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MINISTRY FOR EDUCATION AND EMPLOYMENT





CONTRIBUTORS

Ms Dolores Gauci
Ms Elizabeth Pisani



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MINISTER'S FOREWORD

The Ministry affirms its belief that education has a fundamental role to play in the personal and social development of each citizen. The value of respect is an underpinning value in creating a fair and just society.

There is a renewed commitment by the Ministry to continue giving importance to the development of thinking and skill attainment through the National Curriculum Framework (2012). Whilst the NCF looks at learning to know and learning to do as outlined in UNESCO report, the Respect for All Framework will simultaneously address the other two pillars – learning to be and learning to live together. These four components intertwined, result in the holistic development of the individual – both in terms of personal potential and contribution to society through their skills and knowledge. This synergy between the four pillars is also being reflected in the active collaboration and close working of the Directorate for Quality and Standards in Education and the Directorate for Educational Services.

The Respect for All Framework is based on a philosophy of values-based education, supporting active citizenship. The work of the educator is to promote this philosophy through the different educational activities in a way that develops relationships and promotes positive human values. Whilst the demands may appear to be challenging they have a tremendous return in terms of improved ethos, relationships, pupil behaviour, quality of work and general achievement. The process is holistic and developmental, requiring the commitment of all the school community.

This framework places responsibility on each member of the school community to internalise these positive human values and to act as role models for the school community. The importance of the school community is becoming increasingly clear. By school community I am referring to all individuals and groups who contribute to the school and its success. Through this Framework, I would like to emphasise the importance that stakeholders should feel part of the school, rather than just in it. Each stakeholder, including the student, has duties that need to be carried out and rights to be respected.

I am aware that this Framework comes at a time of unprecedented change – both within schools and society. I hope that you will find this Framework and the various policies it encompasses timely. They are not intended to increase workload or create stress. Indeed, on the contrary, they will help to prevent both these aspects that all too often are seen in schools.

I am very keen to hear about your experiences using a values-based approach so please share your own work and anecdotes of your own good practice. I am very conscious that there are many schools which are developing similar approaches and the Ministry would very much like to share their practice.

Evarist Bartolo

Minister for Education and Employment



MESSAGE FROM THE PERMANENT SECRETARY

It is the mission of the Ministry to develop an Education system that is committed to encourage schools to maintain a safe and supportive learning environment that is free from harassment, bullying and discrimination.

With the publication of the 'Respect for all Framework' document, the Ministry for Education and Employment has set another milestone to make the Maltese Education system more learner-centred within a value-oriented formation based on equity, social justice, inclusion and diversity. This complements the other two documents namely the Framework for the Education Strategy 2014 - 2024 (2014) and the National Curriculum Framework (2012).

The 'Respect for all Framework' document further sends a clear commitment from the Ministry to support sincere dialogue and the active participation of students in a spirit of solidarity in order to develop a better school community environment based on building respect between students, teachers and parents.

The 'Respect for all Framework' document is a living document that will revolve on the commitment and effort of all stakeholders, students, teachers, educational leaders and parents in making education as the instrument to develop better communities and societies based on sound values.

I want to take this opportunity to congratulate and thank my colleagues for this contribution in the publication of this 'Respect for All Framework' document.

Joseph Caruana
Permanent Secretary
Ministry for Education and Employment



MESSAGE FROM THE DIRECTORS GENERAL

Whereas knowledge, skills and competences equip individuals with the tools required for a fulfilling life, it is sound values that constitute the essence of anyone's being and help us achieve a more meaningful life. Formal education is also intended to support parents and care-givers in nurturing the acquisition of such values. The latter permeate through both the explicit and implicit curriculum experienced by students throughout their educational journey. Values are also conveyed and manifested through the school climate, which is dependent on its respective community.

This framework focuses on what may arguably be regarded as one of the most fundamental values, respect.

Notwithstanding its universal resonance, respect is, to an extent, context-based and is in continuous evolution along with society, whilst retaining its legitimacy. Through its reciprocity, mutual respect undisputedly creates conducive conditions for respect to flourish. However the highest form of respect is shown when this is not necessarily reciprocated. Overt and hidden messages conveyed by educators within school, and parents or carers in homes, need to be congruent so as to reinforce the development of this virtue.

