

WELCOME TO THE PRESENTATION OF THE ARTICLE TITLED

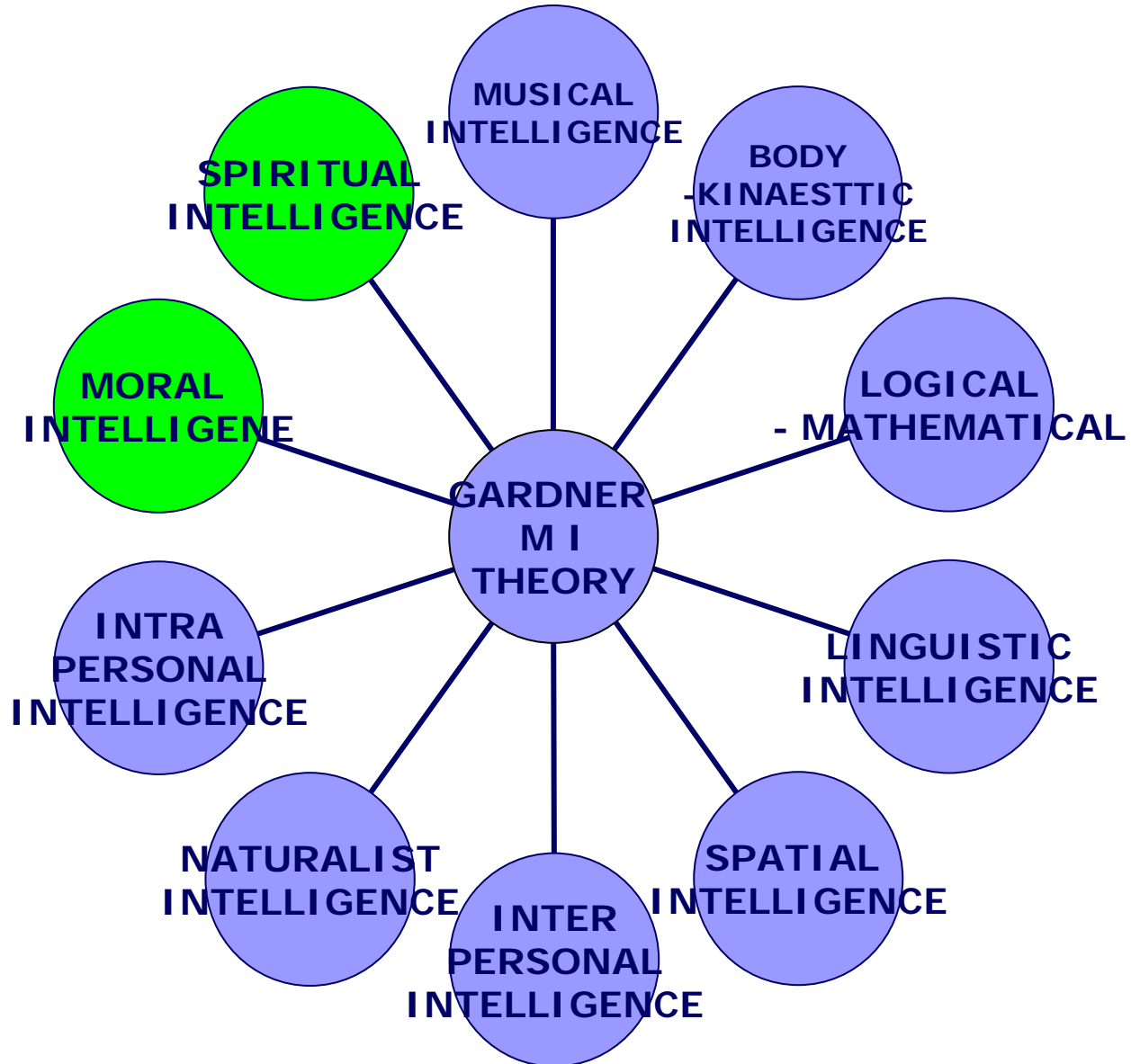
**Moral & Spiritual Intelligences  
In Young Gifted & Talented  
Students in New Zealand  
: A Teacher's Perspective.**



