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INTERNATIONAL BOYS' SCHOOL COALITION
JULY 2018

The Character of Character Education

Dr Phil Cummins
Bradley Adams

The Centre for Innovation, Research, Creativity and Leadership in Education Pty Ltd

CONTEXT: ABOUT US

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CIRCLE – The Centre for Innovation, Research, Creativity and Leadership in Education

Working with over 1,750 schools internationally
Achieving better outcomes for more learners by building cultures of excellence in leadership and learning in communities of inquiry
An educational agency that equips, empowers and enables schools and school leaders through consultancy, research and other educational services
Strategic alliances with tertiary bodies (including University of Tasmania and Alphacrucis College) and professional associations (including IBSC and ABSNZ)
Creating educational software solutions for improving school performance including Touchstones

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Thank you to our Project Schools

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Baltimore Collegiate School for Boys	Belmont Hill School	Bishops (Diocesan College)
Blue Ridge School	Boys Latin of Philadelphia Charter School	Boys Latin School of Maryland
Brisbane Grammar School	Buckley School	Camberwell Grammar School
Cathedral School for Boys	Chaminade College Preparatory School	Christ's College
Colegio Alpamayo	Dulwich College	Fairfield Country Day School
Gilman School	Hale School	Haverford School
Hutchins School	King Edward's School	King's School
Landon School	Leaf Academy	Northwood School
Palmerston North Boys High School	Prince Alfred College	Radley College
Rathkeale College	Roxbury Latin School	San Miguel Academy of Newburgh
Scots College	Selwyn House School	Shore School
Southport School	St Alban's College	St Andrew's College
St Benedict's College	St Christopher's School	St David's School
St David's Marist Inanda High School	St John's College (Johannesburg)	St. Paul's School (MD)
St Peter's Boys' Prep School	Town School	Trinity Grammar Kew
University School	Viaro Global School	Waihi School

OUR BRIEF: TERMS OF REFERENCE FOR CHARACTER EDUCATION IN SCHOOLS FOR BOYS (2016)

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Always central to the mission at boys' schools, character education has gained new urgency in recent years. Learning how to navigate change and complexity with a strong moral compass, building character strengths such as perseverance and grit, and understanding one's self and purpose for others are fundamental for boys' well-being as they make the journey to manhood. In truth, however, most schools struggle with this vital work — even those that claim to do a good job at it. It proves inherently difficult to define precisely what "character education" actually is, and what processes, programs, and practices impact character development.

Character Education in Schools for Boys will investigate and report on effective practices in boys' character education. The project will propose a well-researched framework for schools to evaluate current practices, processes, and programs in character education; sharpen strategy and planning for character education; develop meaningful and authentic outcomes; create standards for accountability, reporting, and professional learning; and communicate this focus and consensus to the wider school community. Respectful of individual school culture and tradition, this framework for character education will serve boys' schools better than prescriptive models espoused by specialist organizations and agencies in character education.

CHARACTER EDUCATION IN SCHOOLS FOR BOYS: ACKNOWLEDGMENTS AND MAJOR DELIVERABLE

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- Project sponsors: IBSC Trustees, Research Committee, Executive Director, Chief Operating Officer
- Project schools: 49 schools in 9 countries (Australia, Canada, New Zealand, Peru, South Africa, Slovakia, Spain, United Kingdom, United States) representing nearly 40,000 students and 4,500 faculty
- Project participants: 10,000s of responses, 100,000s of data points
- Project team: CIRCLE staff
- Project report: *Character Education in Schools for Boys* (400 pp, 175,000 words):
  - Introduction
  - Chapter 1: Discovery survey
  - Chapter 2: Teacher effectiveness survey
  - Chapter 3: Boys' voice survey
  - Chapter 4: Leaders' survey
  - Conclusion: Fundamental learnings
  - Appendices including executive summary

21C CHARACTER AND COMPETENCY – THE WHOLE WORK OF A SCHOOL

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- "If character is the whole work of a school, we believe that when it comes to the shaping of the school's purpose, nothing is more critical to a school's understanding of its purpose than its conception and execution in all respects of its fundamental preferred outcomes for the character of its graduates and the competencies that surround this: what the students know, can do, feel, believe and are disposed towards. In other words, it is character education that drives the character of a school."
- "This, then, is what we mean by a competency: the capacity of student to demonstrate what they have learned in an educational process that asks them deliberately and simultaneously to know, to do, to believe, and to reflect. This capacity is situated in and demonstrated by the civic, performance and moral character of a student – how they live their lives in terms of the fulfillment of their obligations to others, their potential, and their fundamental beliefs about what is good and right for them to do."

- Character Education in Schools for Boys (2018)

THE CHARACTER OF CHARACTER EDUCATION – KEY DEFINITIONS

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Character refers to how people live their lives in terms of the fulfillment of their obligations to others, their potential, and their fundamental beliefs about what is good and right for them to do. It is a multi-layered idea that refers to the mark and measure of a person, a notion that encompasses their characteristics and idiosyncrasies, the extent of their resilience and robustness, and their capacity to model and lead through their virtues and qualities. This character is a product of processes that help individuals to realise their own character while also replicating the character expected of them by others.

Character competency is the cultivation and demonstration of those virtues and qualities that are aligned with the values, dispositions, and actions that are associated with civic character, performance character, and moral character. This can be measured on a developmental continuum that moves from the expression of self-interest, to awareness, to intent, to judgment, to coherence, and finally to competence.

THE CHARACTER OF CHARACTER EDUCATION – KEY DEFINITIONS

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The stakeholders in schools for boys want to see the culture of their schools aligned with the principles that sit behind this understanding of 21C character and competency. With this emerging 21C perspective in mind, we need to view character education not simply as a discreet activity that exists in a specific place and time; it is the whole work of a school. **Character education**, therefore, is the articulation and application of school's whole program of education to build capacity in character competency through the development of rigor in character practice, expertise in character apprenticeship, depth in character leadership, and richness in character capital across the contexts, design, and experiences of character learning.

THE CHARACTER OF CHARACTER – SOME KEY DEFINITIONS

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- **Character practice:** associated with the Theory of Pedagogy, this refers to the community of character practice which acts to test and validate the teaching and learning of character.
- **Character apprenticeship:** associated with the Theory of Relationship, this refers to the special relationships through which individuals go through a process of moving from being novices to experts in character competency and in turn help others develop their own mastery of character.
- **Character leadership:** associated with the Theory of Culture, this refers to the specific character labour exercised by leaders in modeling character and developing character competency, as well as reinforcing character education through honourable traditions, rituals, artefacts, and models. Character education efficacy results from the will and their capacity of leaders to embed a shared commitment to "what we want, why we want it and how we do" it in character education.
- **Character capital:** associated with the Theory of Everywhere, this refers to the quantum of character in a community and its relevant expressions in education, practice, apprenticeship, and leadership for this character.

THE CHARACTER OF CHARACTER EDUCATION – KEY DEFINITIONS

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Schools of character demonstrate a shared vision and vocabulary for their preferred future, an agreed value proposition for what the school delivers, and change whose velocity, shape, and trajectory have all been designed and implemented to attenuate the demands and pressures of the school's external and internal contexts. They deliver an excellent education for character that is founded on fit for purpose graduate outcomes and their key 21C qualities and competencies (character, communication, change readiness, creative and critical thinking, citizenship, and collaboration), and the expression of these in a curriculum that we propose that boys' schools might consider as they shape their educational philosophies, programs and activities in the years ahead. They see their capacity growing along pathways or corridors that are defined by these outcomes, qualities and competencies, the stages of which are measured according to a an organisational maturity model that assesses the journey of a school for boys to become a fit for purpose 21C school of character. This maturity models tracks in particular the character of the school's climate and culture, the leadership of its educational program, the effectiveness of its teachers, the student educational experience and outcomes that help them to become "whole men", the alignment of operations with strategy, and the state of teacher professionalism within a community of practice. These can be tracked along a continuum from individual practice to strategic awareness to strategic intent to strategic judgment to strategic coherence to fit for purpose competency.

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Character leadership refers to the specific character labour exercised by leaders in modeling character and developing character competency, as well as reinforcing character education. Character labour refers to the deeds, words and decisions that reveal a leader's true character and promote the character labour of others and the character capital of the school as a whole. Character education efficacy results from the will and their capacity of leaders to embed a shared commitment to "what we want, why we want it and how we do" it in character education. Character leadership is associated with the Theory of Culture which states that character education is reinforced by character leadership that attends to honourable traditions, rituals, artefacts and models.

THE CHARACTER OF CHARACTER EDUCATION – KEY DEFINITIONS

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Character capital refers to the quantum of character in a community and its relevant expressions in education, practice, apprenticeship, and leadership for this character. It associated with the Theory of Everywhere which states that character education occurs all the time in multiple sites that develop character capital across the whole school. Character capital relates particularly to the value of the feelings and perceptions held by the school and wider communities about the character purpose and character strengths of a school. Families want to support and to be involved with schools whose values and character they respect. This in turn creates brand value, reputation and goodwill and results in loyalty, lifetime relationships and referrals. In this way, character capital externalises the shared purpose of relationships. It also internalises the alignment of hearts and heads. The value of families' character commitments is held in the hearts of the people within a school. It can be seen in the energy and enthusiasm that people bring to support and act upon the values and character strengths of the school. Every relationship that a school has with everyone it touches is an asset and an investment. To build character wealth, leaders must treat your people as investors because that is what they are — intellectual, emotional and character investors. Every day they bring their heads and hearts to their character work with students. If they do not do this work imaginatively and with commitment, outcomes for character education will be diminished. Character capital also builds personal value in terms of the level of positive, focused energy about character and character education that leaders invest at work and in their personal life. Leaders may inspire or demoralize others first by how effectively they manage their own "character presence" and, second, by how well they mobilize, focus and renew the collective character energy of the people they lead.

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1 **Juxtaposition:** We need to adopt a shared model of character development. Character educators operate in a well-intentioned fashion that demonstrates understanding about character and desire to help students to acquire greater proficiency in what we would call character competency. Nonetheless, they lack a clear understanding of how character is formed and shaped in the lives of young men. They also have no real way of measuring what they see beyond a number of observational formative assessment tools.

We propose a model that is based on juxtaposition. This sees character being formed within an education that negotiates the ongoing tensions about the functions of education in helping individuals to make their mark by realising aspirations towards a unique character whilst also guiding them towards understanding their measure by replicating behavioural norms that meet shared community expectations.

We recommend further exploration and potential validation of the proposed models for character development and experiential education (in its broadest sense) through the research functionality of the IBSC, promotion of these models through its related education programs, and the development of this study's putative sets of character development measurement tools into a suite of viable and valid instruments that schools can use to evaluate their character education goals.

THE CHARACTER OF AN EDUCATION

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Perceptions about the aspiration and function of an education for character:

- **Character as realisation**: Character as realisation: an inside-out model that seeks to actualise individual identity and potential within a social context
  - Largely the consequence of leadership that empowers people to operate within and contribute to their communities as distinctive agents responding with wisdom to the data around them
- **Character as replication**: an outside-in model that aligns culture, ethos and practice with corporate and social expectations
  - Largely the by-product of management processes that seek to gather data, measure it and use it to conform the individual to the collective

GROWTH AND FORMATION OF CHARACTER THROUGH THE EXPERIENCE OF AN EDUCATION (2013-2018)

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An experiential model for the growth of a person through schooling:

Childhood Preparing for life through discovery of potential competency and anticipation of fulfillment of this in a life spent in relationship with others	School Rehearsing for adulthood through providing diverse encounters and experiences of competency within deliberately incremental and immersive learning	Adulthood Living a life grounded in wisdom, accomplished through our competencies and revealed by civic, performance and moral character
Potential	Becoming	Accomplishment
Passion	Meaning → Understanding	Proficiency
Effort	Authenticity → Identity	Attitude
Dreams	Transformation → Reflection	Goals
Grades	Sustainability → Results	Contribution
Self	Service → Purpose	Others
Friends	Relationships → Context	Community

A DEVELOPMENTAL MODEL FOR THE ACQUISITION OF CHARACTER COMPETENCY: FROM ME TO US (2018)

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CIVIC CHARACTER	PERFORMANCE CHARACTER	MORAL CHARACTER
Meeting minimum standards and expectations characterised by respect, civility and consideration for others – assessed through a threshold test of behaviour – key question: do I belong?	Achieving performance characterised by purpose, persistence and reflection – assessed through a description of drive, growth and progressive attainment of goals – key question: am I reaching my potential?	Aspiring to live a good life informed by a personal code characterised by courage, honesty, and humility – assessed by interrogating commitment to personal and community expectations for values, ethics and purpose – key question: am I doing what is good and right in my life?

Demonstrates self-interest: places self before others in pursuit of desires

Demonstrates awareness: begins to understand social responsibility

Demonstrates intent: designs life around purpose of serving others

Demonstrates judgment: increasingly uses evidence to make good decisions

Demonstrates coherence: lives a values-rich life of contribution and leadership

Demonstrates competency: achieves significant impact for the benefit of all

ME **YOU** **US**

2 **Disposition:** We need to be cognizant of the impact of subjectivity on our practice. Many character educators are deeply committed to improving the character of their boys and this sense of purpose flows into their work. Most of them are unaware of the extent to which their work in character education is largely based on personal preference and situational judgment that is justified on the basis of powerful personal anecdotes that speak to isolated examples of success, as opposed to reflective, evidence-based and transparent practice that speaks to consistency and quality across the board.

We suggest that the impact of the disposition of educators on character education be more widely recognized. We need to acknowledge how the perspectives and intentions of educators towards their understanding of the notion of character shape their responses towards the importance, function, and, most significantly, the purpose of character education so that these become more fully aligned with the mission of the school and the deeper practice of the profession.

We recommend utilizing the network of the IBSC to facilitate further study into the area of disposition and its potential for positive impact on character education within and across schools for boys.

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What is this thing called character?

When we refer to "character" and "character education", what do we mean?		
Character means …	**We talk about it as …**	**We educate for …**
Personality ↓	"His character" ↓	Traits ↓
Idiosyncrasy/individuality ↓	"He's a character" ↓	Distinctiveness ↓
Response to challenge ↓	"He shows character" ↓	Resilience and robustness ↓
Positive virtues ↓	"He's got character" ↓	Values and alignment ↓
Role model	"His good character"	Leadership

Does how much we frame character influence …

What we expect of a man ?

How we might measure it?

How we might educate for it?

