

The Incorporation of Values into the Pre-service Teachers' Preparation Curriculum

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Abstract

The purpose of this single qualitative case study was to explore how values are incorporated into the written secondary education curriculum of a Bachelor of Education (B.Ed.) programme in a single-teacher training institution in Jamaica. Incorporating values into the pre-service teacher preparation curriculum is critical not only for facilitating values but for driving transformation at the global and national levels in pursuit of sustainable development. Data for this study were collected from 86 course outlines and content analysis was used to examine the curriculum across three units (computer science, business studies, and human ecology) within the School of Technology. The data were thematically analysed and the emerging themes answered the research questions. Findings indicate that values are represented in a few instances in some elements of the written curriculum. The study concludes that greater emphasis should be placed on incorporating values across all components of the curriculum, to support the facilitation of values during teacher preparation and highlight their importance in advancing sustainable development in Jamaica.

Keywords: values, curriculum, incorporation, pre-service teacher, sustainable development

Introduction

The Joint Board of Teacher Education (JBTE) is a regulatory and monitoring body for teacher training institutions in Jamaica and other Caribbean countries such as Bahamas and Belize. It standardizes curricula and examinations and promotes quality in teacher education. Over the years, it has contributed significantly to the development of teacher training colleges in Jamaica (JBTE, 2003). From 1990–2011, there were significant changes in JBTE teachers' college curricula, driven by three issues: the reform of secondary education, social problems, and environmental challenges. During the period of curriculum modification, courses

that were considered no longer relevant were eliminated, given the advances achieved in the curriculum of the colleges (Bryan, 2019). Continuing efforts are being made to improve the teacher education curriculum in Jamaica based on Jamaica's educational needs. Today, values education has been encouraged to form part of the pre-service teacher preparation curriculum as it is recognised as a critical element in teacher preparation that can help the pre-service teacher to be more aware of, understand, and appreciate the values that are critical to the transformation of society.

According to Berkowitz (2011), values education is the effort within educational institutions to build pedagogies and supportive structures to foster the development of good, ethical, and pro-social inclinations. Values education is directed at building pre-service teachers' capacity to promote values in the classroom that encourage students to become good and productive citizens. Vision 2030 Jamaica, the nation's first long-term strategic development plan, recognises the importance of values education in teacher preparation and emphasises the core and transformational values that are vital to Jamaica. Consequently, the Action Plan for Implementing the Education Sector Plan for Vision 2030 Jamaica highlights values education, which is also mentioned in the JBTE conceptual statement (Joint Board of Teacher Education, 2003) and the statement (Caribbean Community Secretariat, 2025) vision statement.

The importance of developing values through education has been discussed in international fora (Organization for Economic Cooperation and Development [OECD], 2021). These discussions include the importance of teacher educators in higher education preparing future generations to contribute to a sustainable future for everyone (Hordatt Gentles, 2022) and to be prepared to confront life's challenges. The dialogue also emphasises the importance of knowledge and skills in values education, with topics such as moral development and citizenship. Additionally, it highlights the significance of knowledge and skills in teaching subjects, learning processes, and teaching practices. All these components should be considered essential for pre-service teacher competence and crucial elements in teacher preparation (Thornberg, 2008). Embracing these essential components is significant in holistic teacher preparation and is aimed at assisting pre-service teachers to critically examine their ideas and values about teaching, learning, and subject matter, while building a vision of excellent teaching to guide and inspire their study and practice (Feiman-Nemser, 2001).

Pre-service teacher preparation provides increasing opportunities for pre-service teachers to not only learn more about values during training or preparation, but also to practice the values required for sustainable development (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2020). As such, Hordatt Gentles (2022) posits that, in response to the grave problem of crime and violence in Jamaican schools and broader social, economic, and ecological concerns in the community (Down & Ferguson, 2022), teacher educators are urged to strengthen their ethic of care. Hordatt Gentles also suggests that this may be a response to promoting care, a value-forming part of teacher preparation, where pre-service teachers will witness how compassion may foster social and cultural transformation. Since the values that support caring in sustainability work are similar to those that support caring in teacher education, the teacher should be encouraged to express this value and others in various ways. As Down and Ferguson (2022) posit, values play a key role in the long-term behavioural and attitude shifts needed for sustainability. Since the values that support caring in sustainability are like those that support caring during teacher preparation, the pre-service teacher must be encouraged to express these values (and others) in various ways. With the ongoing debate regarding the critical role that values play in the pre-service preparation curriculum, the inconsistent representation of values throughout the curriculum results in a gap in teacher preparation for the facilitation of values education in the classroom, necessitating a sense of urgency.

This study is significant, as it examined the pre-service teachers' written curriculum for the incorporation of values, such as those reflected in Vision 2030 (Planning Institute of Jamaica [PIOJ], 2012) and the Earth Charter (Earth Charter Initiative International [ECI] Secretariat, 2005), which are aligned with sustainable development. It focused on existing work, such as that of Ferguson (2020), who spoke to values as fundamental to harnessing peace and building community; whilst the work of Down and Ferguson (2022) addressed refocusing education

towards sustainable development to include values. Davis–Morrison and McCallum (2003) looked at the importance of promoting positive values in the formal curriculum. This study also proposes an institutional values framework which is deemed necessary to be used as a tool to examine the pre–service preparation curriculum for the promotion of values. Additionally, the study contributes to the growing body of research on values in Jamaica and the Caribbean by providing contextually grounded insights that add to the global discourse on values in pre–service teacher preparation curriculum.