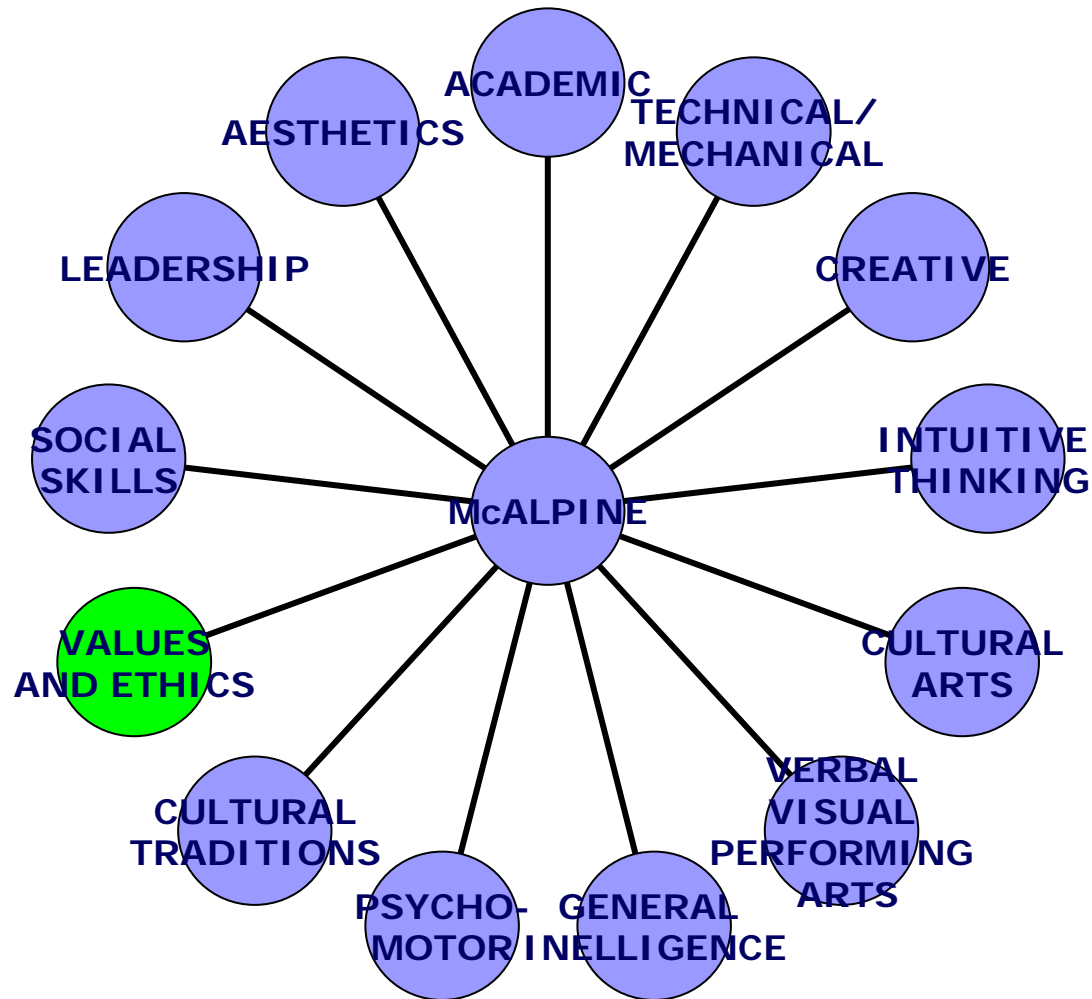
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