

Moral Education Policy

Introduction

To safeguard UAE's unique local character and preserve local heritage and identity amidst the rapid changes in the social fabric, the Moral Education initiative was launched under the directive of His Highness Sheikh Mohammed bin Zayed Al Nahyan, Crown Prince of Abu Dhabi and Deputy Supreme Commander of the Armed Forces.

The program aims to address the need to:

- Foster the ways youth in the UAE deal with the mélange of cultures and beliefs that coexist in the country; prepare them to make morally sound decisions and deal with challenges that inevitably arise through this exceptional mixture of values, views and beliefs.
- Reinforce the UAE's successes in areas related to human capital development by preparing generations of responsible and resilient youth who know their rights and responsibilities and can productively contribute to their communities as well as to the sustainability of the nation's developmental efforts.

Rationale

The School recognises that value formation is essential for students 'to be committed, compassionate individuals who positively enhance the lives of others' and 'to be successful global citizens', as stated in its Mission and Vision. The set of universal values outlined in the school's Moral Education Curriculum will enable the students to engage and peacefully interact with other people in society, complementing the School's Core Values.

Purpose

This policy aims to:

- provide guidance to parents, teachers and students on the school's implementation of the Moral Education Course as set out by the UAE Ministry of Education.
- Develop responsible, cultured, engaged young adults ready for the wider globalized world.
- Develop students' awareness of the shared human experience and make them messengers of the values they embody.

Curriculum Structure

The School's Moral Education Curriculum shall cover the four pillars of teaching and learning outlined in the Ministry of Education Framework:

- **Character and Morality**
- **The Individual and the Community**
- **Civic Studies**
- **Cultural Studies**

Underpinning Foundations

- **Moral Values** - honesty, tolerance, responsibility, thoughtfulness, harmony, courage, helpfulness, moderation, humility, kindness, consciousness
- **Thinking, learning and communication skills** – handling and understanding information, thinking, solving problems and decision making; being creative, working with others, and managing oneself
- **Qualities of Character** – perseverance, cooperation, resilience, self-control, altruism, ambition, independence, hospitality, grit, self-confidence, discipline, wisdom, generosity, passion
- **Interpersonal and Societal competencies** – solidarity, civic duties, respecting law and order, recognizing social diversity and inclusivity

Role of the School

The School shall create an environment which provides opportunities that support and reinforce the adoption of positive values within the school, the family and the community. School rules, regulations, teaching and other staff relationships must reflect the values that students could emulate and propagate.

Role of the Teachers

Moral Education Teachers should be able to:

- Help the students acquire and practice specific skills that support positive values
- Apply principles that forge bonds and linkages between school, home and the community
- Implement appropriate evaluation strategies, and with others, as necessary, to monitor progress made by the students towards acquiring positive values
- Appreciate the importance of understanding the factors and contexts which are influencing the behaviour, choices, lifestyles, health and welfare of children and young people and their families
- Develop a standard of personal life practices which will help maintain his or her positive self-image to serve as a role model to students.

Role of the Parents

Parents shall provide the necessary affective relationship and extensive interactions that facilitate moral development. They also help by identifying other models of the character traits they want their children to develop and by raising appropriate character-related issues in discussions of daily events. Parents' explanations of the reasons for rules and expectations may facilitate children 's moral development.

Teaching Approaches and Strategies

Moral Education shall be taught from Year 2- Year 10 through the Integrated Approach, in which every teacher is a teacher of Moral Education. Teachers integrate the relevant values in their lessons in different subjects or in other activities outside the classroom. Dedicated periods shall be allotted for creating variety of contexts through which students explore, think, reflect and internalise positive dispositions and values.

Evaluation Procedure

Progress towards the acquisition of values shall be evaluated using the ABC model of attitude:

- **Affective** – students' emotional reaction towards an idea or attitude that reflects their value system
- **Behavioral** – the way students behave when exposed to a new idea or attitude
- **Cognitive** – students' knowledge or belief towards an attitude object

The following criteria shall be used:

- **Receiving** – openness to new idea or experience
- **Responding** – active participation in, interaction with, or response to new idea or experience
- **Valuing** – attaching value or worth to new idea or experience
- **Organisation** – incorporating new information or experiences into existing value system
- **Characterisation** – full integration and internalisation resulting in new and consistent attitudes, beliefs, and/or behaviours.

Progress is measured by observing that students:

- Are more tolerant of one another and fair in their dealings.
- Reflect on their own behavior.
- Take greater responsibility for their own actions.
- Are aware of the significance of the curriculum.
- Are compassionate towards others and show acceptance.
- Are self-confident and self-motivated.
- Relate to others more amicably.
- Are aware of the culture of UAE from its developmental stages to the present time.
- Show respect for the cultures and beliefs of wider community.

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