This study sought to address the following research questions:

1. Which values are incorporated in the pre–service teachers’ preparation written curriculum?
2. In which elements of the pre–service teachers’ preparation curriculum (course outlines) are values incorporated?
3. Which values of the Earth Charter and Vision 2030 Jamaica are represented in the pre–service teachers’ preparation written curriculum?

Literature Review

Values Defined

Defining values, especially in education, is difficult. How a value is defined varies, as this is dependent on the context in which it is used. According to Hill (1991), in most cases, values are regarded or understood to be beliefs held by individuals to which worth is attributed and by which their lives are directed. He is supported by Solomon et al. (2001), with input from Veugelers and Vedder (2003) and Nucci et al. (2014), who point out that values are a part of everyday life that humans possess, whether implicitly or explicitly. A similar view is expressed by Thome (2015), who argued that values are deemed important in directing human activity and function as an effective means of social integration.

As far back as 1951, Kluckhohn (1951) gave the definition of values as “a conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable which influences the selection from available modes, means, and ends of action” (p. 395).

This definition is supported by Dewey (2001), who posits that [core] values emanate from one’s experience and may be used to change conditions in society or could be beneficial for teaching values education.

Values of the Earth Charter and Vision 2030 Jamaica

Values are regarded as one of the fundamental elements of values education. They allow individuals to make knowledgeable decisions and act on national and global issues (UNESCO, 2020). Hence, the Earth Charter and Vision 2030 Jamaica are critical as they are both aimed at promoting sustainable development.

The Earth Charter and Vision 2030 articulate core values. These are values that an individual, organization, or institution regards as being of central importance (Oxford Lexico, 2020). It is critical to note that the strategic goals and direction of any society are guided by the values that the society identifies as its priorities. Hence, an individual must acquire, understand, and be able to interpret these values to achieve personal, institutional, or societal goals.

The Earth Charter, formally commissioned in 2000, by the Earth Charter Commission, outlines core values and 16 principles aimed at promoting a just, sustainable, and peaceful world. Its core pillars, such as respect and care for the community of life, ecological integrity, social and economic justice, democracy, nonviolence, and peace, emphasize a participatory and value–laden process that involves individuals, institutions, and organisations. Endorsed by UNESCO as an educational instrument, the Charter guides the examination of values and decision–making for a sustainable society. It serves as a useful source for curriculum development and encourages dialogue among educational stakeholders to advance social transformation and sustainable development (Earth Charter International, 2010).

The national goals (empowering citizens, fostering a secure and just society, building a prosperous economy, and maintaining a healthy natural environment) and core transformational values (honesty, truthfulness, respect, trust, forgiveness, tolerance, discipline, punctuality, responsibility, and love) of Vision 2030 Jamaica

serve as guiding principles for socially acceptable attitudes and behaviours that promote high levels of growth and development. Therefore, Jamaicans must embrace and adhere to these values to achieve the status of a developed country. They also articulate aspects of the 16 principles of the four pillars of the Earth Charter and its educational prospect, which is to "provide a unique and relevant educational framework that can guide the development of programs aimed at transformative learning for a more just, sustainable, and peaceful world" (Earth Charter Initiative International Secretariat, 2005, p. 13). Vision 2030 Jamaica emphasises the transformation of individuals, including vulnerable citizens, as a preliminary step towards national and international sustainable development. This is reflected in its goals, one of which is to empower Jamaicans to "achieve their fullest potential" (Planning Institute of Jamaica [PIOJ], 2010, p. 15).

Furthermore, Vision 2030 offers a planning framework that encourages all citizens to participate and take responsibility for national development. This effort is guided by the vision statement, "Jamaica, the place of choice to live, work, raise families, and do business". If Jamaica, takes the necessary steps to create a framework that advance a sustainable society by integrating and balancing the economic, social, environmental, and governance components of national development, it will develop a resource that "meets the needs of the present without compromising the ability of future generations to meet their own needs" (PIOJ, 2010, p. 24).

Sustainable Development and Values

Sustainable development is a system of values by which we reason and choose to live, and not something that we do or an activity that we execute (Flint, 2012). The World Commission on Environment and Development (WCED), also known as the Brundtland Commission, states that sustainable development should guarantee that the requirements of the current generation are addressed without compromising the ability of future generations to meet their own needs. In addition, education for sustainable development seeks to positively impact the way individuals think and work towards contributing to sustainable

development. Everyone is encouraged to acquire the requisite knowledge, skills, attitudes, and values so that they can contribute to building a sustainable future (UNESCO, 2020). It is with this in mind that education within a sustainable development context encompasses a vision that seeks to empower pre-service teachers to develop critical thinking abilities, values, and qualities geared toward contributing to a sustainable future. It also positions pre-service teachers to view sustainable development as essential to how they perceive their roles and responsibilities in improving and sustaining the quality of life worldwide.

Development that is sustainable addresses one's present needs without compromising a future generation's ability to meet its own needs (Brundtland, 1987). Social responsibility is one of the core values that is fundamental to sustainable development, as emphasised by Vision 2030 Jamaica. It highlights that social responsibility provides the basis on which Jamaican citizens respond and contribute to Jamaica's process of "SD and Vision 2030 in advancing national goals and the Sustainable Development Goals (SDGs)" (PIOJ, 2012, para. 1). Within the framework of sustainable development and social responsibility, education is a critical avenue for conveying values and highlighting the importance of the curriculum.

