

‘Teaching Values to the Present Generation’

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Within the Cayman Islands, our present generation, as compared to previous ones, are spending more time in education and are increasingly seeking opportunities for further education and training.



Four ways in which our education system is changing to meet the emerging learning styles of this generation.

- What are we learning ?
- When is learning taking place?
- Where is learning taking place?
- How is learning taking place?



‘Values are the priorities individuals and society attach to certain beliefs, experiences and objects in deciding how they will live and what they will treasure’ (Hill 2004).

It is generally agreed that values education refers to all aspects of the process by which teachers and other school staff transmit such values to students through formal and informal instruction.



In supporting the development of individual values, a teacher's professional duties can be seen as extending beyond formal teaching, since they play a critical role in imparting values and shaping the life of the students within their care.

‘Teachers send messages into the future. They are the role models who have the ongoing conversation of significance between one generation and the next’ (Hawkes, 2006).



The Cayman Islands Constitution Order 2009 affirms the intention of the Cayman Islands to be:

- A God-fearing country based on traditional Christian values, tolerant of other religions and beliefs
- A country in which religion finds its expression in moral living and social justice
- A caring community based on mutual respect for all individuals and their basic human rights.
- A country committed to the democratic values of human dignity, equality and freedom.
- A community that practices honest and open dialogue to ensure mutual understanding and social harmony.



The Cayman Islands Strategic Plan for Education 2012-2017:

Vision: “Our students will be confident, motivated learners, and responsible, productive citizens, who are capable of succeeding in a globally competitive world.”

Mission: “To develop safe and caring centres of excellence for academic, personal, moral, social, cultural and spiritual development of the children and young people under our care, where they are prepared for life, learning and work, and where parents and the community are welcomed and valued as partners.”



The Cayman Islands Strategic Plan for Education 2012-2017:

Value Statement 7:

“We will help our children develop the character and personal attributes needed to prepare them to be responsible and productive citizens and life-long learners, ready for further education and the world of work.”



The Cayman Islands Strategic Plan for Education 2012-2017:

Strategic Goal 4:

“Build safer school communities and promote inclusion specifically related to developing welcoming, supportive, respectful, and inclusive learning environments that value individual safety, well-being, and the right to learn.”



School Discipline and Student Behaviour Policy, Value Statement:

- Adults and students show respect for one another
- All members of the school community are considerate towards the learning needs of each individual and supportive of the school as a learning community
- Good behaviour is to be rewarded and sanctions to be applied consistently for inappropriate behaviour
- All members of the school community are entitled to work and learn in a safe and secure environment
- All school adults will model positive behaviour and promote it through active development of student's social, emotional and behavioural skills



The National Curriculum 2008: Personal, Social and Moral Learning

At Key Stage 1 (typically for students aged 5-7) students should be given the opportunity to:

- Play constructively together and to develop friendships with peers
- Manage their impulses by developing habits and routines that help them to be cooperative class members
- Identify and develop (with suitable support) the skills required to work together in a group, including taking turns, sharing, and caring for equipment and resources
- Form positive relationships, and explain why these skills are desirable
- Begin to understand how their actions affect others
- Learn that some people have special needs and to respect the rights, feelings and efforts of others



The National Curriculum 2008: Personal, Social and Moral Learning

At Key Stage 2 (typically for students aged 8-10) students should be given the opportunity to:

- Recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- Face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
- Recognise the risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
- Recognize that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong



The National Curriculum 2008: Personal, Social and Moral Learning

At Key Stage 3 (typically for students aged 11-14) Students should be given the opportunity to:

- Respect differences between people, as they develop their own sense of identity
- Recognise how others see them, and be able to give and receive constructive feedback and praise
- Recognise the stages of emotions associated with loss and change caused by death, divorce, separation and new family members.
- Recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel
- Recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help



The National Curriculum 2008: Religious Education

- Develop knowledge and understanding of Christianity and other world religions
- Recognise religion as an important expression of human experiences
- Investigate and understand the questions and answers that religions can offer about the nature and meaning of life
- Develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation



International Baccalaureate's Primary Years Programme

- Addresses students' academic, social and emotional well-being
- Encourages students to develop independence and to take responsibility for their own learning
- Supports students' efforts to gain understanding of the world and to function comfortably within it
- Helps students establish personal values as a foundation upon which international-mindedness will develop and flourish

(www.ibo.org)



International Baccalaureate's Primary Years Programme : The Learner Profile

The profile represents 10 attributes valued by IB World Schools that through the IB programme, all students should develop. It states that IB learners should strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective



The Educated Caymanian

- Be enthusiastic about learning and continue to extend their knowledge and skills after they leave school
- Be literate, numerate and adept at ICT
- Be a good communicator
- Be creative and appreciative of the arts
- Have a positive outlook and high self-esteem
- Be well-rounded, good at finding solutions to problems, flexible and adaptable to changing circumstances and demands



The Educated Caymanian

- Have a strong work ethic and willingness to become an honest, reliable and responsible member of the workforce
- Be respectful to God, him/herself, others, people from different backgrounds, the environment and property
- Be proud of, and knowledgeable about, Caymanian culture, whilst respectful to other cultures and beliefs
- Be a good team player, civic-minded and willing to serve
- Have an awareness of global issues affecting aspects of life in the 21st Century



Behavioural Outcomes

- Be well-rounded, efficient problem solvers, flexible and adaptable to changing circumstances and demands;
- Be able to reflect on their own learning and experiences, and to assess and understand their own strengths and limitations;
- Be able to demonstrate a commitment to peace, social justice, tolerance, and the protection of the environment and apply a global perspective in their attitudes and behavior; and
- Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.



In relation to anti-corruption efforts, values education promotes the values, attitudes and expectations that tackle corruption, and the skills to resist it. Values education develops people's understanding of their rights and responsibilities for preserving the public good and can be seen as impacting on two levels:

- First, it aims at strengthening individuals in their ethical decision-making
- Secondly, values education aims at building a culture of zero-tolerance for corruption, through strengthening 'student voice', public awareness and participation in democratic processes, such as student councils



We must continue to critically analyse and evaluate the effectiveness of teaching instruction and delivery of the values education enshrined in our various policies and national curriculum. Are we communicating the message and are we reaching our young people in a manner which is effective to prevent or combat corruption and corrupt practices today and in the future?



Within our ongoing education reform process, we have an opportunity to raise the profile of values education, to make even more explicit our aims in this area, and to take active steps to operationalise, build capacity and interest in ensuring that the education system plays its full part in developing values driven and ethically motivated students.

Teaching positive and ethical values must become the ‘way of life’, in the classroom, on the sports field, and during the artistic, social and community endeavours.

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