




Schools as Moral Communities

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Basic Assumptions



- Values are mainly acquired in social groups
- Teaching ethics in a dysfunctional or amoral setting can be counter-productive
- Involve learners in identification and enhancement of ethical values
- Cultivating and ethical culture that is conducive to moral development

School as Moral Communities



Combination of:

- Theory of moral development
- Governance of Ethics Framework

Kohlberg's theory of moral development



Kohlberg's stages of moral



Level I: Pre-conventional ("self")

Stage 1: Rule-following as punishment avoidance or obedience for own sake

Stage 2: Rule-following in pursuit of self-interest

Level II: Conventional ("others")

Stage 3: Living up to expectations of peers and close people

Stage 4: Upholding laws

Level III: Post-conventional ("principles")

Stage 5: Upholding rules and values because there is a social contract

Stage 6: Following self-chosen ethical principles of justice and rightness



Governance of Ethics Framework



Practical implementation



- 1. Leadership buy-in into developing the school as a moral community*
- 2. Establishing a joint working group*
- 3. Identifying ethics risks and opportunities*
- 4. Designing an ethics strategy*
- 5. Clarifying the ethical values and standards of the school*
- 6. Implementing ethical values and standards*
- 7. Monitoring and reporting*