每个公民的责任呀。所以，现每次下班，我总会把无用的灯关掉，把水龙头关紧，才能安心离开。主要是这两方面，其他则没什么深刻的印象。

关于个人的变化

林小芳 Lin Xiaofang

自从接触到价值教育这个课题，我才知道自己的教学工作是多么的伟大而艰巨，不仅仅是教会学生掌握数学知识，掌握科学，而且还必须教学生怎样做人，一直以来都觉得是思想品德课的主要任务，其实不然，在课题实施中首先自己的教育观念就得到了改变。

在课题后我最大的变化是能够很宽容学生和自己，脾气也温和多了。比如：我以前是直性子，心直口快，很急躁，总认为自己一心想为学生好，尽自己的努力教学生，学

生就应珍惜学习机会，认真听课，可学生往往会不理解老师的苦心，上课不认真听讲，往往一些细节没弄清楚而做错题。我就会严厉批评他，有时当众批评，更甚至即刻打电话叫家长来，现在就不同了，我会尝试从学生的角度分析，自己的讲授方法方式学生是否喜欢，我会用更多的时间站在学生的立场来备课了，讲课时针对学生好讲话的特点，尽量让学生做“小老师”讲评作业，及课堂练习，自己又轻松了，学生也勇于表现自己，积极参与学习了。

在这个课题中，我还学会了用闭眼静坐，静思的方式平静心绪，当我与人相处遇到意见分歧，彼此都情绪冲动时，我会很快理智地静坐分析自己是否有道理，别人的看法对或错在哪里，再用平和的语气说出来，不会像课题前那样非争个面红耳赤或气愤难平满肚子气。

现在的心境常保持平和，也比较追求平淡。

关于个人的变化

刘俊强 Liu Junqiang

价值教育课题不仅对学生灌输各种价值观，而且对教师也是进行价值教育。要给学生正确的价值观，首先，教师要有正确的价值观，懂得在生活中应用各种价值观对待事物。在教学实践中，我通过学习价值教育的理论，加深了认识，转变了自身的价值观和教育观。尤其在现代文明、社会快速发展的时代，人们如何作出种种决定，面临各种挑战，懂得运用创造力、智力、情绪智商及道德观念去生活，学习解决各种各样的困难。

在生活中，自己变得心平气和。如当学生调皮、吵架，在校不听老师的话，我总是不怕麻烦，反反复复耐心教导。用平和的心境对待冲动暴躁的学生，用和蔼的语气引导他们，开导他们思想，

避免了音调生硬的教学方法。为此，我每周选出一则格言抄在黑板的旁边，用它去感染学生。所以，我觉得自己做了一件有意义的事。在行为习惯中，我总不注意公共卫生，不注意用自己的行为教育学生。当我教育学生要爱护校园环境，预防疾病，看到学生在拾校园的垃圾，自己感到很惭愧。因为有一次在课室走廊的中间不知谁扔了一个食品袋，我视而不见地跨过去，却听到后面有学生在抢着拾垃圾的声音。使我悟出，对所有的老师和学生都进行良好品行教育，社会中就有千百个环保小卫士。

Liu Jungqiang

The art of criticism is very important. Just criticism itself is not appropriate to bring about transformation. Criticism is necessary but needs to be given in a positive way and has to be appropriate. He has been trying not to make students feel negative or to stir up extreme emotions in them. It is important to see the true meaning of education during the process of making criticisms – that is to look from the perspective of how the criticism relates to education. We have to recognize the rules and the processes of criticism – it has to stem from love and care, from the perspective of positive encouragement.

When a teacher makes remarks that make students feel they are looked down on it is very painful for the students and it will only make them feel more negative about themselves. For example, in one class two big boys were tapping each other, trying to outdo each other, and they eventually got into a fight. The teacher stayed calm and calmed them down, saying, “I really admire your courage to get up and fight but if you use it in your studies instead you would become the best students in the class. So how about it – would you have the courage to perform something for us in class?” He used two triangles and asked them to identify which was bigger. The children were expecting punishment but instead he enabled them to feel a sense of trust and being looked up to. The children were willing to do the exercise and this changed the atmosphere of the class. After class the children asked him to forgive them. The teacher felt good about this so, rather than reprimanding them, he felt a sense of warmth from them. In other words, he felt that his love was reciprocated and he felt that loving, caring and having room in his heart to tolerate students’ mistakes is the best solution.

The practical experiences arising from these cases have made him realize that a good teacher has to be:

An observer

An encourager

A facilitator

Teaching from the heart and really feeling love to be able to appreciate and draw out each student’s values

Realizing the potential value of the teacher himself – also in this way to be able to enjoy the process of

teaching and enjoy the teacher-student relationship

You can preach and teach at the same time – ie whatever you say you also have to teach them actively by example. Teachers are students' best examples. Each act the teacher does should be an example to the students, so he uses his love to warm the students and let them feel they can love through being loved. On one hand he loves his students very much and cares about their lives as well as their studies. When a student is ill, he will stay beside him to take care of him. When they make mistakes he forgives them and patiently teaches them. If students regress he will use time outside of class to tutor them. On the other hand, he tries to give students a sense of self worth/achievement. One example was a case in which a grade 5 student broke both of his legs. The family had financial difficulties so the medical expenses were a heavy extra burden. To help the family, the school started a 'donation with love' programme. He told the students about this situation and donated RMB100 as the first in line, to set an example. Through this example the students took out their allowance money and gave to this cause. The school leaders and other teachers used the opportunity to tell the students that 'If every individual in society had the love that you have shown, this world would become more beautiful. We hope that you can continue to use your love to warm other people in future. Through this experience, a transformation happened. The whole class become full of love – everyone had learned to love the group and to become a diligent member of that group and give their love to other people.