Values and the Written Curriculum

Curriculum is defined differently by individuals in the global environment and is referred to using words such as programmes, course outlines, syllabi, and courses. At the tertiary level of education, the term curriculum is rarely used and is instead often referred to as a programme or course (UNESCO, 2008b). Early writers such as Bobbitt (1918) understood curriculum to be a course of study. As societies and education developed, the word curriculum has taken on new meanings. Consequently, curriculum is defined as a process of selecting courses of study or content (Beauchamp, 1977; Wood & Davis, 1978). Curriculum as a process shows how values are presented in our everyday interactions in the classroom. Teachers as guides and students' participation are both very important in forming moral and social understandings. From the

perspective of Marzooghi (2016), curriculum can be regarded as a systematic, formalised means of instruction for teaching and learning. This infers that everything is planned, including the subject area and its content, the resources, and the experiences that learners will receive in a school. From this perspective, curriculum can function as a deliberate tool for promoting values.

Regardless of the varied terminologies of curriculum, there is a symbiotic link between content and methods of teaching and learning about values that exemplifies the inextricable connectivity of curriculum (Opertti, 2021). Kelly (2009) concurred, and stated that a curriculum is the entire experience of a learner because of the provision made and the values that support and guide it into practice. This definition is applicable to the study of values, as it recognizes that values are not merely taught, but are experienced and understood by learners in varied ways. Presenting a broad understanding of curriculum brings to the fore the dynamic nature of values within the teaching learning context.

Pre-Service Teacher Preparation Curriculum

The pre-service teacher preparation curriculum in Jamaican teachers' colleges is a 4-year curriculum leading to the Bachelor of Education Degree (B.Ed.) in Secondary Education. As mentioned earlier, the secondary education level was selected for research, and the School of Technology and Human Ecology, at a teacher training institution in the parish of Manchester, falls under this area. At the secondary level, pre-service teachers are prepared to teach specific subjects to adolescents ranging in age from 12–18 years. They are allowed to pursue subjects in the secondary curriculum as double major or major/minor programmes. The Bachelor of Education (B. Ed.) in Secondary Education curriculum is considered a comprehensive body of knowledge and skills that is organised to include a blend of general education courses, courses in professional studies, major/specialisation courses, and elective courses. Pre-service teachers are also required to complete courses that lead to their personal development such as Personal Development 1, Social Graces and Moral Education.

The general education component of the curriculum consists of courses that provide pre-service teachers with opportunities to garner the requisite knowledge, skills, attitudes, and values (integrated into some general education courses such as, Citizenship Education and Health Family Life Education (HFLE)) needed to effectively function as professionals in a diverse global environment. These courses are not related to the area of specialisation. The courses in professional studies comprise foundational and pedagogical education courses that are created to provide pre-service teachers with knowledge and understanding of the history, philosophy, and principles of teaching and learning. The component of the curriculum that integrates the content specific to the major area of study is the specialisation component, while the electives component provides optional courses that pre-service teachers can select to complement their specialisations (University Council of Jamaica [UCJ], 2018).

The Pre-Service Teacher Preparation Curriculum and Values

The educational curricular context is systematically categorized into formal, non-formal, and informal dimensions. The formal curriculum is seen as an institutionally authorized document by governing bodies such as ministries of education. It comprises written guidelines, timetables, and standardized tests and examinations (Cambridge Assessment, 2022). In contrast, the non-formal curriculum encompasses organized activities such as youth clubs, societies, and community-led initiatives (Dželalija & Vranješ, 2022). Alongside these structured pathways is the informal curriculum, which involves the unwritten lessons embedded within school cultures and peer groups (OECD, 2026).

Although the formal curriculum is an authorized, structured document, more emphasis is being placed on informal and non-formal learning to promote positive values. This shift stems from dissatisfaction with formal curriculum's efforts in this area (Davis Morrison & McCallum, 2003). While the formal curriculum primarily guides academic development, it

must embrace other value-based pathways (OECD, 2021). As an example of an attempt to achieve this, Jamaica implemented the National Standards Curriculum (NSC) for primary and lower secondary education in 2017.

Teachers' role in effectively utilising the curriculum is fundamental and contributes to the development of children and youths. Teachers are in the best position to translate written curricula into lived experiences in the classroom, based on their own pedagogical content knowledge and competence, as well as personal understanding of their values and attitudes (Ferguson, 2020). A structured, planned curriculum is a formal, official document authorized by a governing body, such as the Ministry of Education. It serves as a guide for teacher educators as they assist pre-service teachers with acquiring values and skills to help them successfully respond to challenges and opportunities. More importantly, the formal curriculum that includes objectives, content, methods, strategies, and assessment is especially pertinent, since many countries are reforming their curriculum to align with globalization and the requirements of sustainable development (UNESCO, 2008a). Rooft and Ferguson (2018) conducted research that explored education for sustainable development and formal and non-formal education at the lower secondary level in Jamaica. Their research focused on ways in which education for sustainable development was infused into the Technical and Vocational Education and Training (TVET) curricula of the NSC (three subjects— Consumer Management, Industrial Techniques, and Business Studies). The research findings revealed that while education for sustainable development problems, perspectives, and skills were integrated into various elements of three Resource and Technology subjects (p. 93):

- The curriculum was not aligned with the elements (objectives, content, learning experiences, strategies, and assessment) of education for sustainable development.
- The integration of education for sustainable development values lacked consistency (p. 106).

For the curriculum to be effective, it should be designed to "drive individual, national, and global development within fast-changing and mostly disruptive 21st-century development contexts" (Marope et al., 2017, p. 10) and explicitly infuse the values required for sustainable development. The Joint Board of Teacher Education (2003) emphasised the importance of values in pre-service preparation to ensure a sustained future; highlighting the need to prepare pre-service teachers to develop positive values and attitudes and to " ... be aware of and appreciate the importance of living in harmony with the environment" (p. 5).