QUESTIONNAIRE ON EFFECTIVE PRACTICES IN CHARACTER EDUCATION (2016-2017)

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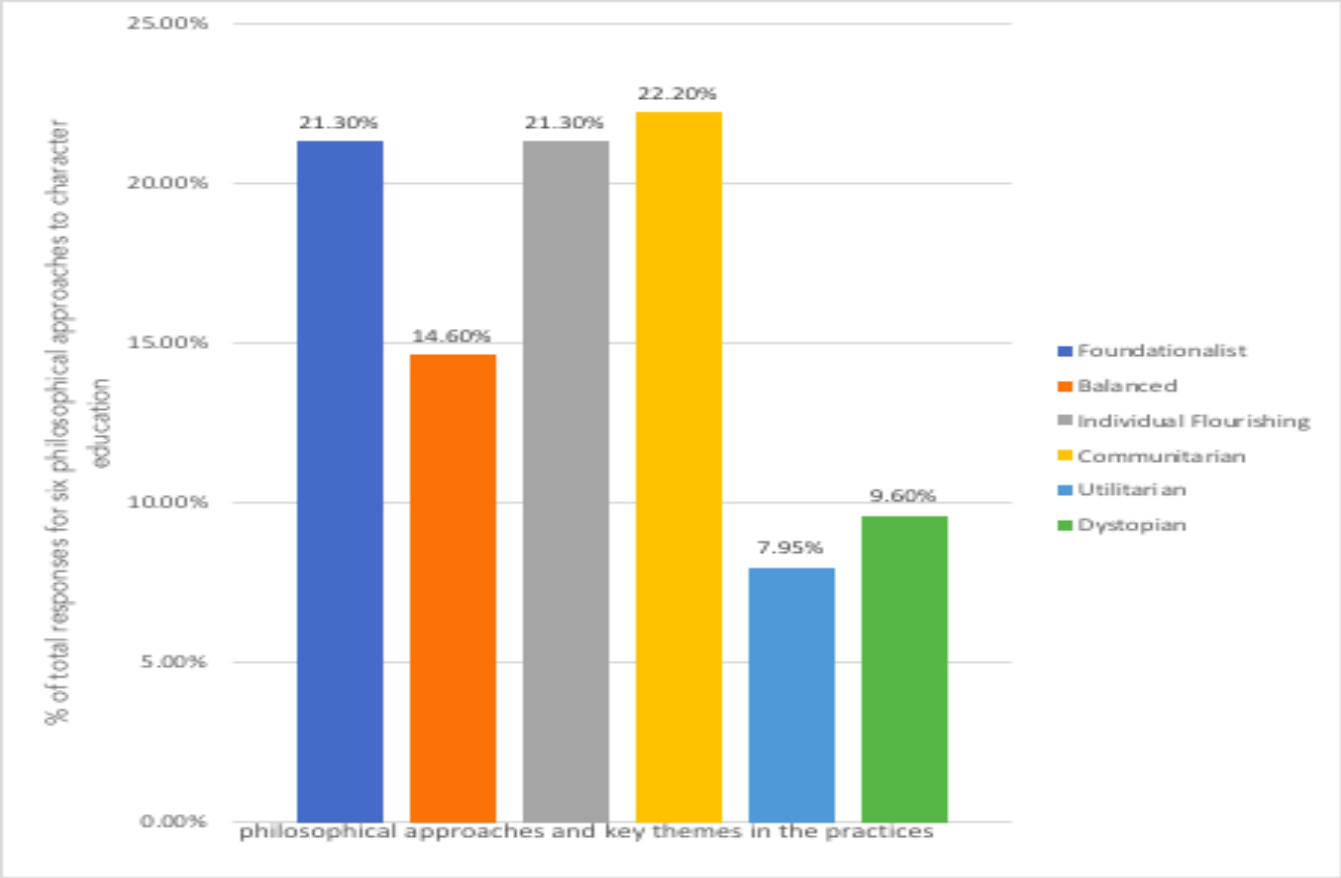
- Question 1: Please provide a statement of your philosophy as an educator for character. Why do you believe that character education is an important part of your work with boys in your school, and what do you seek to achieve?



QUESTIONNAIRE ON BOYS' VOICE (2017-2018)

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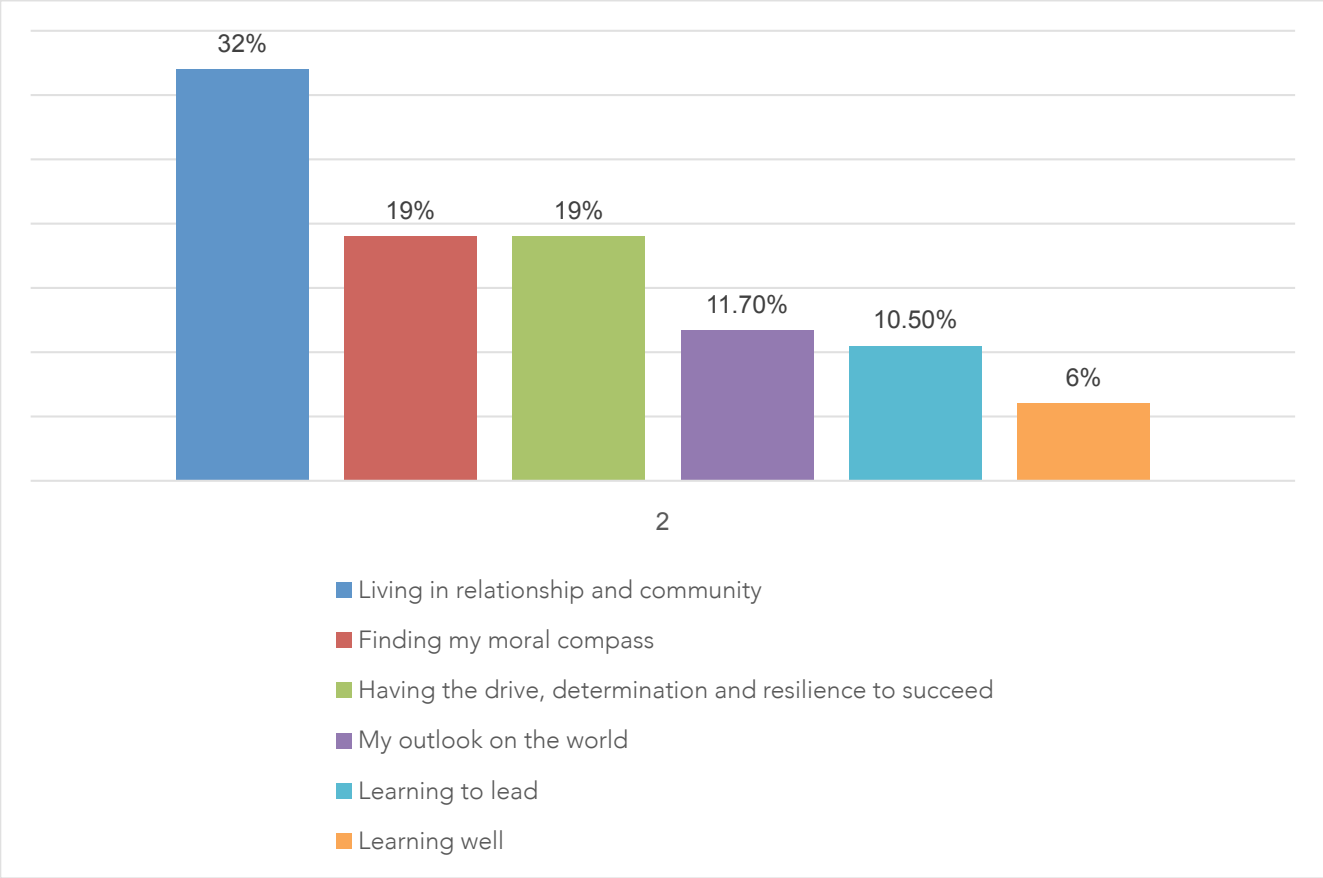
- Question 1: In your opinion, what character qualities does your school strive to develop in the boys? Try to list as many character qualities as you can in the space below, and aim for at least FIVE character qualities.



QUESTIONNAIRE ON BOYS' VOICE (2017-2018)

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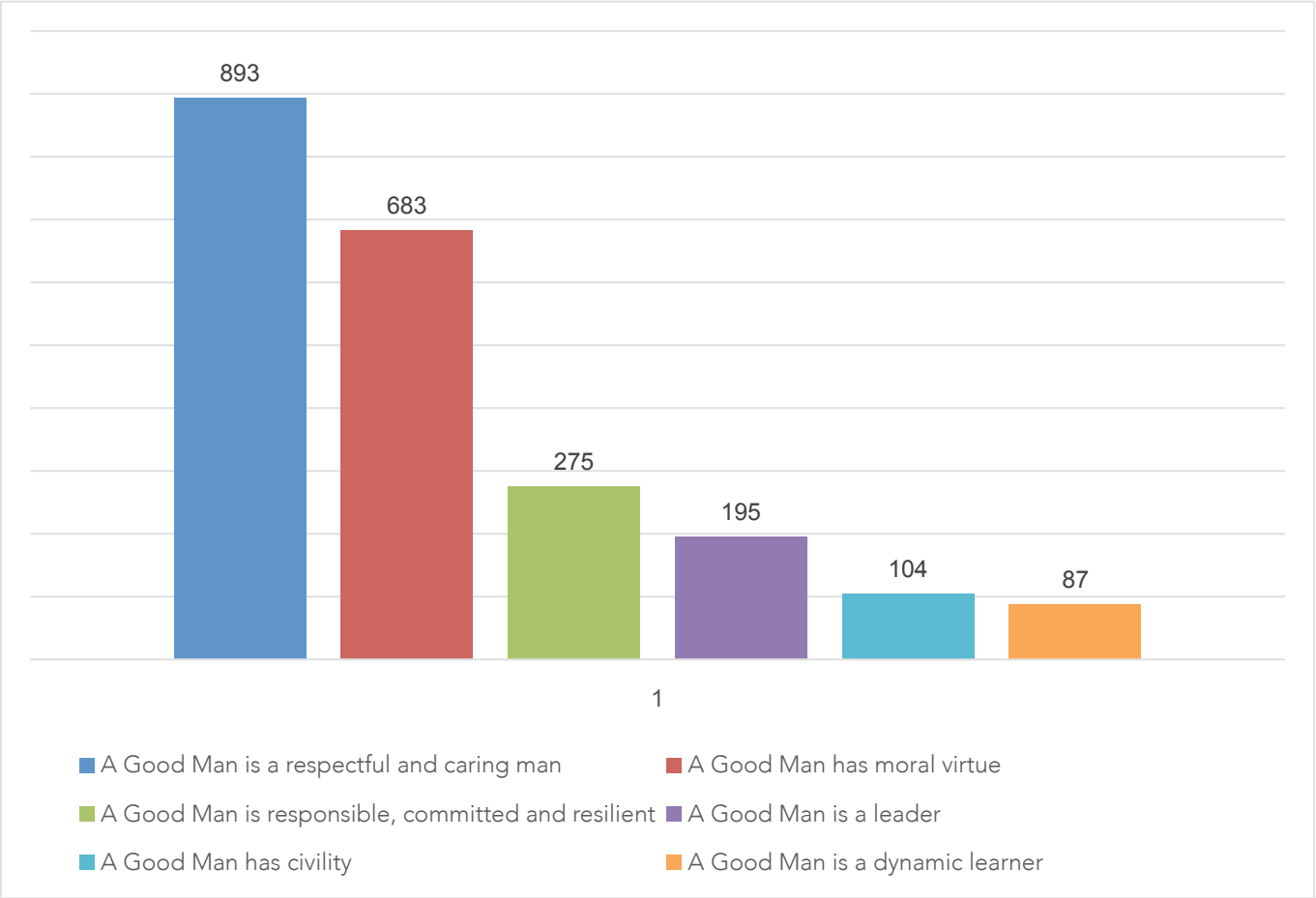
- Question 4: In your opinion, what character qualities does it take to be a "Good Man"? Tell us what you mean.



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3 **Location:** We need to understand how what we do individually in character education can be situated within a model of what we do collectively. Educators can speak with confidence about what they do within their own part of the life of a school; they can observe some of what happens elsewhere. Few educators operate with an understanding of the whole ecosystem in which character educations operates in a school, nor do they have an adequate model that they can use to evaluate their own practice within this whole.

We propose a greater emphasis on location. In other words, we believe that the operation of character education in a school can be best understood through a model that situates broad theory within specific learning contexts, design principles and experiences, as well as the exemplary character practice that occurs in them.

We recommend the adoption of the proposed Model for Character Education by the IBSC, promotion of the model through its related education programs and research activity, and the development of this study's putative sets of character education measurement tools into a suite of viable and valid instruments that schools can use to evaluate their character education goals

A CIRCLE Model of Character Education

Character refers to how people live their lives in terms of the fulfillment of their obligations to others, their potential, and their fundamental beliefs about what is good and right for them to do. It is a multi-layered idea that refers to the mark and measure of people, a notion that encompasses their characteristics and idiosyncrasies, the extent of their resilience and robustness, and their capacity to model and lead through their virtues and qualities. This character is a product of processes that help people to realise their own character while also replicating the character expected of them by others.

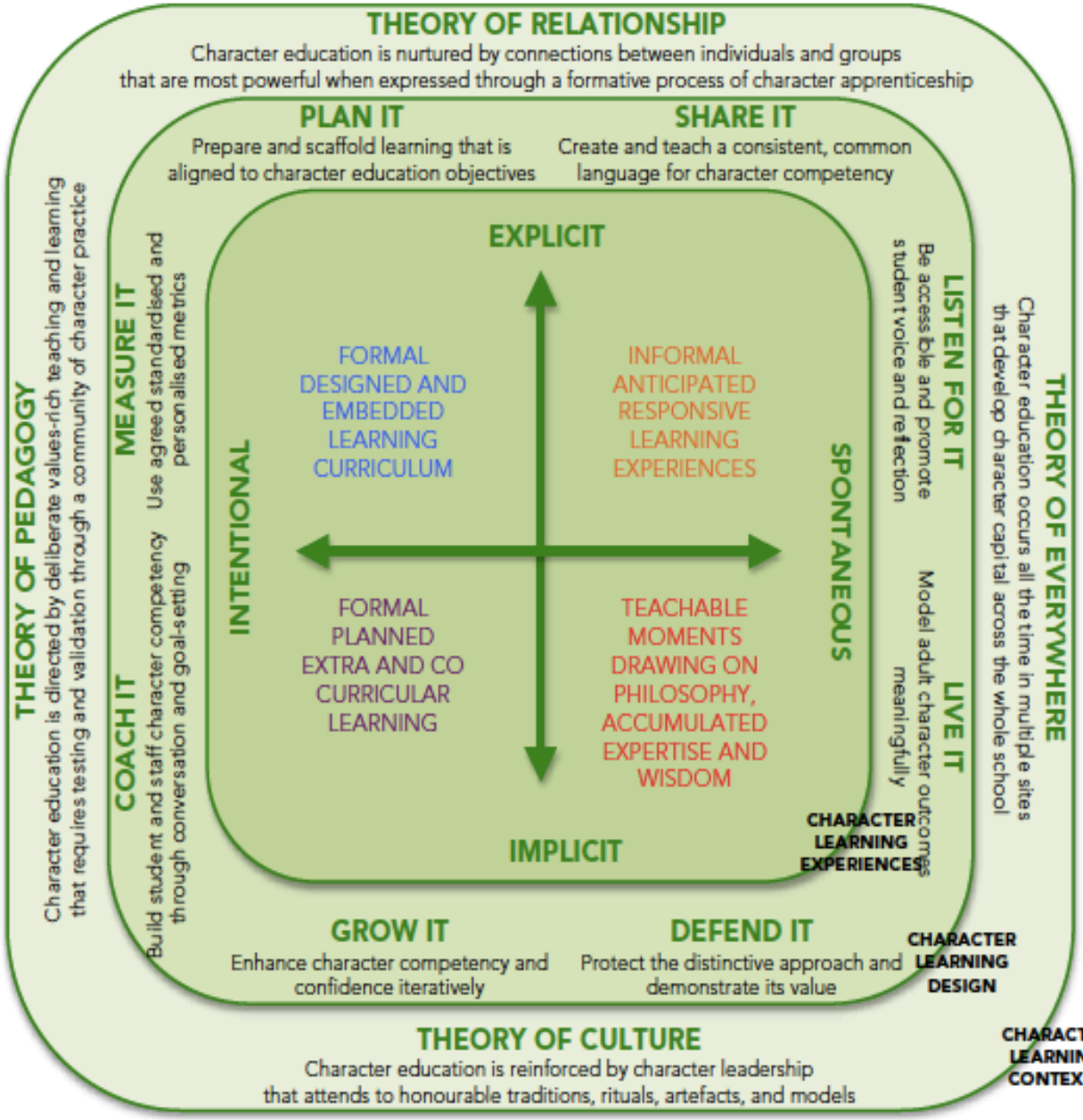
CHARACTER COMPETENCY

Character competency is the cultivation and demonstration of those virtues and qualities that are aligned with the values, dispositions, and actions that are associated with:

Civic character: Meeting minimum standards and expectations characterised by respect, civility and consideration for others – assessed through a threshold test of behaviour – key question: am I fulfilling my obligations to others?

Performance character: Achieving performance characterised by purpose, persistence and reflection – assessed through a description of drive, growth and progressive attainment of goals – key question: am I reaching my potential?

Moral character: Aspiring to live a good life informed by a personal code characterised by courage, integrity and humility – assessed by interrogating commitment to personal and community expectations for values, ethics and purpose – key question: am I doing what is good and right in my life?



