23rd October 2018

Subject : Awareness – Moral Education Curriculum

Dear Parents,

I , the undersigned , newly appointed Head of Department would like to introduce the Moral Education Curriculum.

The Ministry of Education in UAE and under the directive of His Highness Sheikh Mohammed Bin Zayed Al Nahyan, has launched the Moral Education Curriculum across school phases to be effectively taught in all schools, public and private to achieve the following goals:

- Build character by acquiring traits of resilience, perseverance work ethic, critical thinking and discipline. It also prepares students with the skills they need for adult life including financial literacy, awareness of addiction, mental and physical well-being and digital literacy.
- Inculcate ethical outlook by teaching students the practical and ethical values that are represented in the ethos of the course, which include tolerance, honesty, dignity, respect and humility.
- **Foster community** by encouraging and enabling students to become engaged members of their community.
- **Endear culture** by teaching students about culture, both UAE and the wider world, and enable them to value the rich heritage of culture available across the world.

Additionally, The **Moral Education Program** goes beyond curriculum but also has a crucial role to play towards student development by engaging parents in the activities, the whole school and the wider community.

Answer to the 5 W's.

- **At home:** Family, parents, siblings, grandparents are involved actively in the school community and are aware of the child's school life. That's why parents are a crucial part of the Moral Education curriculum.
- **Holistic School Environment:** including school administration, curriculum teachers, extra-curricular activities, field trips, lectures, community service and many other activities.
- **Wider Community**: including recreational activities, media, work readiness, and volunteering as students are not isolated in their schools but rather actively take part in community outreach and service.

As for the Structure of the Moral Education Curriculum, it covers four pillars of teaching and learning which are as follows:

- **Character and Morality:** This pillar focuses explicitly and consistently on the development of the students' character.
- **The Individual and the Community:** This pillar helps young people grow as individuals and become capable of playing a responsible role as members of families, and of local, national and international communities.

- **Cultural Studies:** This pillar helps students to learn and explore the diverse cultural heritage or the UAE and to develop cultural competence.

  - **Civic Studies:** This pillar covers the responsibilities of citizenship in a diverse society, the concept of active responsible citizenship, and the institutions of law and government and volunteering and community service.

The four pillars :

1.Cater to the development of moral values.

2. Acquisition of thinking, learning, and communication skills such as handling and understanding information, thinking, problem solving, decision making, being creative, working with others, and managing oneself.

3. Shape students' personalities.

4. Build interpersonal and societal competencies such as solidarity, civic duties, respecting law and order recognizing societal diversity and inclusivity.

Assessment (Co scholastic)

- Teacher observation.
- Verbal and Written Feedback to Students
- Students' Portfolios showing evidence of growth
- Community Action Project
- Formative Assessment (designing cards, role play, activities, notebook work , assemblies etc.)
- Summative (End of Term Exams)

Regards,

Mrs Sandra Fernandes.

HOD – Moral Education.

Moral Education Policy

Overview

Introduction of Moral Education Curriculum in UAE schools is an initiative to preserve and safeguard the fabric of UAE's unique local character and preserve local heritage and identity

interweaving the rapid changes in the social environment. the Moral Education Curriculum 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.

Aims

1. Foster the ways youth in the UAE deal with the myriad 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 fusion of values, views and beliefs.

2. 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 envisages 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 which are entwined around the four pillars –Moral Education.

Objective :

Endeavour through the Moral Education Policy :

➢ Create awareness through guidance to parents, teachers and students on the school's implementation of the Moral Education Curriculum as set out by the UAE Ministry of Education.
➢ Develop responsible, cultured, morally and ethically engaged young adults , accomplished future world citizens of tomorrow moulded to face the diverse 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 focus on 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

Integrated Through

- 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.

Parental Role .

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 and Learning Strategies and approach .

Moral Education shall be taught from Year 1- Year 12 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.
- Behavioural – 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 behaviour.
- 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.

Moral Education Policy

Compiled in : April 2018.

Review by: 1st November 2018

Review By : HOD and Department Members.

Governing Body: Principal.