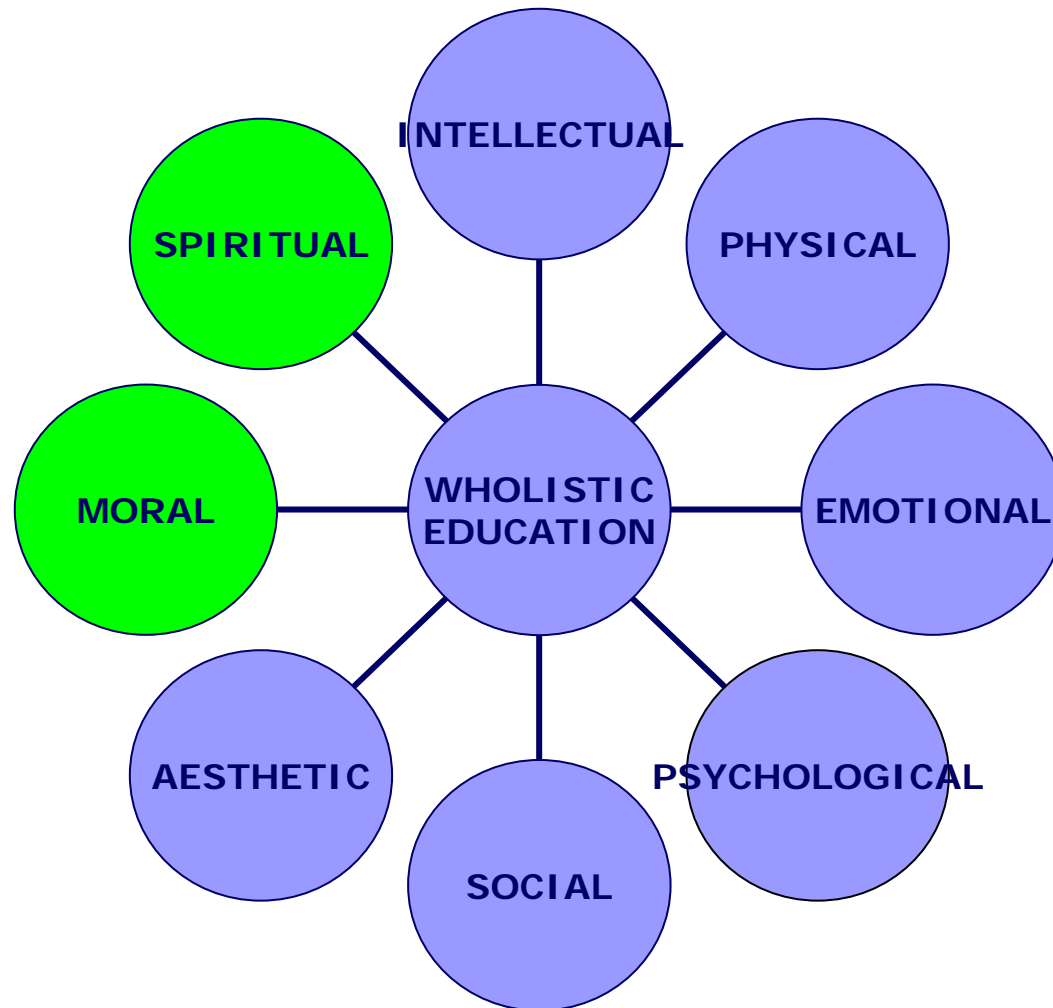
# Introduction