Methodology

Case Study Design

A qualitative case study is "an intensive, holistic description and analysis of a bounded phenomenon such as a program, an institution, a person, a process, or a social unit" (Merriam, 2009, p. 41). It is intrinsically broad and requires direction and decisions about the type of study to choose to get results. In the broad context of qualitative methodology, a case study design was used for this research. Yin (2011) identified three types of case studies (descriptive, exploratory, and explanatory) which are selected or used based on the type of research question. Hence, this exploratory case study sought to answer "what" questions. It justified conducting a larger study on a topic for which additional information was required (Hayes et al., 2015). A key feature of this case study was the potential for future research, opening the possibility for the researcher to gain initial knowledge and understanding about the incorporation of values in the written secondary education curriculum of a Bachelor of Education (B.Ed.) programme of the School of Technology.

Selection of Site

The research site was strategically selected from all other possible sites due to the emphasis that this teacher training institution placed on values. Values are regarded as central to the

personal and professional development of all pre-service teachers at the institution; they are mainstreamed in the educational process, with a focus on promoting the development of the pre-service teacher to always strive for excellence. I purposively selected the School of Technology of this training institution as it was comprised of three units (Computer Science, Business Studies, and Human Ecology) — each offering a wide variety of courses. This provided me with the opportunity to select and examine a wide cross-section of courses for analysis of the values incorporated in them.

Data Collection

Course Outlines

This facet of the study examined course outlines as the only data source. Since the study focused on the identifying values and how they were incorporated into the curriculum, the lived experiences of students, pre-service teachers, and other stakeholders were outside the limits of this study. Consequently, primary data collection methods such as interviews and classroom observations were not required. In education research, institutional documents such as curricula are recognised as primary data sources through which educational intentions, values, and priorities are articulated and institutionalized (Bowen, 2009; Prior, 2003).

The course outlines examined were outlines of the three units of the School of Technology (Human Ecology, Computer Studies, and Business Studies). The Human Ecology (Foods and Clothing) unit comprised 25 specialisation courses; the Computer Studies (Double Option) unit had 22 specialisation courses; and the Business Studies unit consisted of 18 specialisation courses. There were also general education and professional studies courses that all pre-service teachers were required to complete.

In the examination of the course outlines, Prasad's (2008) six steps in the analysis process were used, however, steps 1–4 were used in the data collection process, and steps 5 and 6 in the analysis process. The steps are:

- Formulation of the research questions
- Selection of samples
- Development of content categories
- Finalising units of analysis

- Preparation of coding scheme and reliability testing
- Analysis of data

The study's research questions ensured that the content focused on was relevant to the study. The samples (course outlines) were selected using purposeful sampling, and chosen by a member of the Joint Board of Teacher Education (JBTE) for evidence of values. In qualitative content analysis, samples are deliberately chosen as they inform the research questions that are to be explored (Zhang & Wildemuth, 2009). Although the outlines examined did not represent all programmes offered at the teacher training institution, the study was exploratory and was intended for further research.

A category system to classify the text was critical to content analysis and was designed in direct response to the research questions and informed by the literature review, specifically the values of the Earth Charter and Vision 2030 Jamaica, which emphasize sustainable development.

The categories chosen were:

- Representation of values in years 1-4 course outlines:
 - Human Ecology (Foods and Clothing) specialisation
 - Computer Studies (Double Options) specialisation
 - Business Studies specialisation
 - Professional Studies
 - General Education

To finalize the units of analysis, I analysed course outlines to identify evidence of values by examining objectives or outcomes, content, activities, and assessments. The elements of the course outline were examined as evidence of the core values. Some core values were either explicitly stated (manifest content) or were to be interpreted from phrases used in the course outlines (latent content). The latent content was interpreted using the definition of terms as a guide (see Table 1). Values were categorised as either explicitly stated (manifest content), or inferred from words used (latent content), with interpretations guided by the definition of core values.

In the collection of the data, I was guided by the following steps:

- Examine course outlines for explicit or implicit mentions of the core value.
- Note the core values that appear in any of the four elements of the course outline.
- Record how often each core value is explicitly mentioned and assign a corresponding Core Value Scale code (see Table 2); for implicit mentions, use the definition of terms to identify the values.
- Record the code in the last column of the document matrix, using the themes: NR (not represented); SR (somewhat represented); R (represented); HR (highly represented); and ER (extensively represented).

The data collected from the examination of the course outlines were recorded in the document matrix tool (see Table 3).

Table 1

Definition of Core Values

Category	Value	Definition
Vision 2030 Jamaica	Responsibility	Being trustworthy in carrying out whatever is required for life in the environment, your home, and community.
	Forgiveness	Willingness to put aside bitterness, negative judgment, and uncaring behaviour towards someone who has caused hurt to you. Instead, show compassion, kindness, and love (Lijo, 2018).
	Tolerance	"...the conscious affirmation of favourable judgments and beliefs involving principles of justice, equality, care, and consideration for the plight of others or, more concisely, according to respect and equality to others who are different through racial characteristics, ethnicity, and nationality." (Witenberg, 2007, pp. 435).
	Truthfulness	Sharing of information that is known to be correct (Kalbfleisch & Docan-Morgan, 2019).
	Love	To possess a deep and abiding interest, a strong, enthusiastic attachment to something.
	Trust	To put in the charge of another for care, use, or performance.
	Discipline	The ability to control yourself or others even in challenging circumstances (Cambridge Dictionary, 2025).
	Cooperation	To work together in a group so that the unique skills and qualities of one individual supplement, support, and enhance the skills and qualities of the others in the group (Navarro-Castro & Nario-Galace, 2008).
	A Good Work Ethic	A set of values centered on the importance of work and manifested by determination or desire to work hard. It is about getting things done so that the work invested enhances productivity. https://en.wikipedia.org/wiki/Work-ethic
	Honesty Respect	Reflecting sincerity and truth in one's words, actions, and thoughts.