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1. **Resilience of consensus around ethos**
2. **Effective and engaging reporting and communication**
3. **Tangible outcomes for students and programs**
4. **Robustness and consistency of standards**
5. **Strategic clarity and connection**
6. **Focused and committed community of practice**

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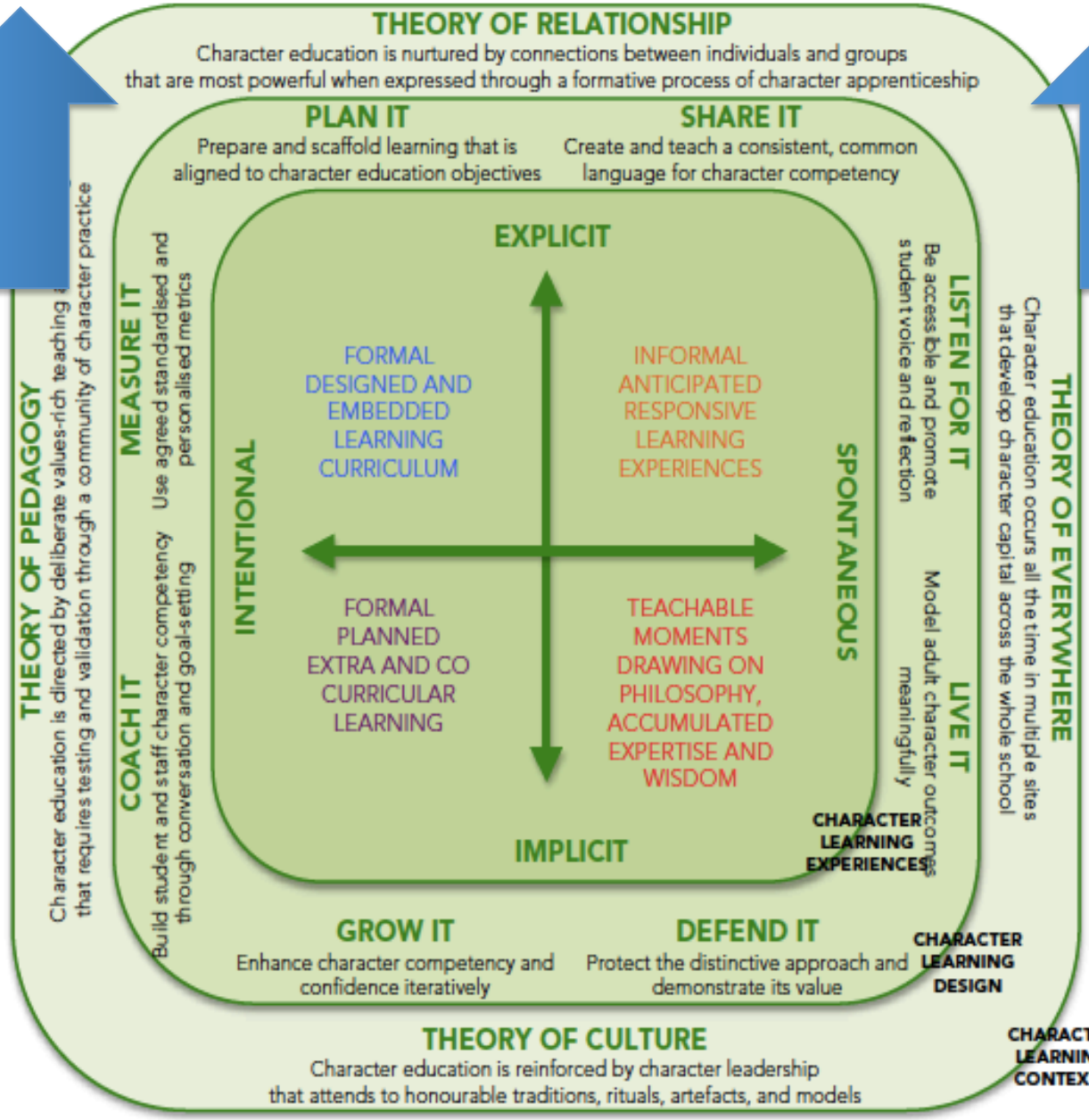

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WHAT IS CHARACTER COMPETENCY?

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Currently, most educators feel most comfortable operating in the areas of civic and performance character, although they often employ methods of assessment and form judgments in ways more appropriate to different forms of character, especially when applying threshold tests to situations involving moral character.
All schools need to develop their community of practice and expertise within each specific type of character.

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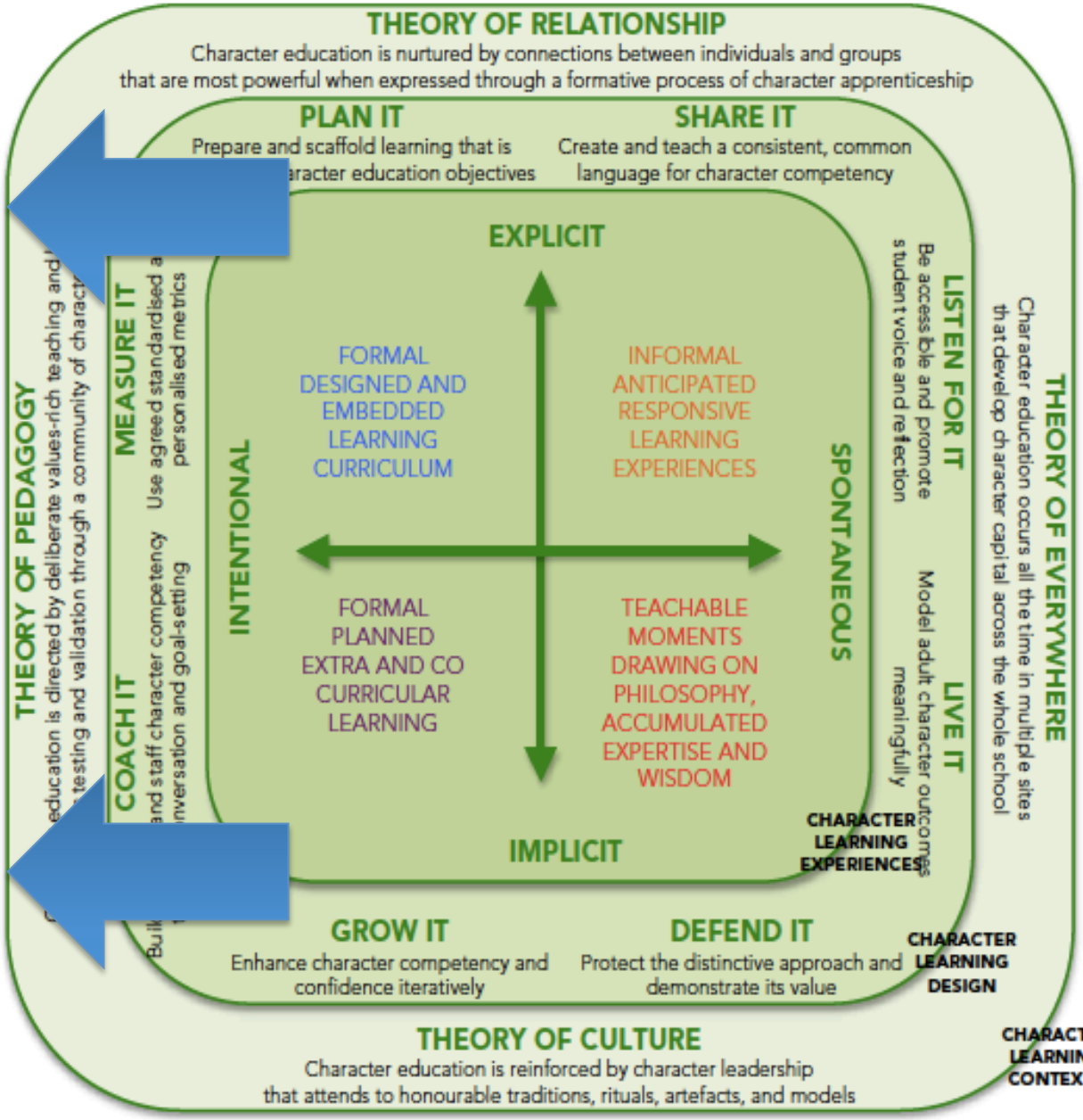

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WHAT IS CHARACTER EDUCATION? HOW MIGHT WE MEASURE IT?

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2. Effective and engaging reporting and communication
3. Robustness and consistency of standards
4. Tangible outcomes for students and programs
5. Strategic clarity and connection
6. Focused and committed community of practice

Currently, most educators want to engage with meaningful measurement of character education but do not know how to do it well.
All schools need to develop their community of practice in deliberate evaluation of character education.

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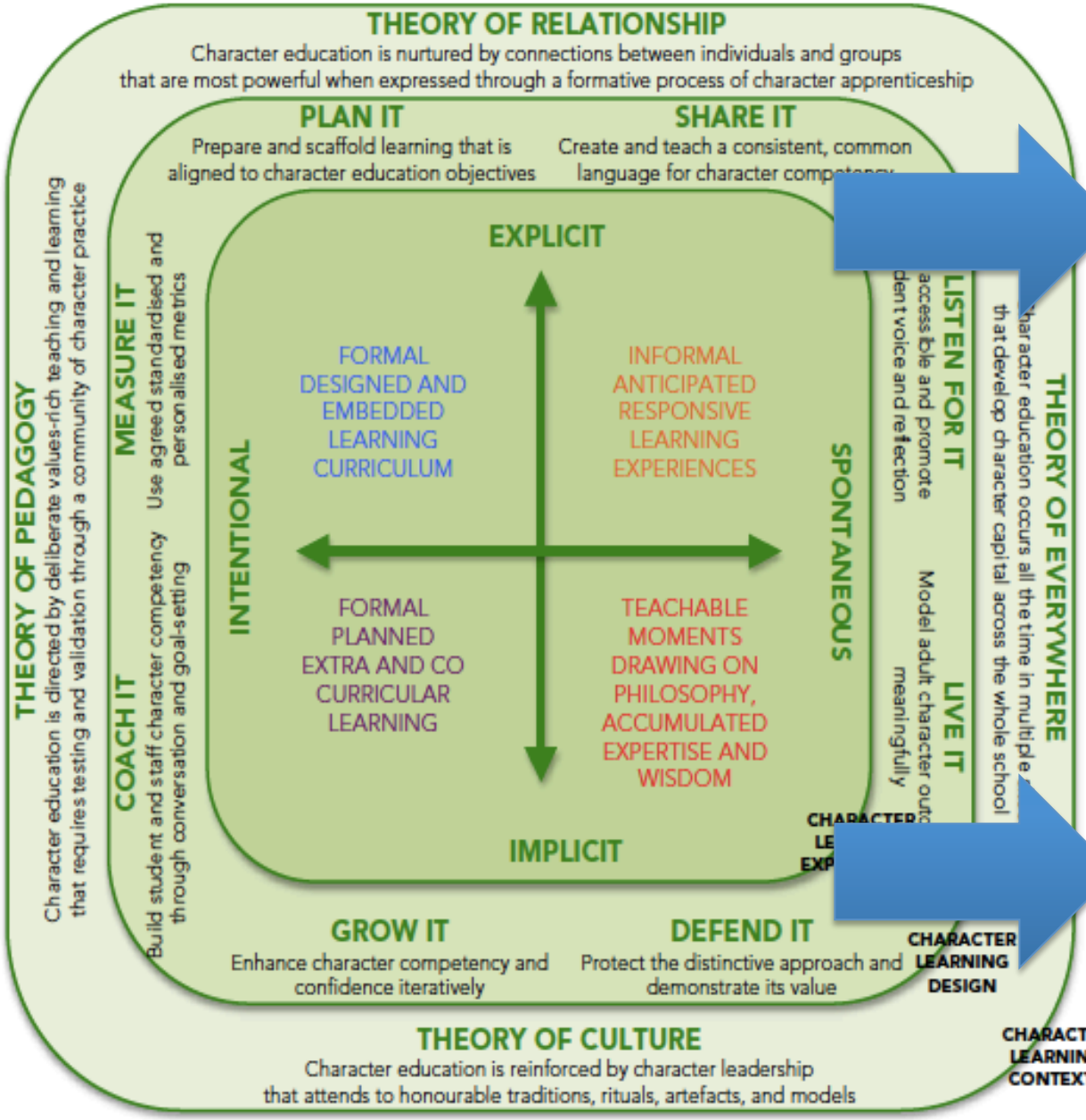

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A DEVELOPMENT MODEL FOR CHARACTER EDUCATION? – WHAT WE SHOULD EXPECT TO SEE IN A SCHOOL OF CHARACTER FOR BOYS (2018)

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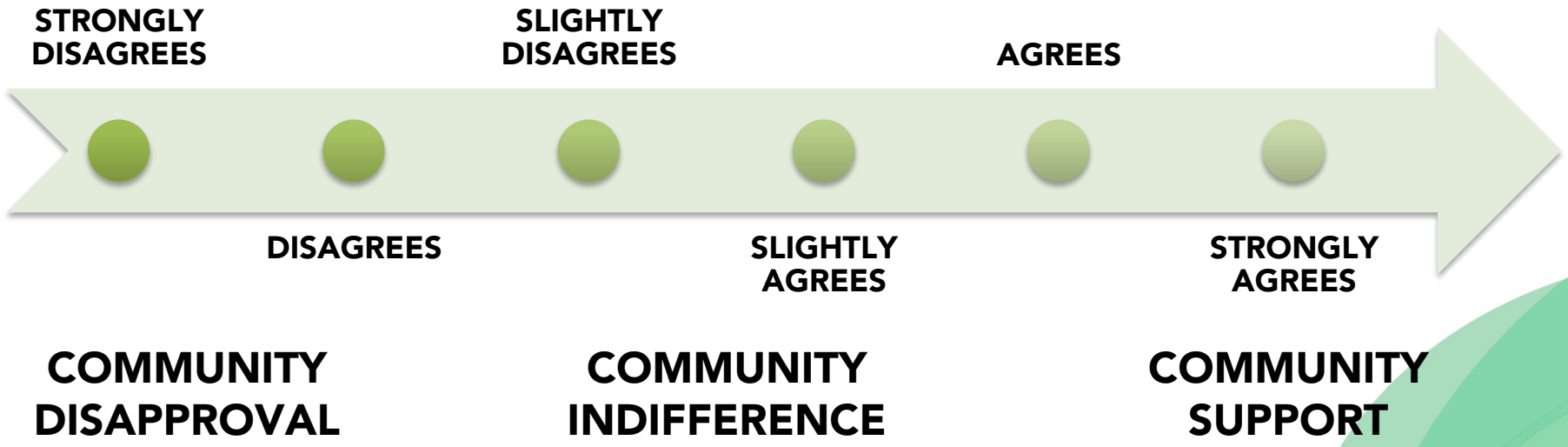
CIRCLE'S GREAT 21C SCHOOL MARKERS – WHAT WE SHOULD EXPECT TO SEE IN A SCHOOL OF CHARACTER	Resilience of Consensus Around Ethos	Effective and Engaging Communication and Reporting	Robustness and Consistency of Standards	Tangible Outcomes for Students and Programs that Meet Expectations	Strategic Clarity and Connection	Focused and Committed Community of Practice



WHERE IS CHARACTER EDUCATION?

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Character education is the articulation and application of school's whole program of education to build capacity in character competency through the development of rigor in character practice, expertise in character apprenticeship, depth in character leadership, and richness in character capital across the contexts, design and experiences of character learning:

1. Learning contexts:
   i. Theory of relationships: Character education is nurtured by connections between individuals and groups that are most powerful when formed through a formative process of character apprenticeship.
   ii. Theory of culture: Character education is reinforced by character leadership that attends to honourable traditions, rituals, artefacts and models.
   iii. Theory of everywhere: Character education occurs all the time in multiple sites that develop character capital across the whole school.
   iv. Theory of pedagogy: Character education is directed by deliberate values-rich teaching and learning that requires testing and validation through a community of character practice.

Currently, many schools engage effectively with theories of relationship and culture.
All schools need to develop their community of practice in the theories of everywhere and pedagogy.