# DEPARTMENT OF EDUCATION



# WHOLISTIC EDUCATION



# Philosophy and Theology

In these statements the need for **moral** and **spiritual** education for the gifted and talented is evident with the usage of words such as “**values**” which imply both **moral** and **spiritual values** and “**ethics**” which is morality.

It also accounts for the reason why “**philosophy**” is being used to develop moral intelligence and morality and “**theology**” to develop spiritual intelligence and spirituality.

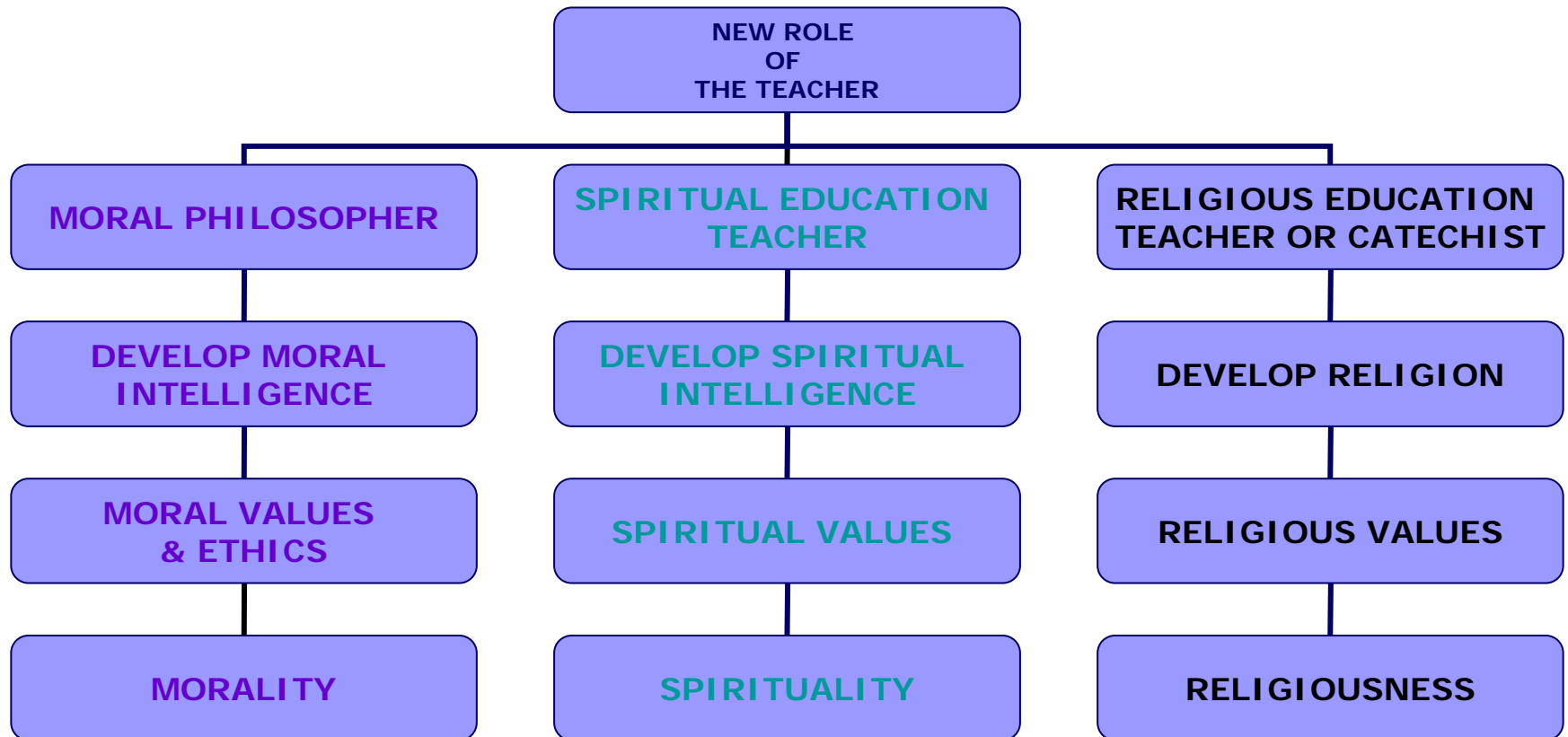
# Guiding principles & basis for moral & spiritual intelligence in NZ

1. THE NEW ZEALAND CURRICULUM FRAMEWORK – 1993  
*“ to develop and clarify their own values (moral) and beliefs (spiritual) on which current social structures are based.” (pg 21)*
2. THE NEW ZEALAND CURRICULUM FRAMEWORK – 1993  
*“ to develop the moral, ethical (philosophical) and personal dimensions”.*  
(pg 17)
3. THE NEW ZEALAND CURRICULUM FRAMEWORK – 1993  
*“ The school curriculum will acknowledge the importance to all New Zealanders of both Maori and Pakeha traditions, histories and values (moral & spiritual). (pg 7)*

# Guiding principles & basis for moral & spiritual intelligence in NZ

4. CODE OF ETHICS FOR REGISTERED TEACHERS – 2005  
*“to promote the physical, emotional, social, intellectual and **spiritual** well being of learners”* (pg 1) - Why not the **moral** well being? Is it implied?
5. CODE OF ETHICS FOR REGISTERED TEACHERS – 2005  
*“in fulfillment of their obligations to society, teachers will strive to teach and model those positive values, which are widely accepted in society and encourage learners to apply them and critically appreciate their significance.”* (p1).

# New Role of the Teacher





# **Morality the study of 'right and wrong'.**

Morality is based on 'practical ethics'.

1. Simple ethical questions related to simple moral issues.
2. Advanced ethical questions related to complex moral issues.



# **Spirituality the study of 'good and evil'.**

Students today require answers to questions related to spiritual issues that enable them to develop their spiritual intelligence.