Table 2*Core Value Scale*

Theme	CODE	Frequency per course	Definition
Core values are not represented	NR	0	Core value is not represented in the learning outcomes, teaching-learning activities/strategies, content, and assessment throughout the course.
Core value is somewhat represented	SR	1–6	There are few instances of core value represented in the learning outcomes, teaching-learning activities/strategies, content, and assessment throughout the course; however, greater emphasis is needed for meaningful effect.
Core values are represented	R	7–13	Core value is sufficiently represented in the learning outcomes, teaching-learning activities/strategies content, and assessment throughout the course. The “R” suggests a balanced representation of the value.
Core value is highly represented	HR	14–21	Core value is highly represented in the learning outcomes/objectives, teaching-learning activities/strategies content, and assessment throughout the course. “HR” suggests the value receives extra emphasis in the curriculum.
Core value is extensively represented	ER	22 +	Core value is heavily represented in the learning outcomes, teaching-learning activities/strategies, content, and assessment throughout the course. “ER” suggests the value is extensively represented.

Table 3*The Document Matrix Tool*

Name of Unit:								
Name of Course:								
Type of Course: Professional Studies () General Education () Specialisation ()								
Year Group:								
Date:								
Category of Value	Values	Unit Learning Objectives/ Outcomes	Content	Learning Activities	Assessment	Frequency	Overall Representation	
Vision 2030 Jamaica	Forgiveness							
	Tolerance							
	Honesty							
	Truthfulness							
	Respect							
	Love							
	Peace							
	Trust							
	Discipline	Evaluate the effectiveness of theories of classroom discipline in managing infractions	Theories of classroom discipline	Not represented	Not represented	2	SR (somewhat represented)	
	Responsibility							
Earth Charter	Cooperation							
	Punctuality							
	Good work ethic							
	Integrity							
	(Ecological, Social)							
	Social Justice							
	Economic Justice							
General Comments:			Name of Reviewer: _____			Date: _____		

Data Analysis

Qualitative content analysis is frequently used to explore phenomena such as attitudes, values, beliefs, and social interactions (Mohanjan, 2018). It requires the categorization or coding of words, themes, and concepts within the texts before analysing the findings (Bush et al., 2020). Thematic analysis is a simple and adaptable method for analysing qualitative data that is based on coding (Braun & Clarke, 2006). Using thematic analysis, data were prepared, coded, and analysed to identify themes and patterns that answered the research questions and enhanced understanding of values in the pre-service teacher preparation written curriculum.

Two coding approaches were applied to code course outline: emergent coding, where codes were developed from the data to identify implicit values, using the definition of the core values document as a guide; and priori coding, where predefined codes (see Table 2) captured explicitly stated values. Both manifest content (explicitly stated values) and latent content (interpreted underlying meanings) were included in the study, to provide a comprehensive understanding of values in the curriculum. The themes (see Table 2) were categorised based on how well values were captured: not represented (NR), somewhat represented (SR), represented (R), highly represented (HR), and extensively represented (ER).

To ensure accuracy and consistency in the content analysis (O'Connor & Joffe, 2020), a definition of terms guide was created, and two PhD scholars independently applied the Core Values Scale coding framework that the researcher developed to examine and code sample course outlines. This inter-coding process helped to identify discrepancies and deficiencies, but feedback provided indicated no adjustments to the coding framework were necessary.

Trustworthiness of Research

In this study, ensuring credibility was fundamental to strengthening the trustworthiness of the findings (Russell & Kelly, 2002), hence I focused on credibility, dependability, and transferability (Lincoln & Guba, 1985).

Credibility was supported through reflective journaling, which documented my actions, thoughts, feelings, and potential biases throughout the study. It was important in my reflections to acknowledge my own biases and limitations, and to reflect on how these could impact the study. Dependability was ensured through an inter-coding check of the document analysis to enhance transparency, rigor, and replicability of the coding framework (Gibbert et al., 2008). Transferability was addressed by providing rich, detailed descriptions of the research processes, to allow readers to judge the applicability of the findings to other contexts (Lincoln & Guba, 1985).

Limitations of the Study

The major limitations of this study were time constraints and limited accessibility to participants on the campus. These limitations were largely due to the negative impact of the COVID-19 pandemic during the data collection period. As a result, the study was narrowed from examining both the formal and informal aspects of the curriculum to focusing only on the written (formal) curriculum.

Findings

The findings are based on data collected from the course outlines, from Years 1–4 across three units within the School of Technology. These outlines were examined to identify the values incorporated in the written curriculum. The frequency with which values appeared in the course outlines were identified using the Core Value Scale, which comprises the themes: not represented (NR); slightly/somewhat represented (SR); represented (R); strongly represented (HR); and extensively represented (ER).