In recognition of its centrality, the value of respect features predominantly throughout the National Curriculum Framework (2012). In the latter's principles, aims, outcomes, learning areas and cross curricular themes, references to respect range from the development

of self-worth to empathising others, from valuing one's own culture to respecting diversity. Moreover it is viewed as intrinsic to an individual's capacity to actively engage in society. This is best achieved by 'walking the talk', particularly by those moulding the students' educational experience, us educators. Considering each learner as a unique individual with his different baggage, strengths and needs, is the initial indication of genuine respect. It is through such role-modelling that students start internalising values and emulating related desirable behaviours.

It is with deep appreciation that we congratulate colleagues who have contributed in the development of the Respect for All Framework which provides the philosophical and structural environment for the various related policies to unfold. We are confident that the comprehensive, logical and consistent approach of this framework will facilitate its adoption and adherence by the various stakeholder groups, improving the chances of accomplishing the noble, ambitious yet realistic endeavour of ensuring greater respect for all as part of the envisaged holistic development of students.

George Borg
Director General
Directorate for Educational Services

Ian Mifsud
Director General
Directorate for Quality and Standards in Education

TERMINOLOGY

SCHOOL COMMUNITY

refers to the Senior Management Team, teachers, and staff members who work in a school, the students who attend the school and their parents and families, local residents and organizations that have a stake in the school's success.

PRINCIPLE

refers to a statement encapsulating a fundamental concept for action that guides effective practice.

VALUE

refers to an ideal that gives significance to our lives, that is reflected through the priorities that we choose, and that we act on consistently and repeatedly.

For ease of reference the use of 'he', 'him' and 'his' shall be used for all genders.

01

PHILOSOPHY AND AIMS OF THE FRAMEWORK

The Respect for All Framework adopts a whole school approach philosophy. This approach is defined as a unified collective and collaborative action in and by educators, administrators, parents and students that has been strategically constituted to improve student learning behaviour and well being and the conditions that support these.

The Respect for All Framework is being developed as a living document providing a planned and systematic way of how schools are to develop an environment that ensures that all students have the opportunity to obtain the necessary skills, attitudes and values to be active citizens and to succeed at work and in society (Framework for the Education Strategy for Malta 2014-2024). It highlights what can be done and why, it acknowledges the school culture and the school climate without it being constraining and prescriptive.

THE FRAMEWORK

- / Provides a context for policies.
- / Brings together different policies that help the school provide a conducive environment to achieve.
- / Inspires the school to provide a safe, secure and motivating environment for all.

02

BACKGROUND

The International Commission on Education for the Twenty-first Century in its report *Learning: The Treasure Within* (UNESCO, 1996) proposed four pillars of learning: learning to know, learning to do, learning to live together and learning to be, as ‘foundations of education’ and ‘fundamental types of learning in the reorganization of education in twenty-first century’. These pillars are coherent, interrelated and encompassing, and ‘all form a whole because there are many points of contacts, interaction and exchange among them’, and they relate inclusively to phases and areas of education that complement and interpenetrate each other’.

LEARNING TO KNOW

refers to the mastery of learning tools (numeracy, literacy and life skills). Mastery of these learning tools is both a means and an end. These are means for the students to understand the world around them. Learning to know implies learning how to learn (concentration, memory skills, thinking skills).

LEARNING TO DO

refers to personal competences, that is the mix of skills and talents combined with certified skills acquired through technical and vocational training, social behavior, personal initiative and willingness to take risks.

LEARNING TO BE

refers to the enabling of each student to discover, expose and enrich his creative potential. This means going beyond an instrumental view of education, as a process one submits to in order to achieve specific aims (in terms of skills, capacities or economic potential), to one that emphasizes the development of the complete person.

LEARNING TO LIVE TOGETHER

refers to students being educated about human diversity whilst making them aware of the similarities and interdependence of people. Students learn to understand other people's reactions by looking at things from the other person's perspective and they learn to empathise. This type of learning promotes social awareness, acceptance and respect towards others.

Education, therefore, is as much about building character as it is about equipping students with specific skills (Framework for the Education Strategy 2014 - 2024). The way forward for the implementation of the Framework is through Values-based education. Values-based education refers to any explicit and/or implicit school-based activity which promotes student understanding and knowledge of values, and which develops the skills and dispositions of students so they can enact particular values as individuals and as members of the wider community. It ensures that those leaving school should have qualities of self confidence, high self esteem, optimism and commitment to personal fulfillment as a foundation for their potential life roles as family, community and employees. Furthermore they should have the capacity to exercise judgement and responsibility in matters of ethical and social judgements.