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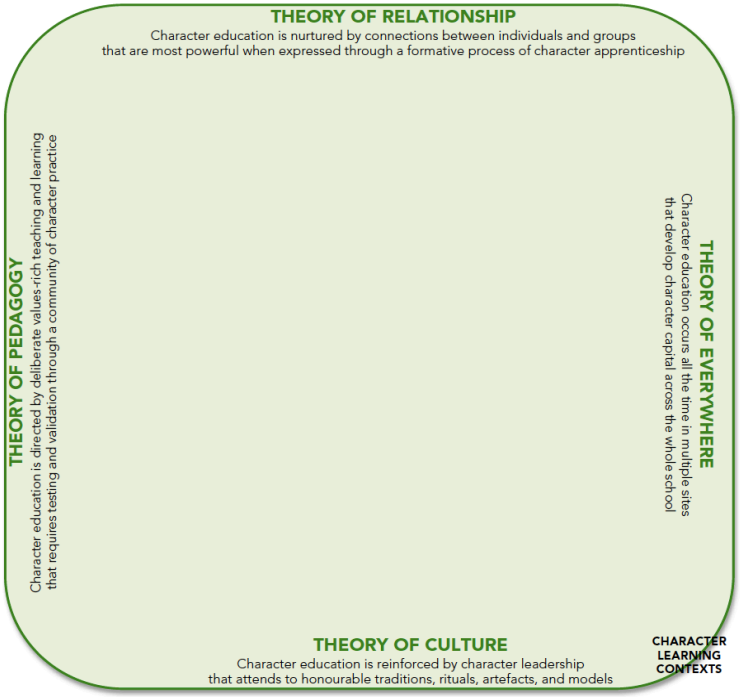

A CIRCLE Model of Character Education

Character refers to how people live their lives in terms of the fulfillment of their obligations to others, their potential, and their fundamental beliefs about what is good and right for them to do. It is a multi-layered idea that refers to the mark and measure of people, a notion that encompasses their characteristics and idiosyncrasies, the extent of their resilience and robustness, and their capacity to model and lead through their virtues and qualities. This character is a product of processes that help people to realise their own character while also replicating the character expected of them by others.

CHARACTER COMPETENCY

Character competency is the cultivation and demonstration of those virtues and qualities that are aligned with the values, dispositions, and actions that are associated with:

Civic character: Meeting minimum standards and expectations characterised by respect, civility and consideration for others – assessed through a threshold test of behaviour – key question: am I fulfilling my obligations to other

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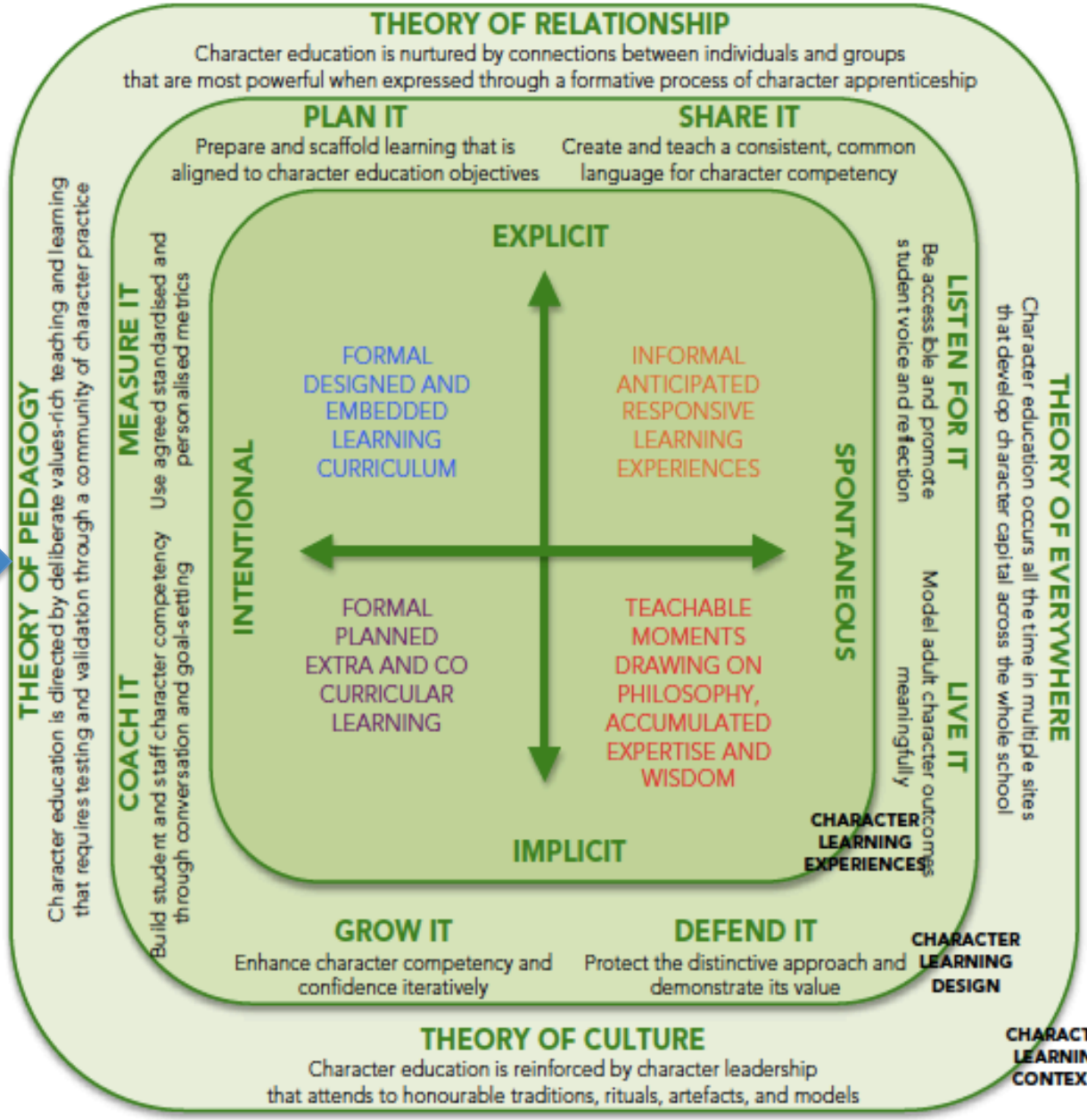

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six key markers for success in character education:

1. **Resilience of consensus around ethos**
2. **Effective and engaging reporting and communication**
3. **Tangible outcomes for students and programs**
4. **Robustness and consistency of standards**
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2. Learning design:
    i. Plan it: Prepare and scaffold learning that is aligned with character education objectives.
    ii. Share it: Create and teach a consistent, common language for character competency.
    iii. Coach it: Build student and staff character competency through conversation and goal-setting.
    iv. Measure It: Use agreed standardised and personalised metrics.
    v. Listen for it: Be accessible and promote student voice and reflection.
    vi. Live it: Model adult character outcomes meaningfully.
    vii. Grow it: Enhance character competency and confidence iteratively.
    viii. Defend it: Protect the distinctive approach and community of practice.

Currently, many practitioners feel most comfortable designing character learning around principles v-viii. All educators need to become experts at employing principles i-viii.

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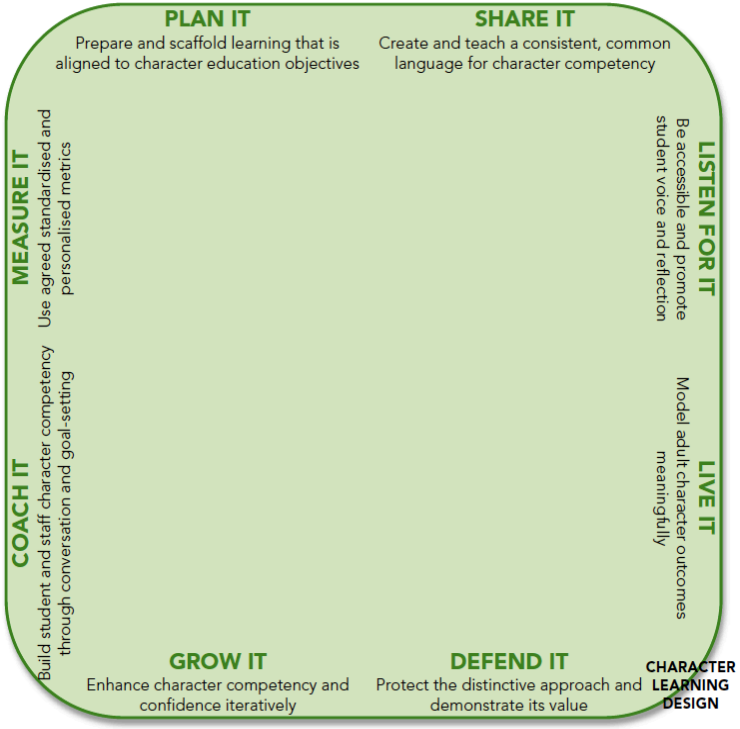

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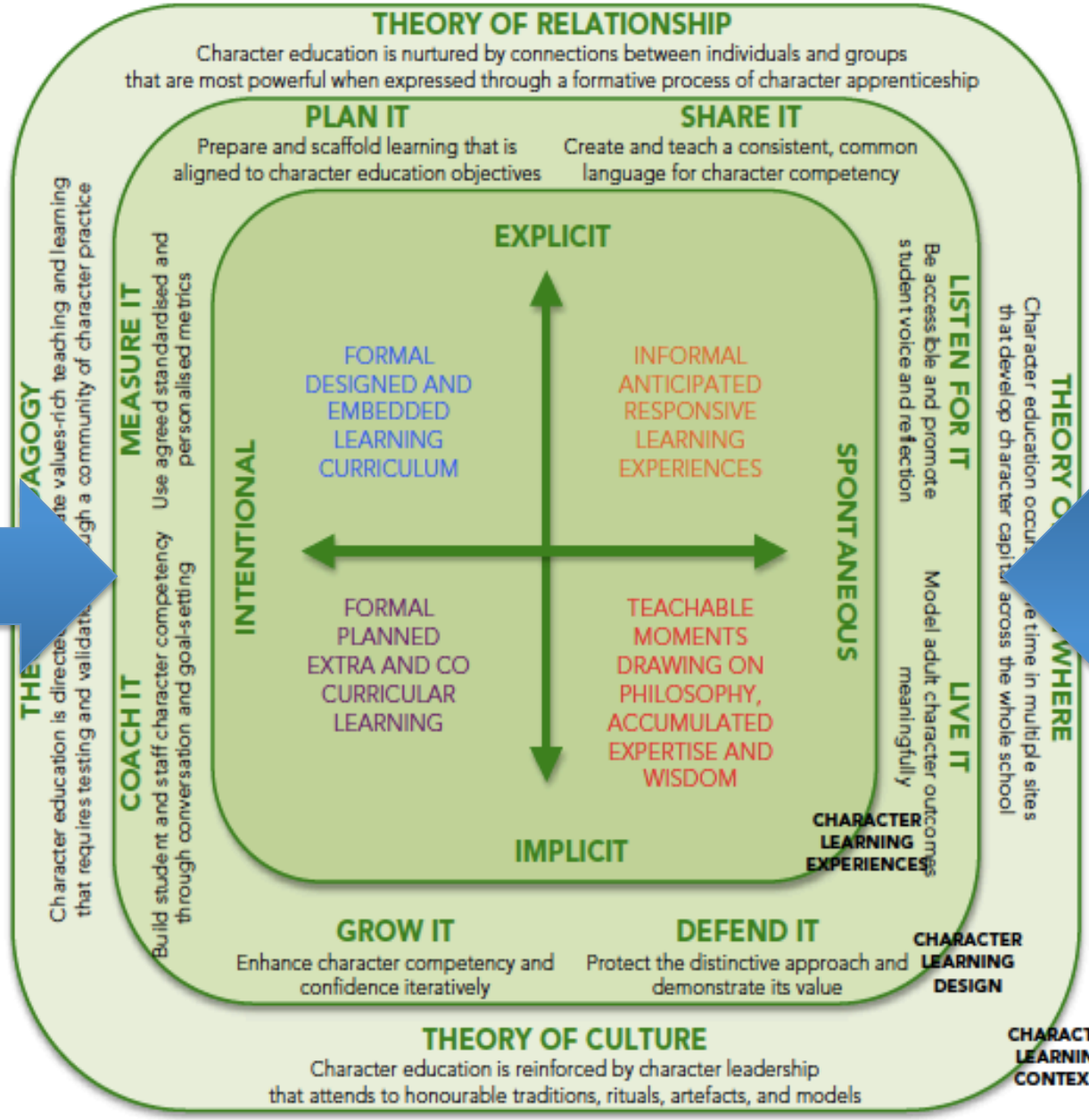

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WHERE IS CHARACTER EDUCATION?

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Tracking the development of professional learning, growth and application of the philosophical basis and expertise of teachers and leaders in character education, leadership and apprenticeship across the contexts, design principles and experiences of a community of practice in character education:

3. Learning experiences:
   i. Explicit and intentional pedagogy: Formal designed and embedded learning curriculum.
   ii. Explicit and spontaneous pedagogy: Formal planned co-curricular and extra-curricular learning
   iii. Implicit and intentional pedagogy: Informal anticipated responsive learning experiences
   iv. Implicit and spontaneous pedagogy: Teachable moments drawing on philosophy and accumulated expertise and wisdom.

Currently, many primary or elementary educators tend to emphasise explicit pedagogies while senior educators tend to emphasise implicit pedagogies.
Most educators default to one of these approaches.
All educators need to become expert in the pedagogy and curriculum of all four types of learning experience.

WHERE IS CHARACTER EDUCATION?

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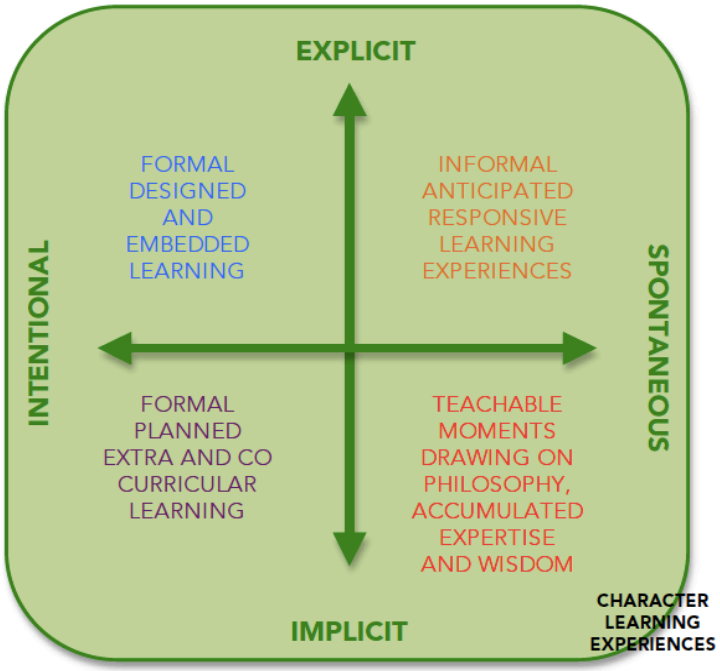

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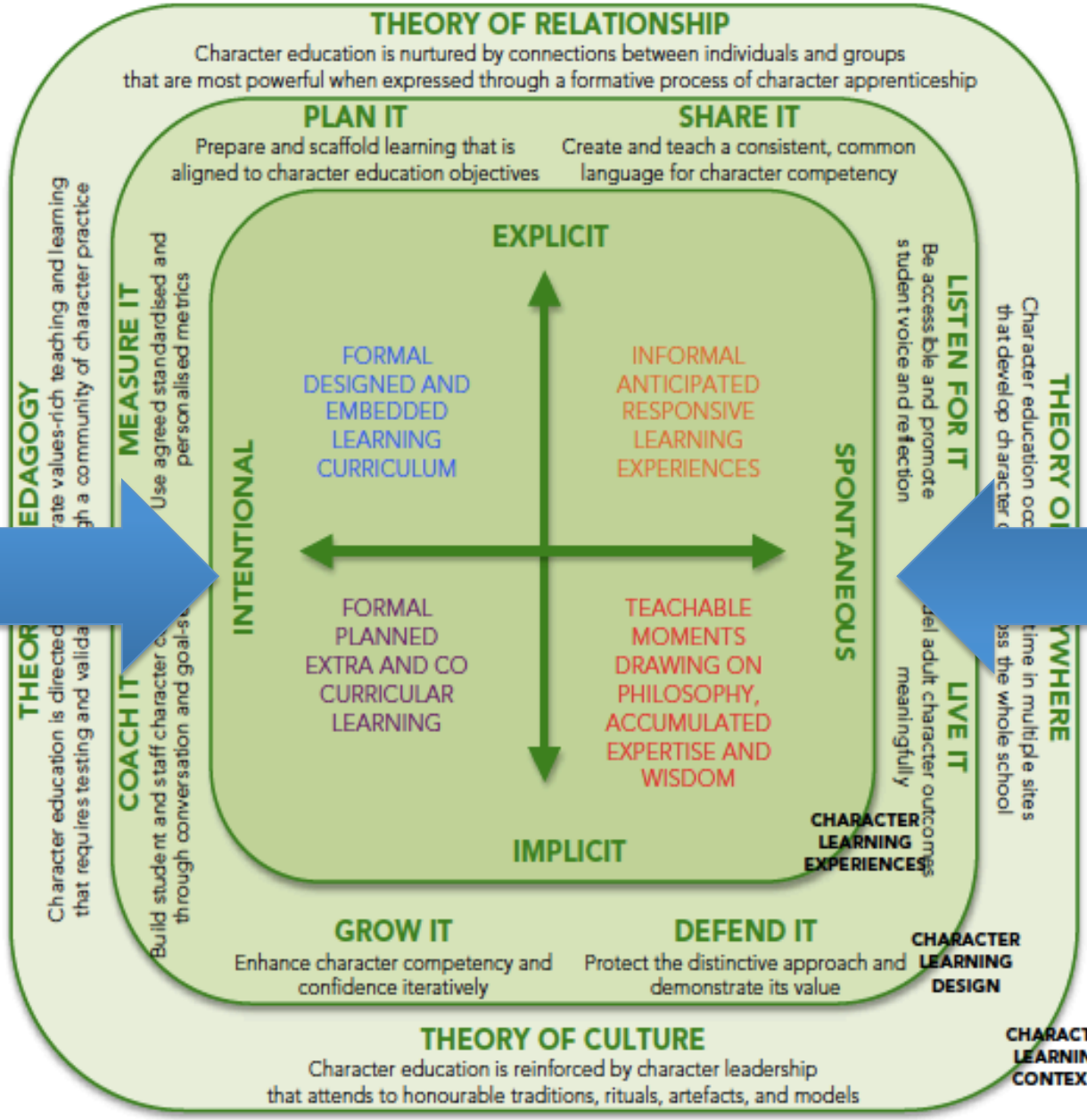