Representation of Core Value(s) in Human Ecology (Foods and Clothing) Specialisation Course Outlines: Years 1–4

The Human Ecology (Foods and Clothing) specialisation consists of 25 courses. All 25 course outlines were analysed for the representation of core values. The Year 1 curriculum of Human

Ecology (Food and Clothing) consists of eight courses: Principles of Nutrition, Occupational Health and Safety, Textiles for Consumers, Food Fundamentals, Science of Human Ecology 1, Clothing Techniques 1, Consumer Education, and Science of Human Ecology 2. The content analysis revealed that of the 25 courses analysed, a core

value is slightly/somewhat represented in the learning objective and the content of Years 1 and 4. No core value is represented in Years 2 and 3. The core value, integrity (ecological), which is an Earth Charter sustainable core value, is slightly/somewhat represented and related content is shown in Table 4.

Table 4

Core Values Represented in the Elements of the Course Outlines of the Human Ecology (Foods and Clothing) Unit

Year	Course	Category	Theme/Value	Element of the Course Outline Values Represented
General Education				
1	Information Literacy	Vision 2030	Good work ethic	1 LO, 1 CC
			Honesty	1 LO, 1 CC
			Respect	1 LO, 1 CC
1	Communication Skills I		Good work ethic	1 LO, 1 CC
2	Health and Family Life Education		Discipline	1 LO, 1 CC
Professional Studies				
1	Emerging Professional	Vision 2030	Responsibility	1 CC
			Integrity (Social)	1 CC
1	Child and Adolescent Development	Earth Charter	Social Justice	1 LO, 1 CC
2	Classroom Management	Vision 2030	Good work ethic	1 LO, 1 CC
			Discipline	1 LO, 1 CC
Specialisation				
1	Occupational Health and Safety	Earth Charter	Integrity (Ecological)	2 LO, 1 CC
1	Textiles for Consumers		Integrity (Ecological)	1 LO
1	Science of Human Ecology		Integrity (Ecological)	1 LO, 1 CC
4	Housing and Community		Integrity (Ecological)	2 LO

Key: LO—Learning outcome, CC—Course Content

Representation of Core Value(s) in Computer Studies (Double Options) Specialisation Course Outlines: Years 1–4.

The Computer Studies (Double Option) Unit consists of 22 courses. Course outlines for nine of the 22 courses were revised based on University Council of Jamaica's recommendation in 2012–2013. However, all of the 22 course outlines for years 1–4 were examined. Of the course outlines

examined, Year 1 comprised four courses and content analysis of these four courses revealed that a core value was evident only in the Information Systems in Education course outline. The outline for this course consisted of six units. The core value of good work ethic is slightly/somewhat represented in a learning objective in one of the units and the related content is shown in Table 5.

Table 5

Core Values Represented in the Elements of the Course Outlines of the Computer Studies (Double Option) Unit

Year	Course	Category	Theme/Value	Element of the Course Outline Values Represented
General Education				
1	Information Literacy	Vision 2030	Good work ethic	1 LO, 1 CC
			Honesty	1 LO, 1 CC
			Respect	1 LO, 1 CC
1	Communication Skills 1		Good work ethic	1 LO, 1 CC
2	Health and Family Life Education		Discipline	1 LO, 1 CC
Professional Studies				
1	Emerging Professional	Vision 2030	Responsibility	1 CC
			Integrity (Social)	1 CC
1	Child and Adolescent Development	Earth Charter	Social Justice	1 LO, 1 CC
2	Classroom Management	Vision 2030	Good work ethic	1 LO, 1 CC
			Discipline	1 LO, 1 CC
Specialisation				
1	Information Systems in Education	Vision 2030	Good work ethic	1 LO, 1 CC
2	Teaching strategies and competency in Computing 1		Responsibility	1 LO, 1 CC

Key: LO—Learning outcome, CC—Course Content

Representation of Core Value(s) in Business Studies Specialisation Course Outlines: Years 1–4

The content analysis of the 18 course outlines of Business Studies (Major) revealed that slightly/somewhat represented is a core value in the learning outcomes and content of one of the units of a Year 1 course outline. The core value responsibility was slightly/somewhat represented, a Vision 2030 core

value. No core values were evident in Years 2, 3, or 4. Content analysis of the six business studies course outlines showed that one core value responsibility was R (represented) in the Year 1 Introduction to Management course outline (See Table 6). Responsibility, a Vision 2030 core value, was the only value sufficiently presented in four learning outcomes and four occurrences in the course content of one of the units of the course outline.

Table 6

Representation of Core Value Year 1 Business Studies (Major) Course Outline

Course Outline	Learning Objective or Learning Outcome	Content	Learning Activity	Assessment	Core Value(s) Represented	Overall Presentation
Introduction to Management	i. Examine how organizations display social responsibility.	Ways in which organizations display social responsibility.	NR	NR	Responsibility	R
	ii. Assess the importance of business ethics/ corporate responsibility in a globalized environment.	The importance of corporate social responsibility in a globalized environment.				
	iii. Discuss the underlying theories of corporate social responsibility.	Theories of corporate social responsibility.				
	iv. Use cases to assess business ethics and social responsibility.	Critique cases related to social responsibility and business ethics. NR				

Representation of Core Value(s) in Professional Studies Course Outlines: Years 1–4

Professional studies course outlines for Human Ecology and Computer Studies (Double Option) and Business Studies (Major) consisted of

15 courses, 10 of which were analysed. Content analysis of the professional studies outlines revealed that of the 10 outlines analysed, core values were slightly/somewhat represented in the learning outcomes and the related content of Years 1 and 2. The Vision 2030 core values

slightly/somewhat represented are responsibility, integrity, a good work ethic, and discipline. Social justice is an Earth Charter sustainable core value slightly/somewhat represented. No core values were represented in Years 3 or 4.