Mr Liu expressed that at the same time, as a teacher, he has grown. He has learned that in order to get the students to learn how to love, he has to give love first. He also knows that giving is a blessing. Practice is a very important methodology to teach the students how to love. He feels that, from now on, we need to enhance this practice and to have more activities in order to develop students in this respect and let them know how to put the theory into their everyday living, ie to integrate what they have learned into their everyday living and to guide them in their actions. He realizes that as a teacher he needs to put more effort into raising/enhancing himself and controlling his own conduct – that he has to be very cautious with his words and actions and try to set a good example for the students.

In the experimental class the school results in the final exam increased from 16% to 37% getting high marks (the greatest improvement in the school). Students' behaviour improved. The students learned to forgive/respect each other, be positive and honest, and responsible. There was an improved learning atmosphere and discipline. In their families and the community their performance also improved. It has upgraded both the students' and the teachers' concepts of values. In the past teachers may just have taught children but not from heart to heart. Now the teacher's concept has changed. He uses his heart, and is keen to build up a good relationship with students, and to use encouragement instead of punishment.

Yeung Gang Ming

When there is some unexpected incident, she will use the opportunity to teach the students to help others. For example, once in the recess break a boy knocked his classmate to the floor. The boy hit his head on the wall and passed out. The first boy reacted quickly by holding a cloth to his head. The victim was sent to hospital. The teacher was very angry. She wanted to punish the boy, but when she went into the classroom the other students were already scolding him and the boy was very sad, regretful and afraid.

At that moment the teacher ceased to be angry. She tried to communicate, to find out the reason for the incident and to establish whether it really was the boy's fault. Also, she was aware of the boy's regret. She asked the class if they could forgive him. All the class said they would forgive, and the boy smiled again. Afterwards all the students discussed what they could do to comfort the injured boy. Through this incident the teacher discovered that a lot of the students had been affected by the incident and had learned a lot, including how to pay attention to safety when playing, and how to forgive others and their mistakes. Therefore, to be teachers, as well as teaching knowledge we should act as helpers when students are facing difficulties, and encourage them to fix their mistakes.

Tan Shiao King

We affect our students by our words and actions. She had an interesting experience of this. Because she needed to observe another teacher's lesson she invited the maths teacher to look after her class while they did a test. When correcting the test papers she discovered that their answers were very detailed and their work was written very clearly. As well, the results had improved. Therefore she discovered an interesting fact. Because she is young she hopes to get results quickly, so the children may be afraid of her and not perform so well for her. But when the children did the test under the supervision of the nice, friendly, smiling maths teacher they had better results because they felt relaxed and happy and could concentrate better. After this experience, she understands that she doesn't only need to teach the students well, she also needs to have a good relationship with them. When we teach we need to act as if we are standing in front of a mirror, i.e. smile at them and they will smile at us.

On one hand teachers are helping students to develop themselves. At the same time teachers are developing themselves too.

Xia Guozhao

Be concerned about the interactions between teacher and students. Teachers need to create a fair, respectful, relaxed classroom atmosphere so the students can feel the teacher's love/respect. A teacher with a kind attitude can encourage the students to build up confidence in their learning. Some teachers experience discipline problems. It is important that we do not blame the children but laugh and use relaxed methods to tell them they are wrong. If students are not paying attention he will find time after the lesson to chat and find out why. He smiles and gives the children the chance to answer questions. Whether the answer is correct or not, he will smile to confirm their brave behaviour – leading to increased confidence. Consequently the distance between the teacher and students has become closer.

If there is no love there is no education. The secret of education is that the teacher loves the students. The teacher doesn't demand that the students listen to him – if the teacher's smile is warm and the students trust him it is a warm thing. Teachers should respect each student from the heart. Whether in class or chatting with students after class, teachers should be aware of and serious about the students' feelings. If students do something wrong, the teacher should start from love. Even though punishment is necessary we must start from a point and that point is love. When facing naughty students the teacher should have a big heart to hold their shortcomings, to allow them to correct themselves slowly and gradually – not to shout at them or use severe punishment because that doesn't work.

Xia Guozhao

The teacher should frequently pass the feeling of love to students. Sometimes there are discipline problems. The teacher should not scold them directly but should use some words/stories to let them know that they have done something wrong. For example, sometimes his students were naughty in class but instead of scolding them immediately he spoke to them after class. He also asked the students to give their opinions of him – to tell them if he had caused them any problems. No matter what the students ask or answer in class he will always smile to encourage them. Therefore the distance between the teacher and students has become closer.

In the new school year he discovered that one boy (aged 8-9) was very shy. The teacher asked him to raise his head and listen to him. The other boys said that this child was crazy, simple and only usually earned a few marks in class. The boy hung his head. The teacher immediately and strongly stopped the students from saying this, because he could see that the student's heart had been hurt. The teacher wanted to help him. First, to rebuild his confidence, he didn't give any tutorial immediately. He checked the family background and found that the father and grandmother gambled a lot and the mother had to go out to work. Nobody cared about the boy's study, so his school results were poor. The teacher wanted to start with his strengths. He found an example of some beautiful work in one of his assignments, so he showed it to the class and asked them to try to do such good work. The boy felt very embarrassed and his face turned red. After this the teacher started to give tutorials to the boy, focusing on the correct pronunciation of the vocabulary, and created opportunities in lessons for him to answer questions and to use these words. He also co-ordinated some study groups and asked some of the brighter students to help this boy. The boy became happier and more confident. He earned 60 marks in his next exam, which was a big improvement.