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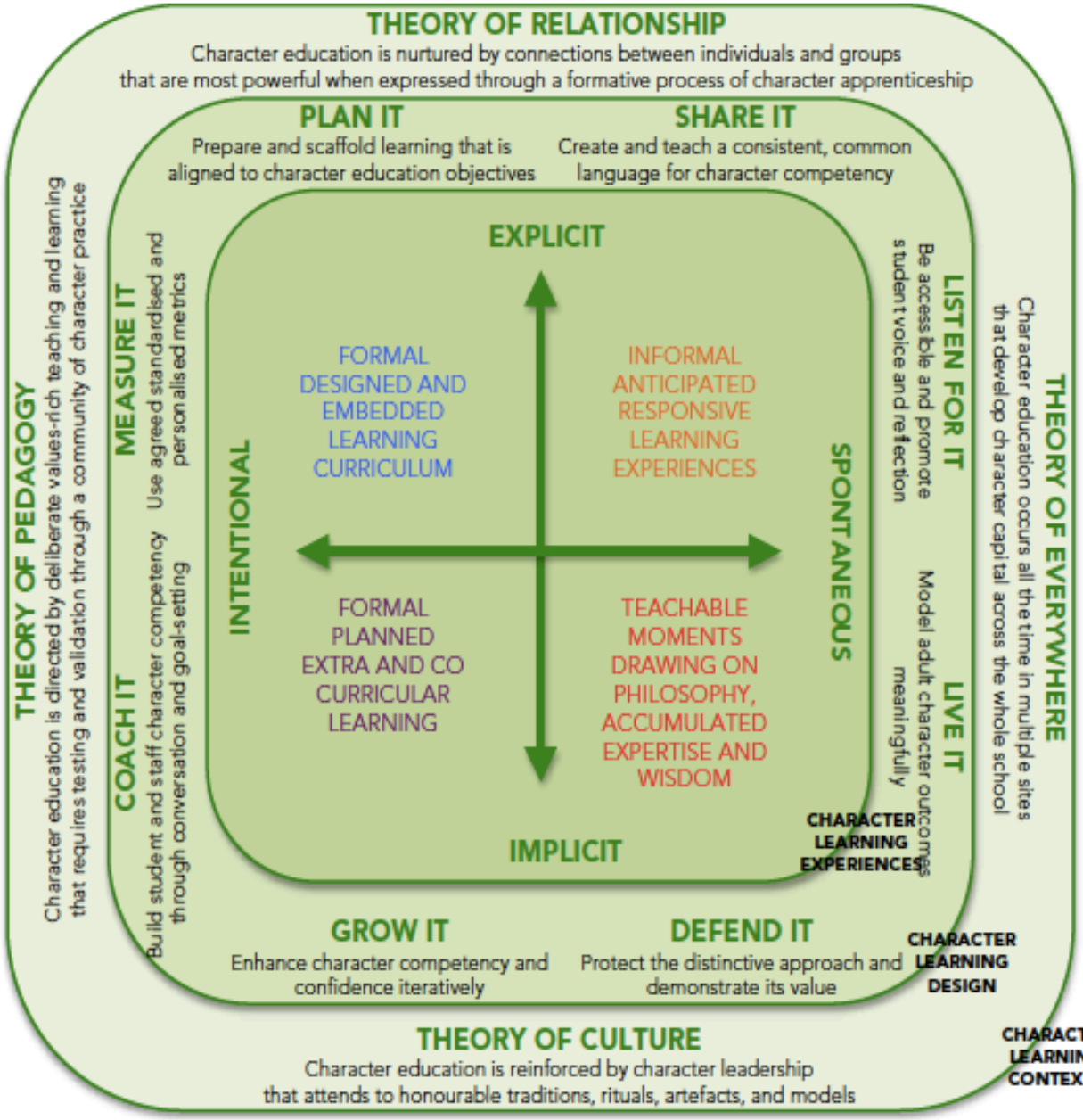

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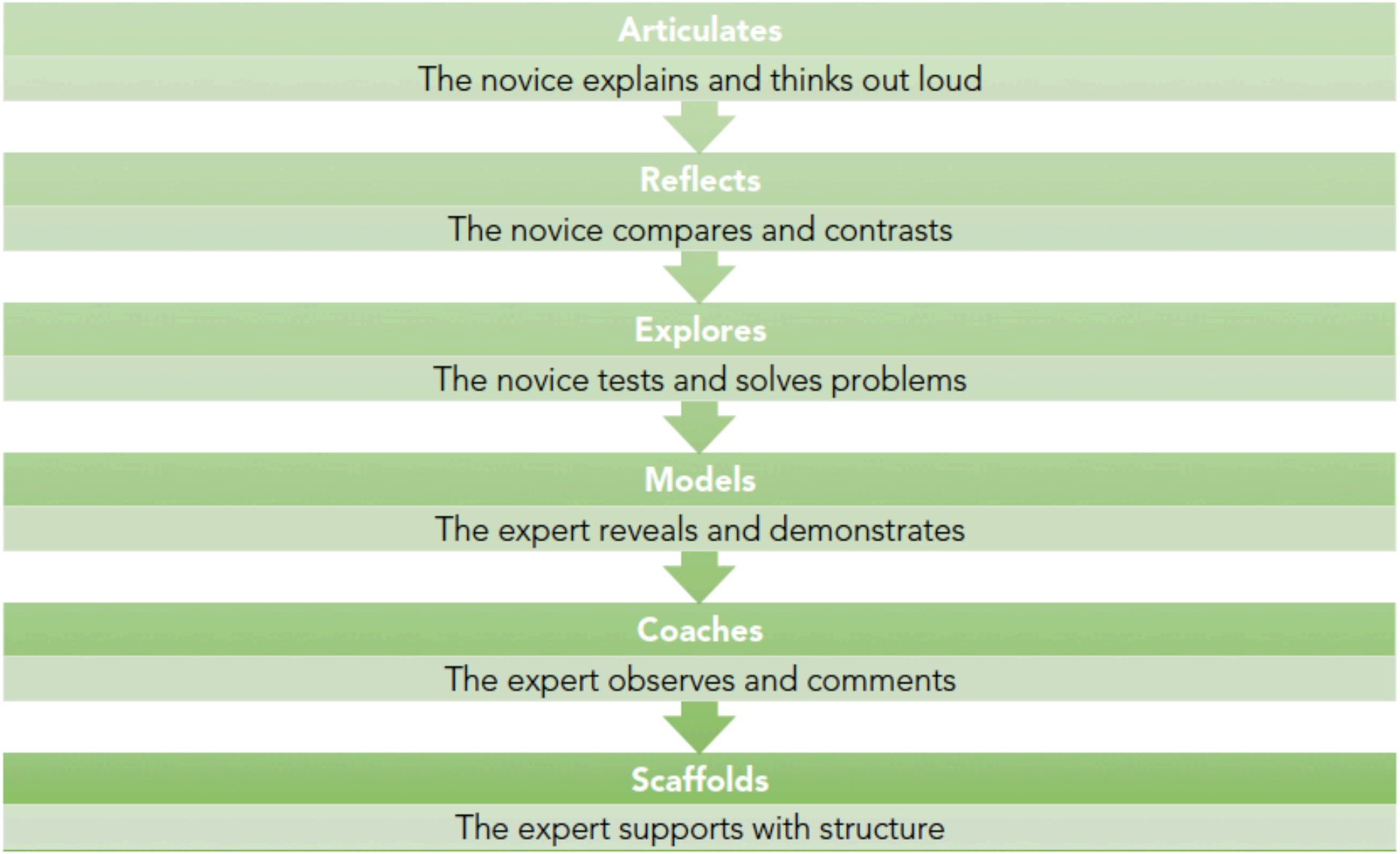
4 **Association:** We need to develop specific and explicit expertise in shaping character relationships. Many strong relationships are formed in which boys learn about character through apprenticeships to a variety of experts who can show them how to grow in expertise in character competency. These critical relationships through which so much character learning is enabled can often occur with a reliance on intuition rather than intentionality of practice.

We propose that greater attention be given to the nature of association within character education. This would be based on an understanding that character competency and character leadership are built within special learning relationships that function through a character apprenticeship model that responds to explicit and implicit, intentional and spontaneous experiences that grow, test and measure civic, performance and moral character over time within a school, its culture, and its community.

We recommend the establishment of a specific field of research into character apprenticeship within the research capacity of the IBSC to enable deep learning to occur across the sector internationally about how best to promote this critical area of character learning.

A CIRCLE Model for Character Apprenticeship – Growing from Novice to Expert in Character Competency



Adapted from "cognitive apprenticeship theory" as developed by: Collins, A., Brown, J. S., & Newman, S. E. (1987). *Cognitive apprenticeship: Teaching the craft of reading, writing and mathematics* (Technical Report No. 403). BBN Laboratories, Cambridge, MA. Centre for the Study of Reading, University of Illinois. January, 1987; and Brown, J. S., Collins, A., & Duguid, P. (1989). *Situated cognition and the culture of learning*. Educational Researcher, 18, 32-42.

4 THINGS WE'VE LEARNED ABOUT CHARACTER EDUCATION LEARNING CULTURE FROM BOYS

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1. **Boys are intentional, reflective, and engaged in the whole work of a school**: By and large, the boys who participated in this exercise show an unusual degree of reflective capacity. They are decidedly not "empty vessels" to be filled or "blank states" to be scripted; they are engaged in a process of seeking out, testing, and clarifying their own repertoire of character strengths, and forging these into a coherent whole. They show a high degree of character literacy. It seems that a sense of agency is very important to many boys: they like to see themselves as emerging experts who are actively creating and consolidating their character strengths. These boys like experiences where they can feel this sense of agency and control; they tend to dislike experiences or activities which feel constraining, inauthentic or "top down".
2. **Boys are relational**: So much of their "character learning" is situated learning – forged through the vital relationships provided by their peers as well as their teachers in the school environment. "Situated learning" happens everywhere in the school. It happens largely in the social influences and interactions of the school, more so than in formal direct instruction or formal programs, but happens there too.
3. **Boys have their own important community of practice:** Boys in their schools participate in a community of practice in character development. As the evidence makes abundantly clear, within the school environment, they rely on each other and indeed need one another to bear witness, to practice and to try out.

4. **Character development in boys is intimately tied to processes of maturity and identity formation:** While this is not a novel observation, it is important to remind ourselves that the values and character strengths the boys tended to identify and experience are tied to the processes of maturity and identity formation. Further, this may be a valuable lens by which to understand how boys engage with character education, and how they reflect on and direct their own character development. A useful way to understand this is to observe how boys are proceeding through phases of identity exploration – including the values, beliefs and character strengths they will uphold and activate in their lives and relationships. Following on Erikson, James Marcia theorises that the adolescent goes through stages of identity formation, ending (for most of them) in early adulthood with some version of identity consolidation. In Marcia's model, there are discernible identity states and operations involving foreclosure, identity diffusion, moratorium and identity achievement. One of the benefits of this identity framework is that it adds clarity to a definition of character education and its pedagogical operations. School activities of all sorts might be seen as intentional "holding environments" for character development, in which boys are deliberately and skilfully "held" to this work through a rich repertoire of ways of guiding, challenging and engaging them in the work of character.

4 THINGS WE'VE LEARNED ABOUT CHARACTER EDUCATION FROM CHARACTER EDUCATORS

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1. **Character educators are intentional, reflective, and engaged in the whole work of a school**: Expert teachers think deeply about their vocation as educators for character, especially of boys, and are able to articulate their purpose and approach. They are also able to identify the core character strengths and values they seek to nurture in their students. These are most often specific to individual teacher, and they show a range of robust engagement with what matters in the character development of their students. These teachers recognize that character education happens all the time, anywhere and all the time across their professional responsibilities and multiple presences in the school.
2. **Character educators are relational**: They most often refer to their relational connection to students as the most rich pathway for their impact as educators for character. They are able to describe how this relationship-building, while an end in itself, is always used to engage them in their character development. They stress the importance of this relational connectedness – deploying a range of relational gestures, role modeling positive character traits, and being and being seen as authentic – as especially powerful and impactful for boys. This relational connectedness is not vague and mysterious; these teachers see it as a practical skill. So much of this involves a high degree of situational judgement.

4 THINGS WE'VE LEARNED ABOUT CHARACTER EDUCATION LEARNING CULTURE FROM CHARACTER EDUCATORS

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3. **Character educators are organised and evidence-based in approach**: They are able to identify, describe and evaluate specific practices for pedagogy, curriculum design and classroom management that they considered to be especially effective for boys' character growth. They see shaping the culture of their classroom – routines and norms of the everyday teaching environment – as impactful. They are able to identify many forms of assessment, especially in the realm of informal and formative assessment, that could be used to provide feedback. Very few think that that learning in character educational cannot be "measured" or evaluated in authentic and appropriate ways but most are not yet confident in how to do this.
4. **Character educators largely operate as sole practitioners:** Generally speaking, these teachers have become good at character education by reflection on their own maturing practice and teaching, and through the influence of other exemplary colleagues and leaders. A minority draw on the ethos of the school, on the explicit programs, or the strategic emphasis on character education. For some teachers in some of these schools, these are powerful. In its current state in schools, there is a hidden and tacit world of professional expertise in character education that needs to be made explicit. There needs to be a community of practice at the centre of character education.