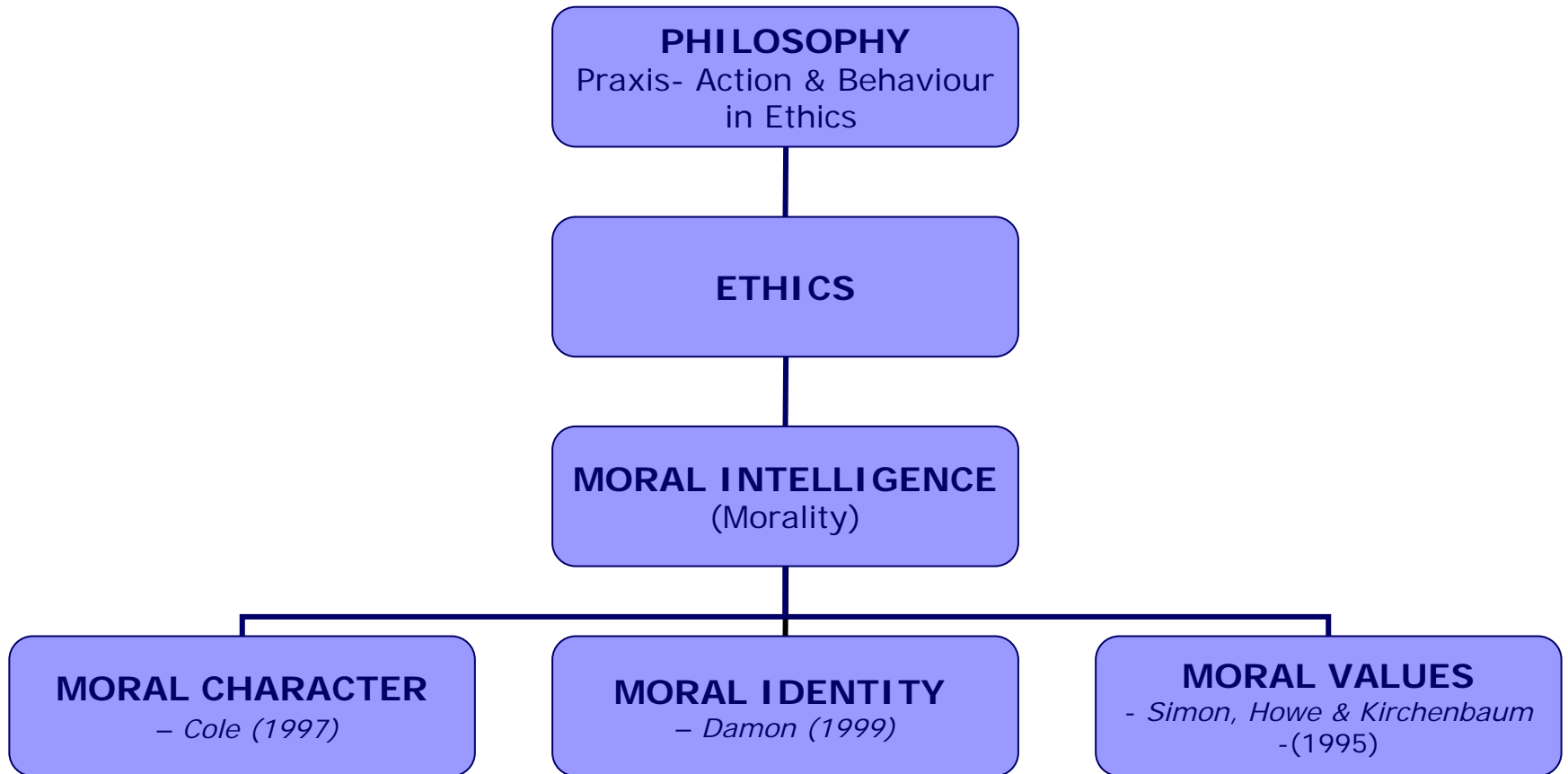
Spiritual questions are related to “truth”.

# Morality- Ethics. Spirituality – Truth.

If **morality** is based on **ethics**, **spirituality** is founded on **truth**. Singer (1986) says that a teacher has to enable students to “**take part in ethics.**” (p2).

Darragh (1995) on the other hand encourages teachers to permit their students to “**do theology**”. (p18).

# WHAT IS PHILOSOPHY, MORAL INTELLIGENCE, MORAL VALUES AND HOW THEY LINK TO THE GIFTED STUDENT'S MORALITY?



# Moral Intelligence

1. Moral Character – “ children who had the willingness to see the world as others saw it, to experience the world through someone else’s eyes, and to action that knowledge, with kindness.” Cole (1997).
2. Moral Identity - “moral identity not only determines what the person considers to be the right course of action but also why they decide to take this course”. Damon (1999).
3. Moral Values – “ a moral value is not a value until it is acted upon “. Simon, Howe & Kirchenbaum (1995).



