

Elton-Chalcraft, Sally and Cammack, Paul (2017) Reflecting on values: Christian values and 'institutional body language' in Indian schools: implications for the British teacher educator. In: 8th Teacher Education Advancement Network Annual Conference: Thinking Deeply About Teacher Education (TEAN 2017), 11-12 May 2017, Birmingham, UK. (Unpublished)

Downloaded from: <http://insight.cumbria.ac.uk/id/eprint/3945/>

*Usage of any items from the University of Cumbria's institutional repository 'Insight' must conform to the following fair usage guidelines.*

Any item and its associated metadata held in the University of Cumbria's institutional repository Insight (unless stated otherwise on the metadata record) may be copied, displayed or performed, and stored in line with the JISC fair dealing guidelines (available [here](#)) for educational and not-for-profit activities

**provided that**

- the authors, title and full bibliographic details of the item are cited clearly when any part of the work is referred to verbally or in the written form
- a hyperlink/URL to the original Insight record of that item is included in any citations of the work
- the content is not changed in any way
- all files required for usage of the item are kept together with the main item file.

**You may not**

- sell any part of an item
- refer to any part of an item without citation
- amend any item or contextualise it in a way that will impugn the creator's reputation
- remove or alter the copyright statement on an item.

The full policy can be found [here](#).

Alternatively contact the University of Cumbria Repository Editor by emailing [insight@cumbria.ac.uk](mailto:insight@cumbria.ac.uk).

**Session 2 – Presentation (14.00 – 14.30) Thursday May 11th  
2N24 - Session lead: Sally Elton-Chalcraft  
Room: Meeting Room 123**

**Title: Reflecting on Values and ‘institutional body language’ in Indian schools- implications for the teacher educator**

**Lead Presenter:** Sally Elton-Chalcraft – University of Cumbria

**Co-presenter:** Paul Cammack – University of Cumbria

**Aim:** For delegates to consider the impact of values on teacher educators with reference to a case study in Indian Christian foundation schools.

**Content:** The lead investigator spent two consecutive summers visiting Christian foundation schools in five Indian states and this paper focuses on the impact of Christian values on practice using West-Burnham and Davis (2014) tree metaphor, where education is seen as a moral activity.

The research team reflected on the interconnectedness of values, the Christian religion, the context of the Indian education system and the impact on practice. We explored how espoused values, a teacher’s faith and the ‘institutional body language’ of the school (Dadzie 2000), are enacted in practice.

I did not set out to gauge the extent to which teachers showed a shared belief system rooted or inspired by their faith, rather, I listened to their stories using IPA approach and identified themes which arose - ‘making sense of them making sense of their views’, (Smith and Osborne 2003) and some views were shared while others were in stark contrast.

The findings illustrate how the thirty-four participants narrate firstly the impact of their faith on teaching and learning and secondly the influence of the Christian values in their schools given that the majority of learners are predominantly Hindu, (with some from Muslim, Christian or Sikh backgrounds) all within the context of Indian governmental policy prohibiting proselytising.

Three themes emerged which are mapped on to West-Burnham and Davis tree metaphor (2014):

1. *Christian values provide deep ethical roots.*
2. *Biblical texts and Christian doctrine informs decision making – the tree trunk, and the day to day action – the branches*
3. *Differences and commonalities*

The presentation highlights the tension of conflicting values - Indian Christian teachers sharing God’s love whilst adhering to governmental policy not to coerce non-Christians to convert.

**Thinking deeply about teacher education:** We are thinking deeply about values in teacher education; reflecting on the impact of espoused personal values, adherence to governmental policy, and implications for practice in an Indian context. This has implications for our role as teacher educators where governmental directives may conflict with a teacher’s values.

**The country/ies to which the presentation relates:** India and Britain