QUESTIONNAIRE ON EFFECTIVE PRACTICES IN CHARACTER EDUCATION (2016-2017)

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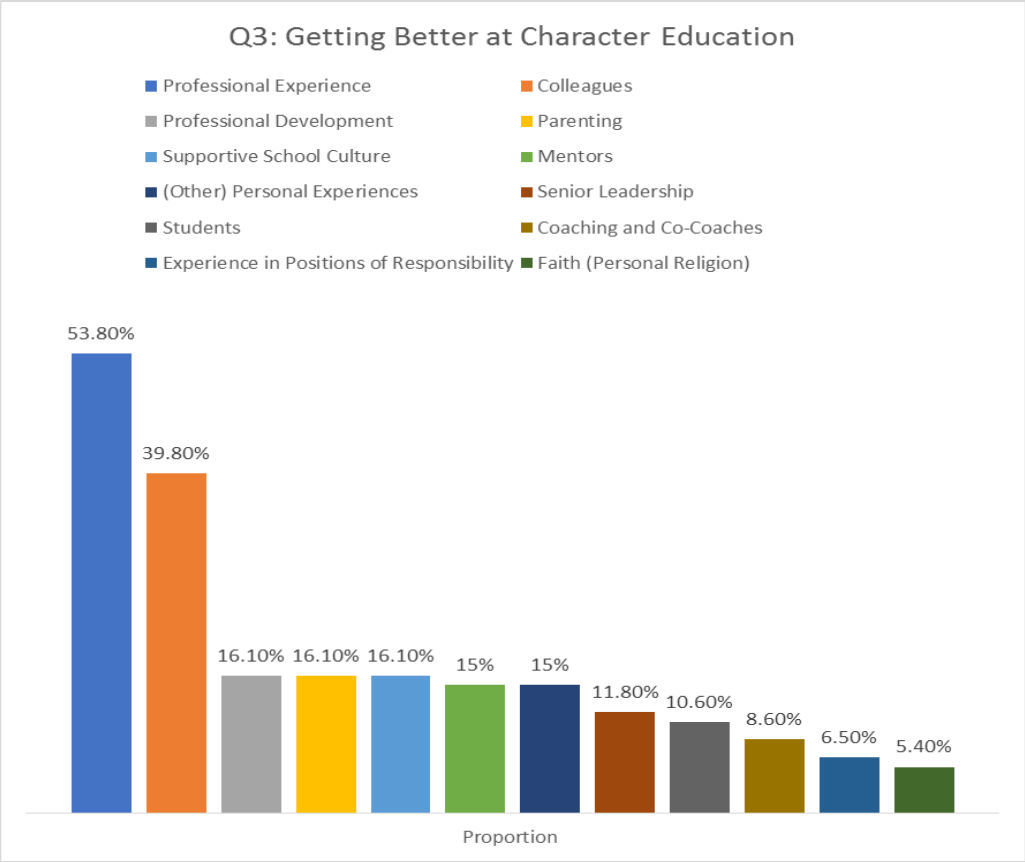
- Question 3: Thinking over your teaching career, how have you become better at character education? Who or what has influenced you or given you support along this professional journey?



QUESTIONNAIRE ON EFFECTIVE PRACTICES IN CHARACTER EDUCATION (2016-2017)

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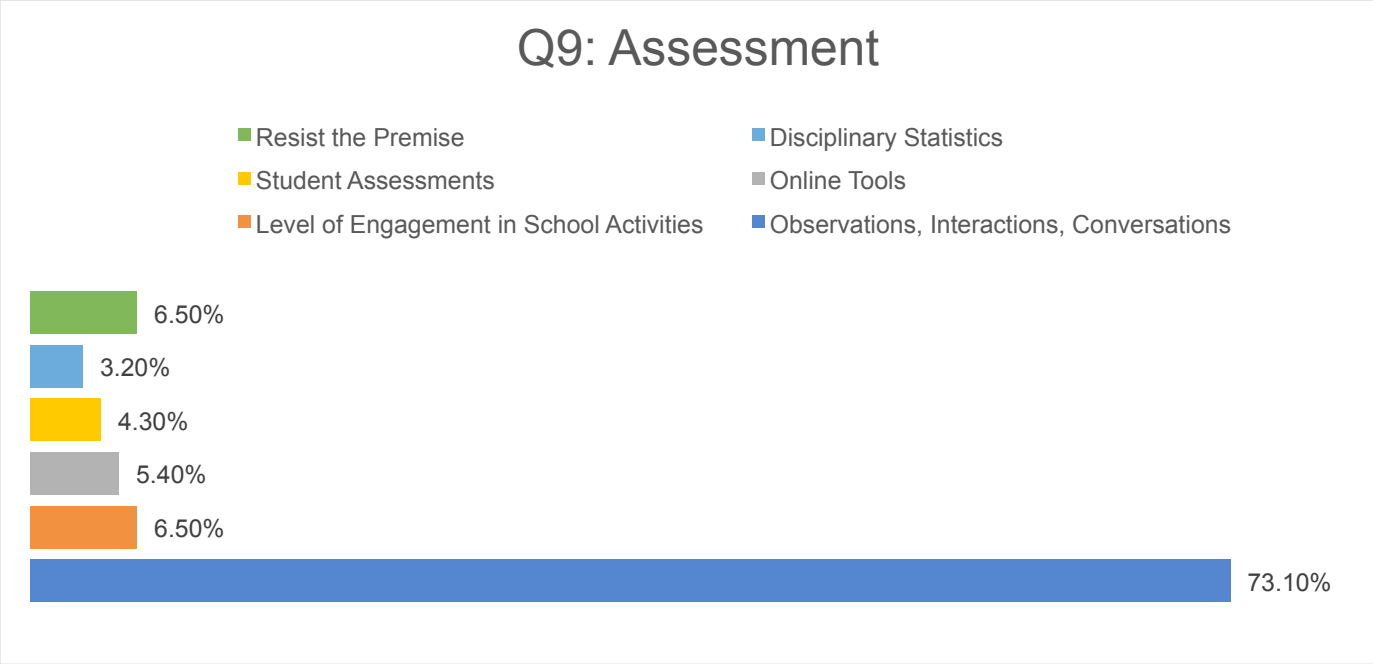
- Question 9: We measure the academic progress of our students through various kinds of formative and summative assessments. While generally many teachers find it more difficult to gauge success in character education as easily, we all recognise that it is equally important to evaluate the effectiveness of our work in this domain.
  - What sorts of things would you look for to indicate to you that your work in character education is effective?
  - How do you know that you are successfully engaging the boys?
  - How do you provide feedback to students about their character development?



QUESTIONNAIRE ON EFFECTIVE PRACTICES IN CHARACTER EDUCATION (2016-2017)

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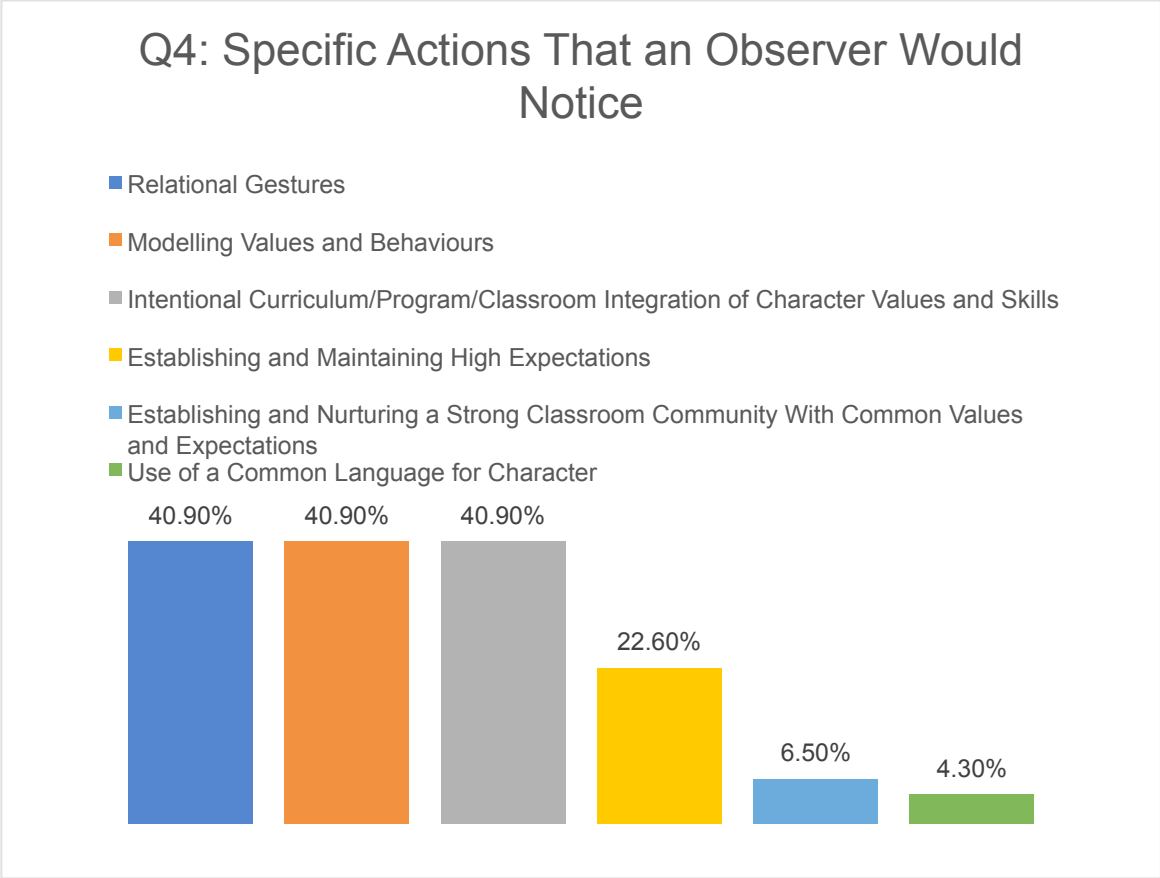
- Question 4: If a visitor were to observe several of your classes or shadow you through your school day, what specific actions might that observer notice that would indicate your strengths and skills in character education? Briefly explain what you mean.



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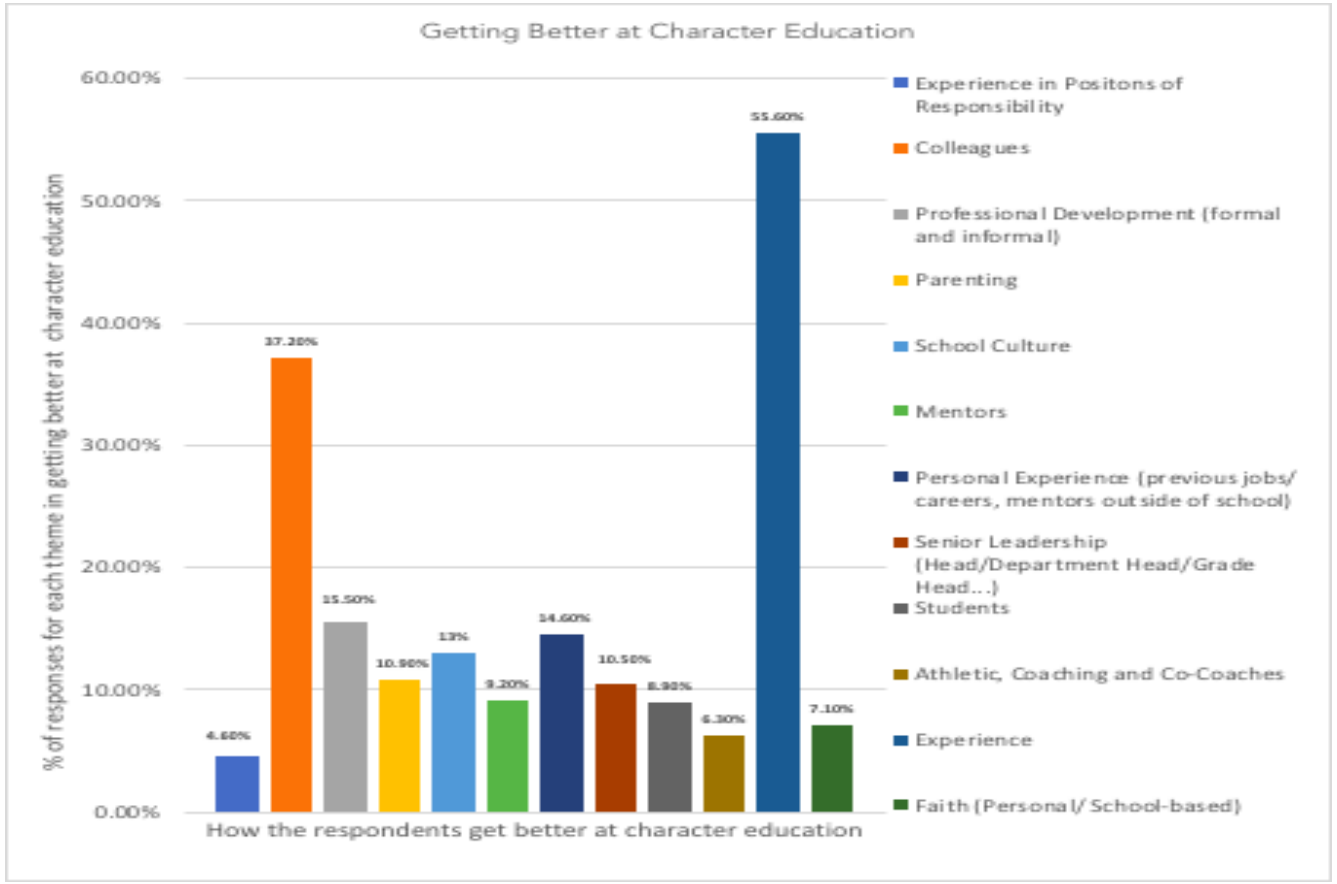

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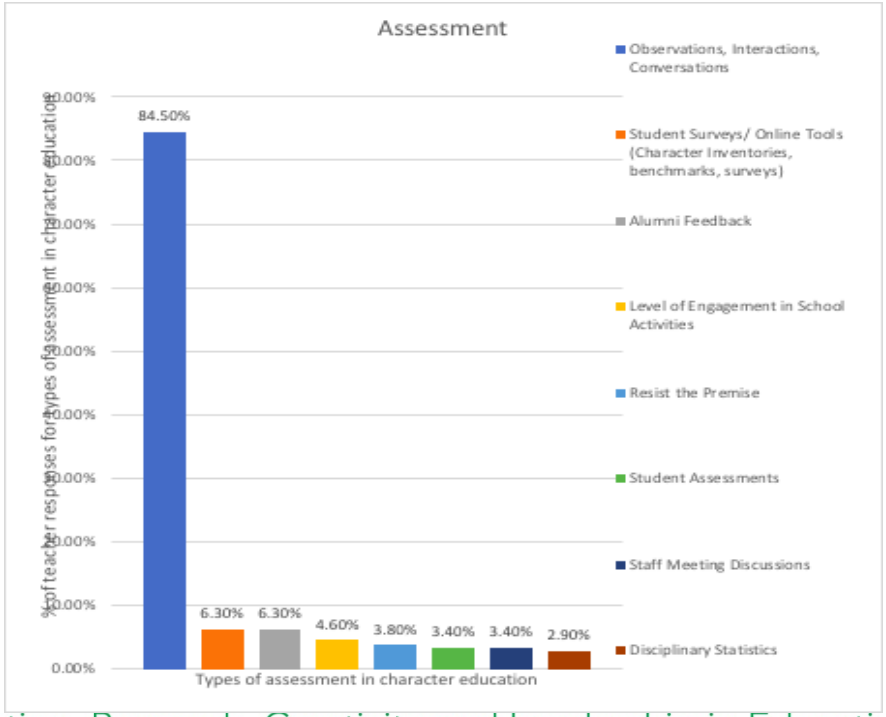

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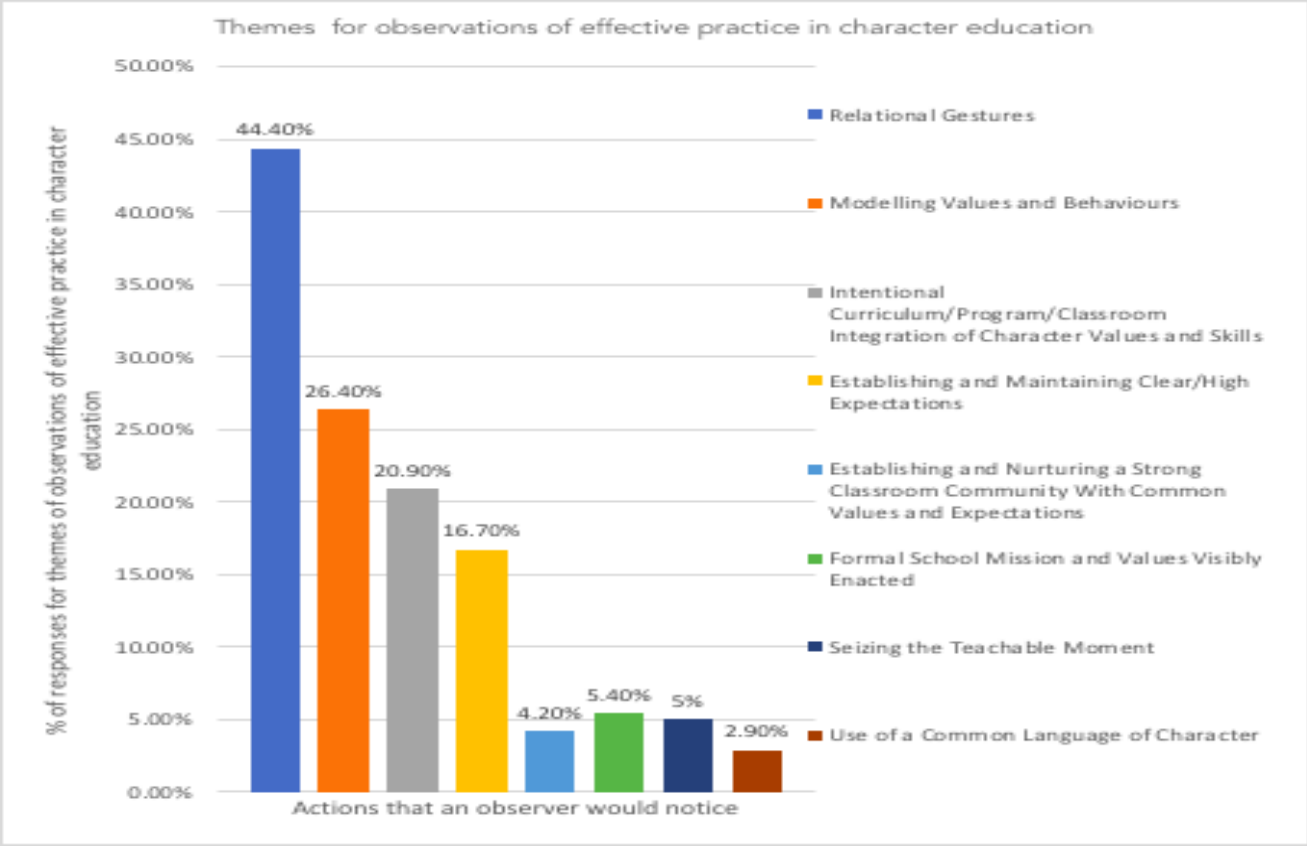