# Value's Clarification Theory

In this framework, a value has three components – emotional, cognitive and behavioral. Our values are based on our feelings. Our values are derived by careful process of thought, in which we evaluate the pros and cons and consequences of various choices that are our own and not the result of undue peer or authority pressure. And finally, we act upon our values.

(Simon, Howe & Kirchenbaum- 1995)



# Moral Values stated in the Curriculum Framework

The school curriculum , through its practices and procedures, will reinforce the commonly held values of individual and collective responsibility, which underpin New Zealand's democratic society. These values include honesty, reliability, respect for others, respect for the law, tolerance (rangimarie), fairness, caring or compassion (aroha), non-sexism, and non-racism. (p21)



# Characteristics of students gifted in Moral Intelligence.

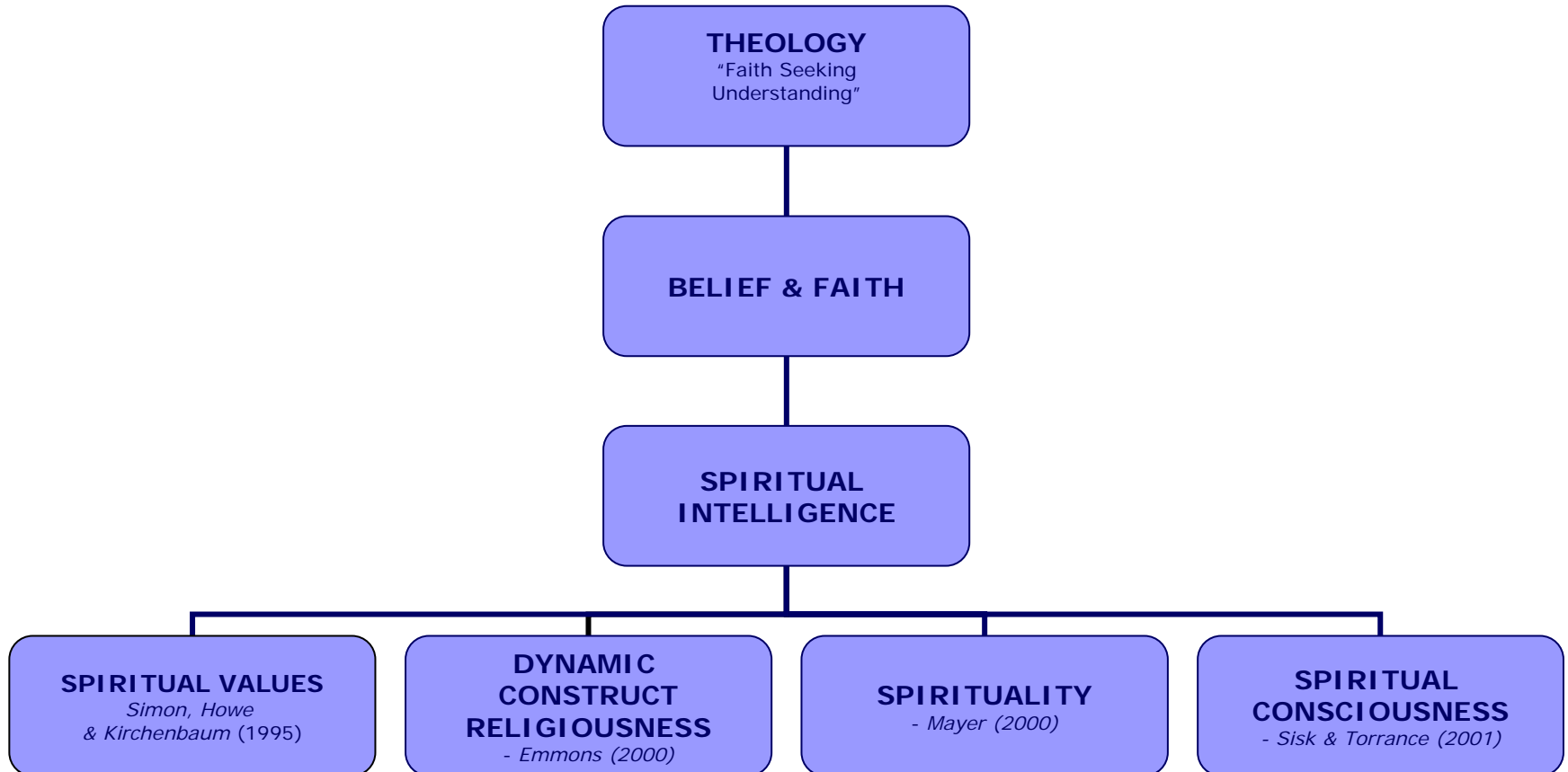
1. Acute moral awareness.
2. Enjoy ethical debates.
3. Have a heightened understanding of moral issues.
4. Show asynchronous moral development.
5. Display moral values in action.



