

MORAL EDUCATION POLICY

1.0 Objectives

1. Providing 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.
2. Teaching students the practical and ethical values that are represented in the ethos of the course, which includes tolerance, honesty, dignity, respect, and humility.
3. Develop responsible, cultured, engaged young adults ready for the ever-changing wider globalized world
4. Teaching students about culture, both of the UAE and of the wider world, and enable them to value the wealth of culture available across the world

2.0 Scope

This process applies to GIIS Dubai.

3.0 Policies

The Moral Education program is an innovative, engaging curriculum designed to develop young people of all nationalities and ages in the UAE with universal principles and values, that reflect the shared experiences of humanity. 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.

GIIS Dubai recognizes 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'.

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.

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: 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, 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 their positive self-image to serve as a role model to students.
- Teach the content innovatively through various individual and group presentations, discussions and even art.

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' explanation of the reasons for rules and expectations may facilitate children's moral development.

Teaching Approaches and Strategies:

Moral education shall be taught from Grade 1- 11 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 internalize positive dispositions and values. Teachers should adopt a truly innovative approach to teaching methodology, extending beyond textbooks and classroom teaching, providing students with an engaging educational experience that includes informal learning methods such as field trips and community outreach initiatives. The school provides opportunities that support and reinforce the adoption of positive values within the school, the family and the community.

As per the directives from the regulating authorities, the ME Programme was implemented in GIIS Dubai meeting the requirement of minimum teaching minutes. Accordingly, one dedicated period of 40 minutes has been allotted to teach moral education in all Grades 1 to 11.

Assessments

Students will be assessed through:

1. Verbal and written feedback to students
2. Participation in community outreach
3. Ongoing AFLs (writing reports and journals, designing cards, acting, quizzes, etc.)
4. Termly exams and tests.

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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