OBSERVATIONS, INTERACTIONS, CONVERSATIONS – EFFECTIVE TEACHER PRACTICE IN CHARACTER EDUCATION (2016-2017)

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- The overwhelming number of respondents referred to their observations of student behaviour as the most effective metric, along with one-on one interactions and conversations throughout the school, in the various forums of school life. (68/93 73.1%)
- These fall into three areas of focus:
  1. Observations of students one-on-one
  2. Teachers' observations of classroom tone and culture
  3. Teachers' and Administrators' observations of overall school tone and culture

A DEVELOPMENTAL MODEL FOR THE ACQUISITION OF CHARACTER COMPETENCY: FROM ME TO US (2018)

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CIVIC CHARACTER	PERFORMANCE CHARACTER	MORAL CHARACTER
Meeting minimum standards and expectations characterised by respect, civility and consideration for others – assessed through a threshold test of behaviour – key question: do I belong?	Achieving performance characterised by purpose, persistence and reflection – assessed through a description of drive, growth and progressive attainment of goals – key question: am I reaching my potential?	Aspiring to live a good life informed by a personal code characterised by courage, honesty, and humility – assessed by interrogating commitment to personal and community expectations for values, ethics and purpose – key question: am I doing what is good and right in my life?

Demonstrates self-interest: places self before others in pursuit of desires

Demonstrates awareness: begins to understand social responsibility

Demonstrates intent: designs life around purpose of serving others

Demonstrates judgment: increasingly uses evidence to make good decisions

Demonstrates coherence: lives a values-rich life of contribution and leadership

Demonstrates competency: achieves significant impact for the benefit of all

ME **YOU** **US**

WHAT IS CIVIC CHARACTER COMPETENCY? HOW MIGHT WE MEASURE IT?

circle
relate | connect | achieve

Civic character: Meeting minimum standards and expectations characterised by respect, civility and consideration for others – assessed through a threshold test of behaviour – key question: do I belong?

- **Demonstrates self-interest**: We live a self-centred life where we pursue personal gratification as our default and comply with social expectations only when these correspond to our personal desires;
- **Demonstrates awareness**: We develop an awareness of social norms and display a willingness to work within these rules to gain social acceptance;
- **Demonstrates intent**: We adopt and attempt to live through a personal code of conduct that shows our appreciation of how to balance the rights and needs of others with our own and to mange our social interactions with politeness;
- **Demonstrates judgment**: We align our personal code and conduct consistently with appropriate social conventions, expectations and obligations, and we show an acceptance of the need to sacrifice self-interest for mutual gain in making choices to perform our personal and collective duties to others;
- **Demonstrates coherence**: We exercise our responsibilities towards personal conduct and leadership diligently, and we show an increasing understanding of the reciprocal nature of living in relationship with others and how we gain mutual benefit from looking out for and supporting each other with kindness and mutual accord;
- **Demonstrates competence**: We influence our community for the better through our personal conduct and leadership, and we care for others freely and serve the fulfillment of their goals and needs willingly while applying and modeling the courtesies and conventions of relationship with others expected in a civil society.

WHAT IS PERFORMANCE CHARACTER COMPETENCY? HOW MIGHT WE MEASURE IT?

circle
relate | connect | achieve

Performance character: Achieving performance characterised by purpose, persistence and reflection – assessed through a description of drive, growth and progressive attainment of goals – key question: am I reaching my potential?

- **Demonstrates self-interest**: We live with no clear goal or direction and act responsively and in pursuit of attractions that appear in the moment with little regard for the consequences of our actions for a preferred future;
- **Demonstrates awareness**: We acquire an interest in an area or a cause or a mission and begin to reject those choices available to us which conflict with this sense of mission;
- **Demonstrates intent**: We begin to define broad goals and strategies to achieve our mission then apply these to our daily lives;
- **Demonstrates judgment**: We begin to gather evidence to test how successful we are with our goals and make judgments about how well we are working towards our mission and what we might need to do to make the achievement of our mission more likely;
- **Demonstrates coherence**: We successfully link our goals, activity and achievement back to the cause we established for ourselves and use evidence with confidence to make fundamental decisions about whether we should continue or make changes to our course of action when necessary;
- **Demonstrates competence**: We consciously and consistently align our lives to our mission and use a deep understanding of the evidence available to us about what we are doing to shape the deployment our actions, energy and resources to the fulfillment of this mission.

WHAT IS MORAL CHARACTER COMPETENCY? HOW MIGHT WE MEASURE IT?

circle
relate | connect | achieve

Moral character: Aspiring to live a good life informed by a personal code characterised by courage, honesty, and humility – assessed by interrogating commitment to personal and community expectations for values, ethics and purpose – key question: am I doing what is good and right in my life?

- **Demonstrates self-interest**: We make choices in our lives that are situated in a sense of right and wrong that is informed by a strong sense of personal ambition and of what we believe is in our own interests;
- **Demonstrates awareness**: We acquire an interest in an area or a cause or a mission and begin to reject those choices available to us which conflict with this sense of mission;
- **Demonstrates intent**: We state a commitment to living a life based on a set of principles strengthened by our desire to show courage, honesty and humility and can relate an appropriate narrative of how well and how consistently we do this in the company of others and when no one else is present;
- **Demonstrates judgment**: We design and implement processes to help us to evaluate how successful we are in creating tangible links between what we say and what we do to ensure that we can make a valid assessment about whether or not we are doing the right thing in our lives;
- **Demonstrates coherence**: We demonstrate our desire to become better people, to augment our contribution to the wellbeing of others, and to amend some of the choices we have made through brave, honest, and self-effacing self-reflection, by taking on the constructive feedback and advice of others, and by providing such feedback to others when it is our turn to do so;
- **Demonstrates competence**: We routinely interrogate the alignment of our values, intentions, actions, and impact on ourselves and others, and we challenge ourselves and others to become people whose lives add to the sum of our collective humanity and the good of our world.

5 **Construction:** We need to apply the same principles of professionalism to character education practice that we do to other fields of education: Schools recognize the need to prepare their students to thrive in 21C and are willing to explore how notions of character and competency might assist them to do this better. They rarely construct focused, aligned and targeted approaches to character education that align vision, intention, means, execution, and evaluation to a specific set of desired character outcomes for their graduates. Simultaneously, while some professional learning occurs among educators in these schools, it tends to occur in isolation and without the support of an evidence-based and supportive community of practice.

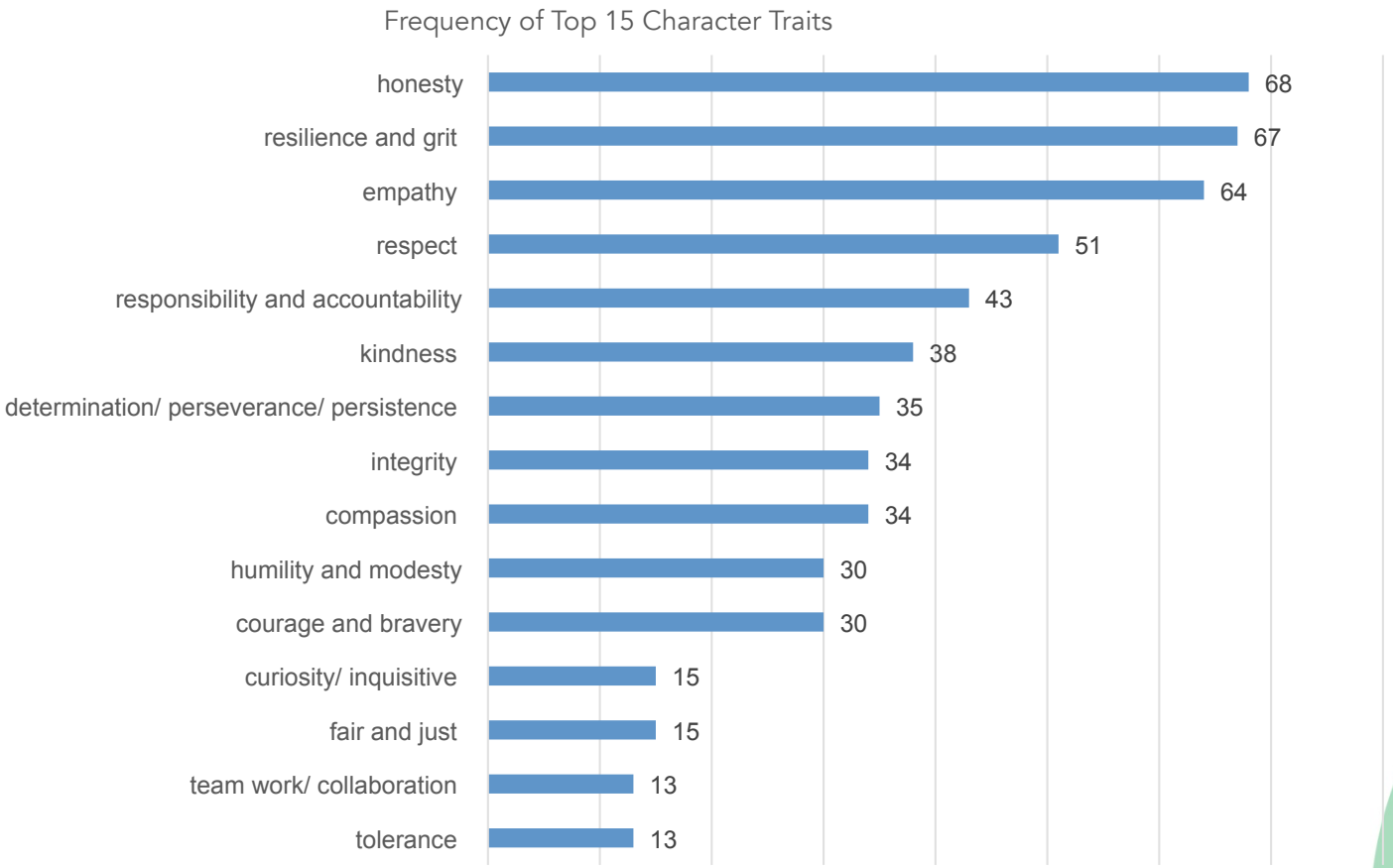
We propose a greater focus on the construction of deliberate, targeted, and intentional character education. Schools should build a community of practice in character education through a framework of cascading documents based on a graduate profile that is referenced to the quality and consistency of 21C competency outcomes .

We recommend the promulgation of the proposed framework for character education for boys and the development of support structures to enable schools to develop expertise in adapting this model to their own contexts and to build the communities of practice that will nurture improved outcomes for boys and those who support their learning. This could be facilitated through specific agencies affiliated with the IBSC and empowered to deliver cultural auditing, framework design and implementation, educational programs, and other consulting support to schools. It could also be facilitated by individual school bodies designed to promote professional learning, innovation, and boys' voice. We also recommend the development of this study's putative sets of school of character measurement tools into a suite of viable and valid instruments that schools can use to evaluate their character education goals

QUESTIONNAIRE ON EFFECTIVE PRACTICES IN CHARACTER EDUCATION (2016-2017)

circle
relate | connect | achieve

- Question 2: List 3 - 5 character strengths that you seek to develop in the boys in your care, and briefly explain why each of these strengths is important for them.



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circle
relate | connect | achieve

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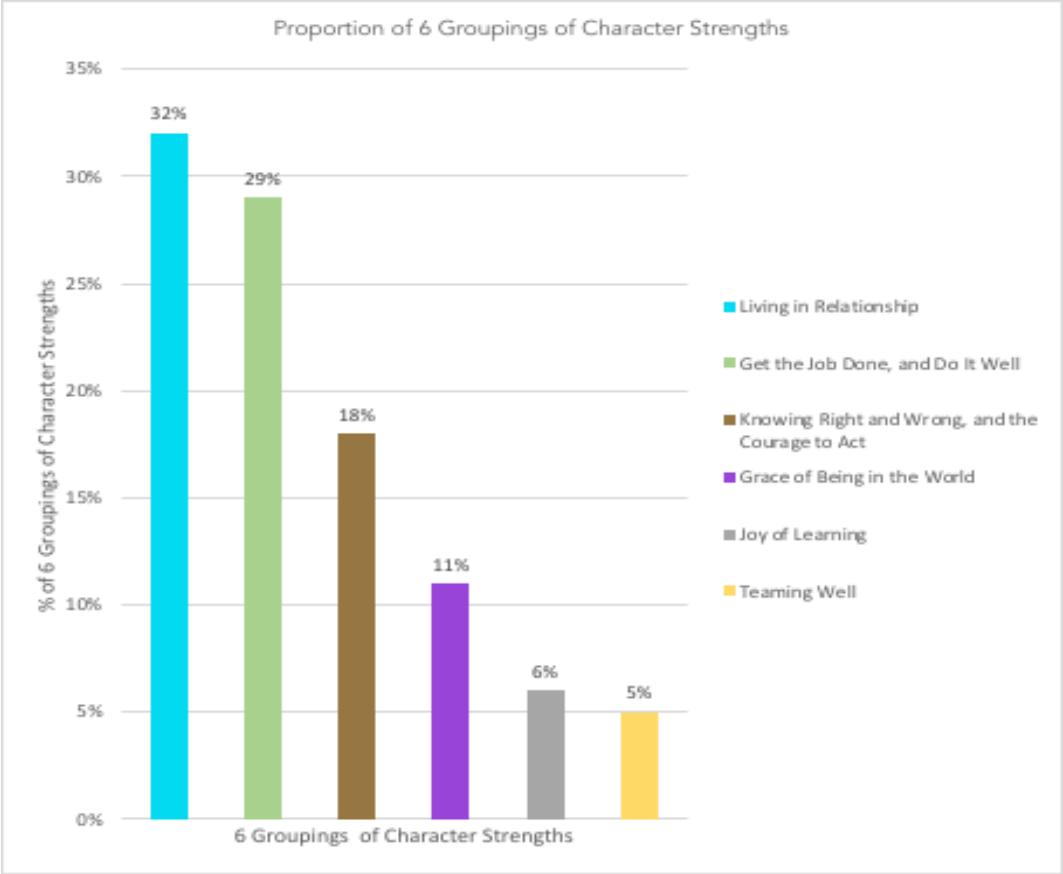