Representation of Core Value(s) in General Education Course Outlines: Years 1–4

Twelve of the 15 general education course outlines collected were analysed. Content analysis of the General Education course outlines revealed that the core values of good work ethic, honesty, and respect were slightly/somewhat represented in the learning outcomes and in the related content of Year 1 course outlines, and discipline was slightly/somewhat represented in a Year 2 course outline.

Summary of Findings

For the three units reviewed (Human Ecology, Computer Studies, and Business Studies), the findings suggest that the core values of both the Earth Charter and Vision 2030 were evident in only two elements of a course outline: the learning outcomes and the content. There was no evidence that these values are incorporated in the activities, strategies, or assessment components of the written curriculum.

The findings further suggested that good work ethic; discipline; integrity (social); social justice and integrity (ecological); responsibility; honesty; and respect were slightly/somewhat represented values in the written curriculum. Most of these values were slightly/somewhat represented in the Year 1 courses across the three units, which was the year when students were exposed to a wide cross-section of courses from both the Professional Studies and General Education components of the curriculum. In addition, the recurrent values identified were good work ethic, discipline, responsibility, integrity (social), social justice, and integrity (ecological).

Discussion

The study revealed that 25 of the 86 course outlines for the School of Technology curriculum represented core values (the Earth Charter

and Vision 2030). Eighteen of the 25 were in General Education and Professional Studies and the remaining seven were specialisation course outlines. It must be noted that all categories of courses were considered essential for pre-service teachers' professional growth. For example, professional studies course outlines focus on providing pre-service teachers with information on the background, guiding principles, and philosophy of teaching and learning. Conversely, the general education courses were intended to provide them with the information, skills, attitudes, and values to do their work successfully (UCJ, 2018). General education course offerings were consistent with UNESCO (2019), which emphasised the importance of individuals having the required information, skills, attitudes, and values to contribute to the SD of a community. Furthermore, Davis–Morrison and McCallum (2003) propose that the curriculum be used as a vehicle to promote positive attitudes and values. Nonetheless, the data indicates that values were expressed more frequently (though in a few cases) in the learning objectives or outcomes and content than in the activities, strategies, and assessments. According to Davis–Morrison and McCallum (2003), dissatisfaction with Jamaica's written curriculum in promoting values has resulted in the promotion of values more often and sometimes only through the informal and non-formal curricula.

Davis–Morrison and McCallum (2003) have both emphasized the place for values in the pre-service teacher written curriculum, and the efforts of the pre-service teacher curriculum developers to incorporate values must be commended. However, it is evident that values (such as those in the Earth Charter and Vision 20230) are inconsistently incorporated in the elements of the curriculum. As Vision 2030 Jamaica is one of the first development plans to highlight transformational core values aimed at promoting sustainable development in Jamaica, this study brings to the fore the inconsistencies in how these values are represented within the teacher training curriculum. While Vision 2030 Jamaica supports commitments to national development, citizenship, and sustainable development, these values are unevenly reflected and are often

absent from key elements of the curriculum. Elements include objectives, learning outcomes, strategies, and assessment tasks. This suggests that, although national policy provides an agenda, the translation of these values during teacher preparation remains incomplete and isolated. There are implications of inconsistency for teacher preparation, as irregular representation or promotion of values can result in pre-service teachers being bombarded with mixed messages about the importance of values and their role as agents for sustainable futures.

The irregular incorporation of values may also lead to international tensions in SD, particularly the disconnect between global frameworks (such as the Earth Charter) and how their commitments are implemented within the teacher preparation curriculum. Identifying these gaps shows that the curriculum both supports and impedes pre-service teachers' development as empowered learners and responsible, ethical citizens committed to sustainable practices. To close these gaps at both the global and national levels, curriculum developers and internal and external stakeholders of teacher training institutions must take note of this reality and respond accordingly. This requires deliberate efforts to incorporate values and values education within the curriculum to ensure that pre-service teachers are properly equipped to encourage learners to become citizens willing to actively contribute to national and global development.

With regards to the written curriculum, Davis-Morrison and McCallum (2003) expressed their dissatisfaction with the limitations of Jamaica's written curriculum in promoting values. They purported that the affective domain of learning does not always include an explicit learning objective or outcome related to values. Shephard (2008) noted that many curricula emphasise cognitive learning outcomes, but neglect affective learning outcomes. An examination of course outlines showed that core values were evident in only a few instances in the learning outcomes or objectives and the content. However, these values are not reflected in the activities, strategies, and assessments of the written curriculum. Benson and Brack

(2010) remind us that learning objectives guide the selection of content and strategies that are required to assist learners in executing learning activities and assessment tasks.

Clearly identifying the values learners are expected to understand is critical, as the objectives or outcomes inform the creation or selection of learning activities that will encourage the participation of learners and provide them with meaningful opportunities for attitudinal and skill development. Additionally, learning objectives that are properly written can guide the development of assessment tasks that correctly indicate whether the intended outcomes have been achieved. As such, learning objectives serve as a fundamental link between facilitation, learner response, and assessment, promoting consistency and purpose throughout the learning experience.

Implications

Some implications of the findings of this study indicate that if the written pre-service teacher curriculum does not explicitly incorporate values, this may have implications for the preparation of pre-service teachers, where the curriculum may:

- Limit the pre-service teachers' exposure to global values, such as those outlined in the Earth Charter, thus reducing their ability to respond responsibly to diversity and help learners understand global issues and their role in sustaining the global environment.
- Limit the pre-service teachers' ability to embrace and promote the Vision 2030 transformational values, which are helpful for understanding and supporting national priorities such as social responsibility and sustainable development, and for preparing learners to contribute effectively to Jamaica's long-term growth.
- Result in missed opportunities to prepare learners to understand, develop, and demonstrate the values needed to become productive citizens.