Whilst the Respect for All Framework acknowledges that schools are placed within different cultural environments, it assumes that certain values form part of the basic foundations of our society. Both culture and climate require particular attention in policy development and even more so in its implementation. The climate which is required within schools for these policies to be fruitful, is one that is physically, emotionally, intellectually safe for all school community members. School culture refers to the set of norms, values and beliefs, rituals and ceremonies, symbols and stories that make up the 'persona' of the school.

03

VALUES-BASED EDUCATION

The purpose of values-based education is to help the school community think about and reflect upon universal values and practical implementations of expressing them in relation to themselves, others and society. The second aim is to inspire individuals to choose their own positive personal, social and spiritual well-being and be aware of ways for developing them as citizens.

The Framework for the Education Strategy 2014 - 2024 (2014), based on the 4 principles of equity, social justice, diversity and inclusivity addresses the learning to know and the learning to do through the Curriculum whilst placing emphasis on students learning to live together and students learning to be.

For these principles to be achieved the values of co-operation, responsibility, unity, tolerance, honesty, peace, happiness, love, freedom, humility, simplicity, courage, friendship and respect form the general values to sbehaviour in schools. The value of respect is considered as a prerequisite.

The whole school community is to adopt these values as the core of the school ethos and environment:

- / **Respect** refers to a person knowing that they are unique, that they are valued, they like who they are and are able to listen to and value others.
- / **Co-operation** refers to helping one another and working together in a collective effort to reach a goal.
- / **Responsibility** refers to being fair, carrying out one's share of the work and taking care of oneself and of others.
- / **Unity** refers to collective strength and harmony.
- / **Tolerance** refers to accepting oneself and others knowing that we are all different.
- / **Honesty** refers to being trustworthy, truthful, integral and sincere and free from deceit or fraud.
- / **Peace** refers to getting along with one another and having positive thoughts for oneself and others.
- / **Love** refers to caring for others and sharing with others whilst feeling safe.
- / **Happiness** refers to internalised peace and love.
- / **Freedom** refers to choice, living with dignity and when rights are balanced with responsibilities.
- / **Humility** refers to having a modest view of one's importance; being humble.
- / **Simplicity** refers to being uncomplicated and appreciating the small things in life.
- / **Courage** refers to strength in the face of pain, grief and adversity.
- / **Patience** refers to the state of endurance under difficult circumstances, which can mean persevering in the face of delay or provocation without acting on annoyance/anger in a negative way; or exhibiting forbearance when under strain, especially when faced with longer-term difficulties.
- / **Quality** is the standard of something as measured against other things of a similar kind; the degree of excellence of something.
- / **Friendship** is a relationship between friends built on mutual trust and support.
- / **Social justice** implies fairness and mutual obligation in society: that we are responsible for one another, and that we should ensure that all have equal chances to succeed in life.
- / **Equity** is the quality of being fair and impartial.
- / **Diversity** is any dimension that can be used to differentiate groups and people from one another. It means respect for and appreciation of differences in ethnicity, gender, age, national origin, disability, sexual orientation, education, and religion. It brings with it diverse perspectives, work experiences, life styles and cultures.
- / **Inclusivity** refers to the understanding and catering for the different potentials and needs.

04



OTHER DOCUMENTS

Framework for the Education Strategy for Malta 2014 - 2024 (MEDE, 2014)

Addressing Attendance in Schools (MEDE, 2014)

Addressing Bullying Behaviour in Schools (MEDE, 2014)

Managing Behaviour in Schools (MEDE, 2014)

05



OWNERS

OWNERS

Director General - Directorate for Educational Services

Director General - Directorate for Quality and Standards in Education

06



REVIEW DATE

This document will be reviewed during August 2015.
You are encouraged to submit your feedback by the 30th April 2015,
via email on **r4af.mede@gov.mt**

07



REFERENCES

Ministry for Education and Employment, (2014) Framework for the Education Strategy for Malta 2014-2024. Malta: MEDE.

UNESCO The International Commission on Education for the Twenty-first Century, (1996) Learning: The Treasure Within. UNESCO Publishing.