# **Characteristics of students gifted in Moral Intelligence.**

6. Display advanced moral judgment.
7. Have the ability to act on their morality.
8. Have an early sense of right and wrong.
9. Have deep moral systems.
10. Display moral character.

# WHAT IS THEOLOGY, SPIRITUAL INTELLIGENCE, SPIRITUAL VALUES AND THEIR LINK TO THE GIFTED STUDENT'S SPIRITUALITY



# Spiritual Intelligence

1. “Spiritual Value is not a value until belief is acted upon.” Simon, Howe & Kirchenbaum (1995).
2. “As a dynamic property of persons, spiritual intelligence provides an interpretive context for negotiating demands of daily life.” Emmons (2000).
3. “Spiritual intelligence is not highly distinguishable from spirituality.” Mayer (2000).
4. “Spiritual intelligence provides us access to higher consciousness.” Sisk and Torrance (2001)
5. Each intelligence is characterized by “core operations”. Gardner (1993).



# Characteristics of students gifted in Spiritual Intelligence.

1. Could possess a definite image of God in their imagination.
2. Display a natural reverence to a God concept.
3. Show a tendency towards institutionalized worship.
4. Have an interest in reading and understanding sacred Scripture or Holy texts.
5. Enjoy spiritual discussion.



# **Characteristics of students gifted in Spiritual Intelligence.**

6. Have an ability and inclination to pray.
7. Show an interest in religious art, music, dance or poetry.
8. Have the ability to reflect and recollect.
9. Express a need to meditate.
10. Are compassionate and empathetic in character.



# List of Spiritual Values

## 1. Cardinal Values (4):

- a. Prudence.
- b. Justice.
- c. Fortitude.
- d. Temperance.


## 2. Theological Values (3):

- a. Faith.
- b. Hope.
- c. Charity.




# Health and Physical Well - being or Hauora strand.

“ Health is vitally important for personal and social well-being and achievement. It encompasses the physical, social, emotional, intellectual and **spiritual** dimensions of a person’s growth.” (p16).



# The Dilemma – To teach or not teach Theology?

1. Theology is both a “*subject*” and a “*process*”.
2. Christianity brought with it “*Christian Theology*”
3. Maori or Tangata Whenua were emersed in Maori Theology and Spirituality
4. Government legislature regulates Religious Education



# The Dilemma – To teach or not teach Theology?

5. Spiritual formation can take place at an early age  
– Cavalleti (1992).
6. There is a spiritual and religious tropism in young children – Coles (1990).
7. Children are '*seekers*' and '*pilgrims*' on a journey  
– Coles (1990).
8. Spiritual development is developmental stage based  
– Fowler (1995).

# The Dilemma – To teach or not teach Philosophy?

1. Philosophy is both a “*subject*” and a “*process*”. Content will imply syllabi while process is teaching methodology.
2. If mathematics develops mathematical-logical intelligence and language develops linguistic intelligence can philosophy develop moral intelligence?
3. “*Planes of morality*” can be ‘*constructed in the young*’ – Cavalletti (1992).”

# The Dilemma – To teach or not teach Philosophy?

4. *“Greater moral sensitivity and asynchronous development in gifted children”* – Silverman (1994).
5. Moral Development is development stage based. Kohlberg (1969).

# Conclusion

1. **Morality** is not out of date. **Spirituality** is not obsolete.
2. **Philosophy** and **theology** can be *`taught`* by teachers to develop **moral intelligence** and **spiritual intelligence**.
3. Teachers believe that subjects such as **Philosophy** and **Theology** will equip gifted and talented students with "**value maps**", "**ethical charts**" and "**belief compasses**" to navigate the through moral and spiritual terrain of life.

# Conclusion

4. Teachers are required to be *"moral philosophers"* and *"spiritual education teachers"* for gifted and talented students.
  5. There is a latent fear that gifted and talented students could be *"a-moralised"* or *"de-spiritualised"* by not developing moral and spiritual intelligence!
  6. If *morality* is a *"human sized hole"* in each student, then *spirituality* is a *"God sized hole"* which only a quest for "God" can fill.
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