Recommendations

These recommendations are not conclusive; however, they are intended to create ideas and encourage discussion for further research. This study highlights the need to incorporate values into all the elements of the curriculum, to ensure that they are not underrepresented. These findings can inform dialogue with the institution and key stakeholders (such as the MoE, JTC, and JBTE) to support the incorporation of values in the pre-service teacher curriculum.

Examination of the pre-service teacher curriculum for the incorporation of values suggests a commitment to continuous improvement. As such, stakeholders promoting curriculum change

can use the Institutional Values Education Framework (see Figure 1) developed by the researcher as a guiding tool. Informed by the study's findings, the framework aims to:

- Represent values explicitly across all elements of the pre-service teacher curriculum.
- Support the planning of professional development and sensitization sessions, clarifying the alignment between national values (Vision 2030 Jamaica), institutional values, and JBTE goals, thereby supporting sustainable development through education.

Figure 1

Institutional Values Education (IVE) Framework

Rationale

This values education framework template evolved due to the findings of this research. The framework template aims to provide the institution with a tool to assist in recording data that will emerge from the analysis of values (using the Core Value Scale) within the context of the pre-service teacher preparation written curriculum in the institution. This information can be used to assist educational stakeholders in understanding more about values (national and institutional) and values education as part of the curriculum, with a focus on strategies that can enhance the values aspect of the teacher preparation written curriculum.

This framework is created to support:

- The institution's mission, vision, and guiding principles (policy and standards),
- institutional, national, and international standards (where relevant) and goals in relation to values and values education in teacher education.

What is the IVE Framework?

The IVE framework seeks to promote values and values education in the pre-service teacher preparation written curriculum. This is to explicitly incorporate values (institutional, national, and global) into the curriculum that are aimed at helping pre-service teachers better understand and gain knowledge of values.

The IVE Framework can be used to:

- Encourage and guide constructive dialogue among the institution and the internal and external educational stakeholders.
- Enhance the value-based component of the pre-service teacher preparation curriculum.
- Inform the planning of professional development and sensitization sessions, and
- Facilitate an understanding of the relationship between the global values (Earth Charter), the transformational core values of Vision 2030 Jamaica, the institution's values, and the goals of the JBTE in achieving sustainable prosperity for Jamaica.

Figure 1 (continued)
Institutional Values Education (IVE) Framework

Core Value: Discipline — The ability to control yourself or others even in challenging circumstances (Cambridge Dictionary, 2025).	
Categories: National (Vision 2030, Jamaica), Institution	
i. Objectives / Learning outcome	[Insert]
ii. Content (Main topics):	[Insert]
iii. Strategies	[Insert]
iv. Assessment	[Insert]
Core Value: Responsibility - Being trustworthy in carrying out whatever is required of life, in the environment, your home and community.	
Categories: National (Vision 2030, Jamaica), Institution	
1.Objectives/Learning Outcomes	[Insert]
ii. Content	[Insert]
iii. Strategies	[Insert]
iv. Assessment	[Insert]
Core Value: Good work ethic — A set of values centered on the importance of work and manifested by determination or desire to work hard; getting things done so that the work invested is not counterproductive. https://en.wikipedia.org/wiki/Work_ethic	
Categories: National (Vision 2030), Institution	
i. Objectives/Learning Outcomes	[Insert]
ii. Content	[Insert]
iii. Strategies	[Insert]
iv. Assessment	[Insert]
Core Value: Integrity (social) — Behaving the way that you know is right and benevolent in all circumstances.	
Categories: Nation (Vision 2030, Jamaica), Institution	
i. Objectives	[Insert]
ii. Content	[Insert]
iii. Strategies	[Insert]
iv. Assessment	[Insert]

Ethical Considerations

Ethical permission for the study was obtained from The UWI Mona Campus Research Ethics Committee. Additionally, permission was sought from the JBTE to examine the course outlines.

Suggestions for Further Research

The findings of this case study provided beneficial information to relevant educational stakeholders. Possible areas for further research are:

- A longitudinal study tracking how values education during teacher preparation influences teachers' classroom practices over time.
- Barriers to incorporating values in the written teacher preparation curriculum.
- An examination of how Vision 2030 Jamaica is interpreted and promoted in teacher preparation at teacher training institutions.

Conclusion

The study provided information on the incorporation of values in the pre-service teacher preparation curriculum based on an examination of course outlines of a programme at one teacher training institution. The information in the documents examined indicated that values were not explicitly promoted in the pre-service teacher written curriculum. This research gap may necessitate additional research to determine the impact this limitation may have on the effectiveness of the pre-service teachers' written curriculum.

It must be noted that since this is a qualitative study, its findings are not conclusive and as such cannot be generalized to pre-service teacher preparation curricula in the other Jamaican teacher training institutions. Additionally, this study focused only on the formal (and not the informal) curriculum. Notwithstanding, this research suggests that values are not only essential but critical to teacher preparation, particularly in equipping pre-service teachers to foster responsible and engaged citizenship among learners. By deliberately incorporating values into the written curriculum, training institutions can better prepare future teachers to support national and global development goals. Strengthening a values-based curriculum, therefore, represents the first step toward meaningful and deliberate efforts to develop socially responsible citizens and advance sustainable development at national and global levels.

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