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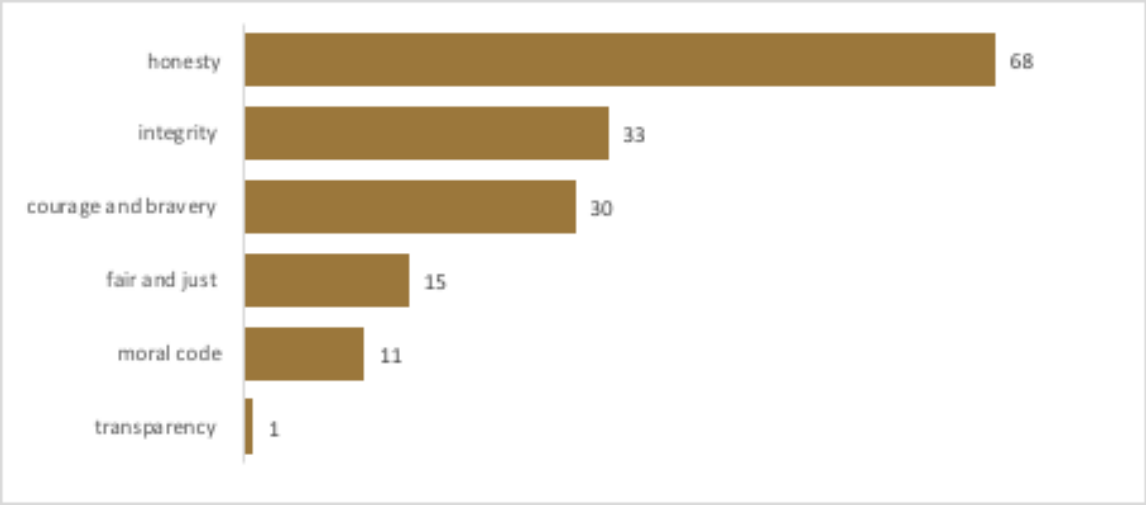

➔ THE INTEGRITY OF GOOD PEOPLE WITH STRONG CHARACTER

QUESTIONNAIRE ON EFFECTIVE PRACTICES IN CHARACTER EDUCATION (2016-2017)

circle
relate | connect | achieve

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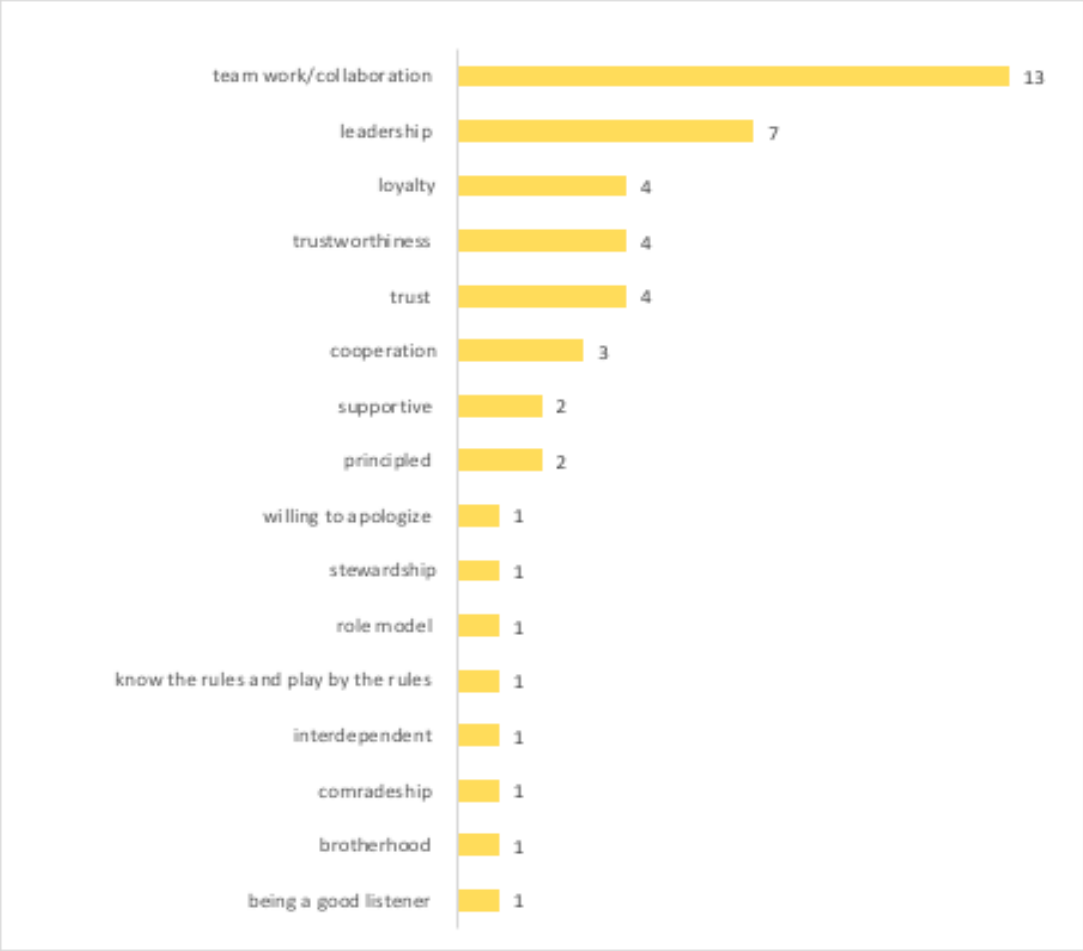

➔ FUTURE BUILDERS WHO COMMUNICATE EFFECTIVELY ABOUT COMPLEXITY IN THEIR LEADERSHIP

QUESTIONNAIRE ON EFFECTIVE PRACTICES IN CHARACTER EDUCATION (2016-2017)

circle
relate | connect | achieve

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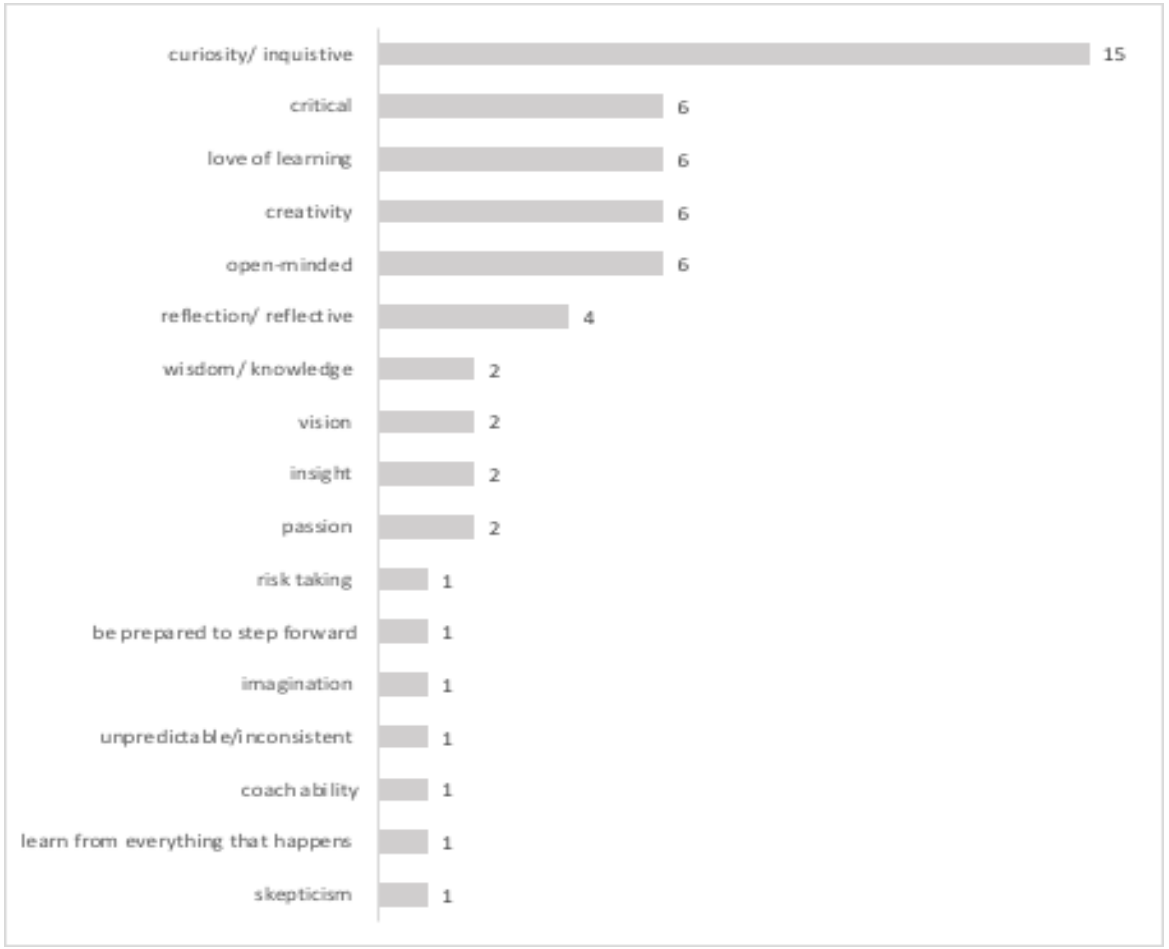

➔ THE GROWTH MINDSET OF CONTINUOUS LEARNERS AND UNLEARNERS WHO ARE READY FOR CHANGE

QUESTIONNAIRE ON EFFECTIVE PRACTICES IN CHARACTER EDUCATION (2016-2017)

circle
relate | connect | achieve

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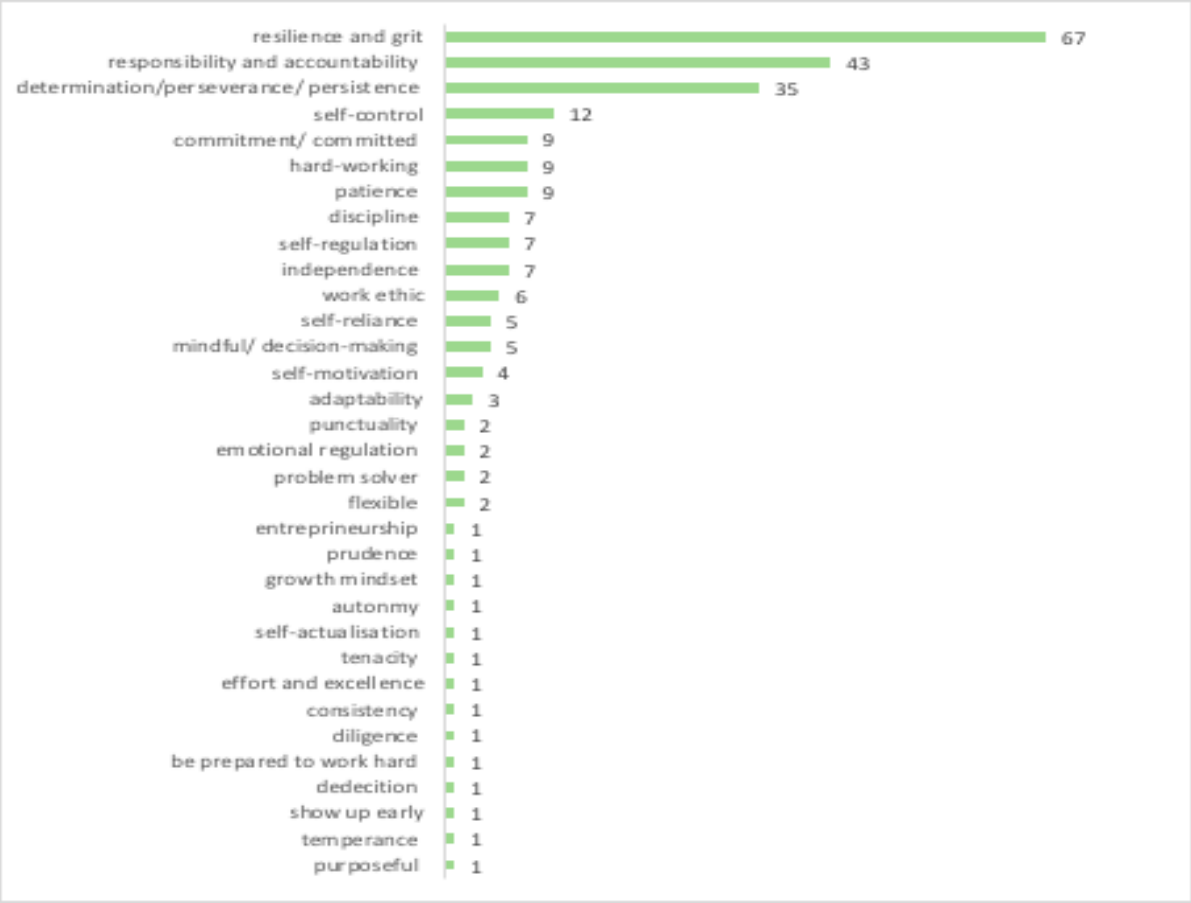

➔ THE WISDOM OF SOLUTION ARCHITECTS WHO WORK DILIGENTLY WITH CREATIVE AND CRITICAL THINKING

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circle
relate | connect | achieve

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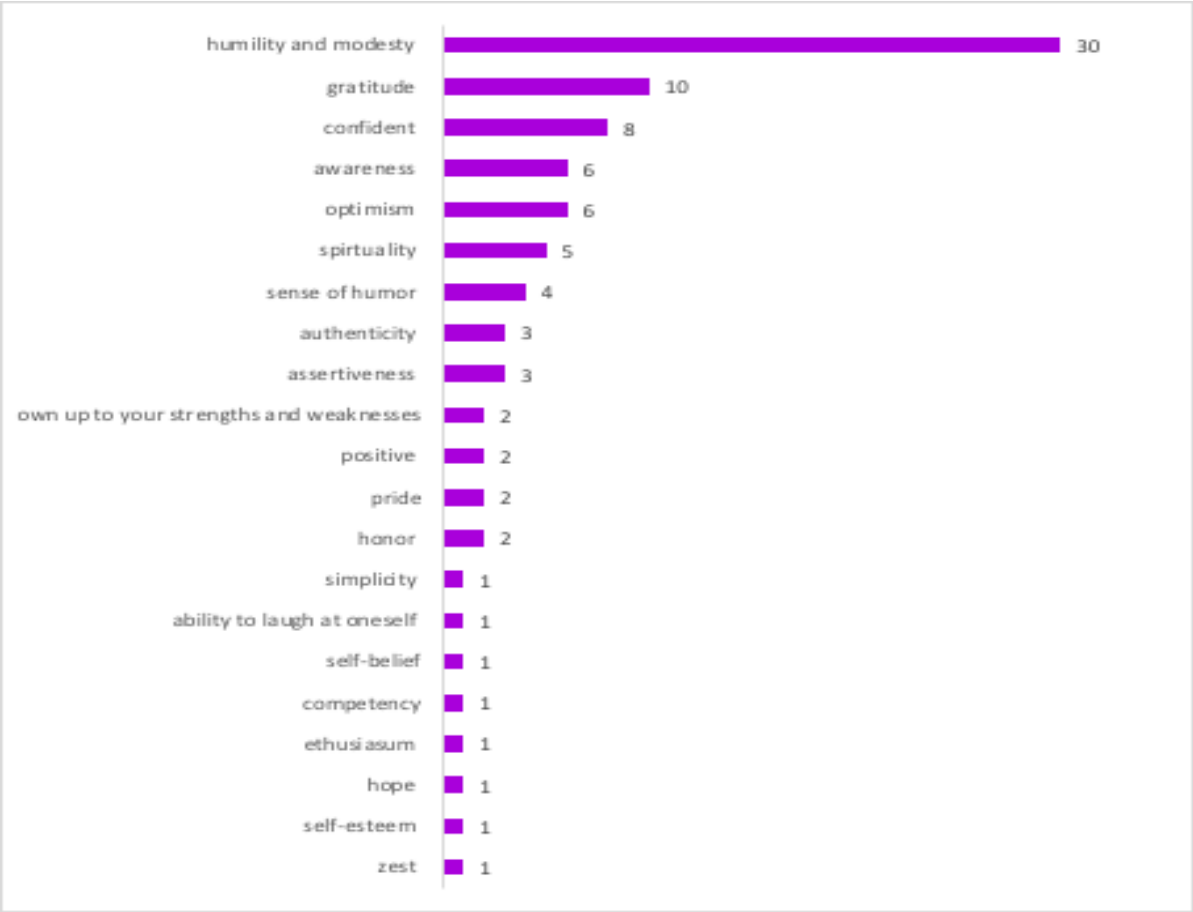

➔ THE BROAD PERSPECTIVE OF THOSE WHO ADROITLY BALANCE THEIR LOCAL, REGIONAL AND GLOBAL CITIZENSHIP

QUESTIONNAIRE ON EFFECTIVE PRACTICES IN CHARACTER EDUCATION (2016-2017)

circle
relate | connect | achieve

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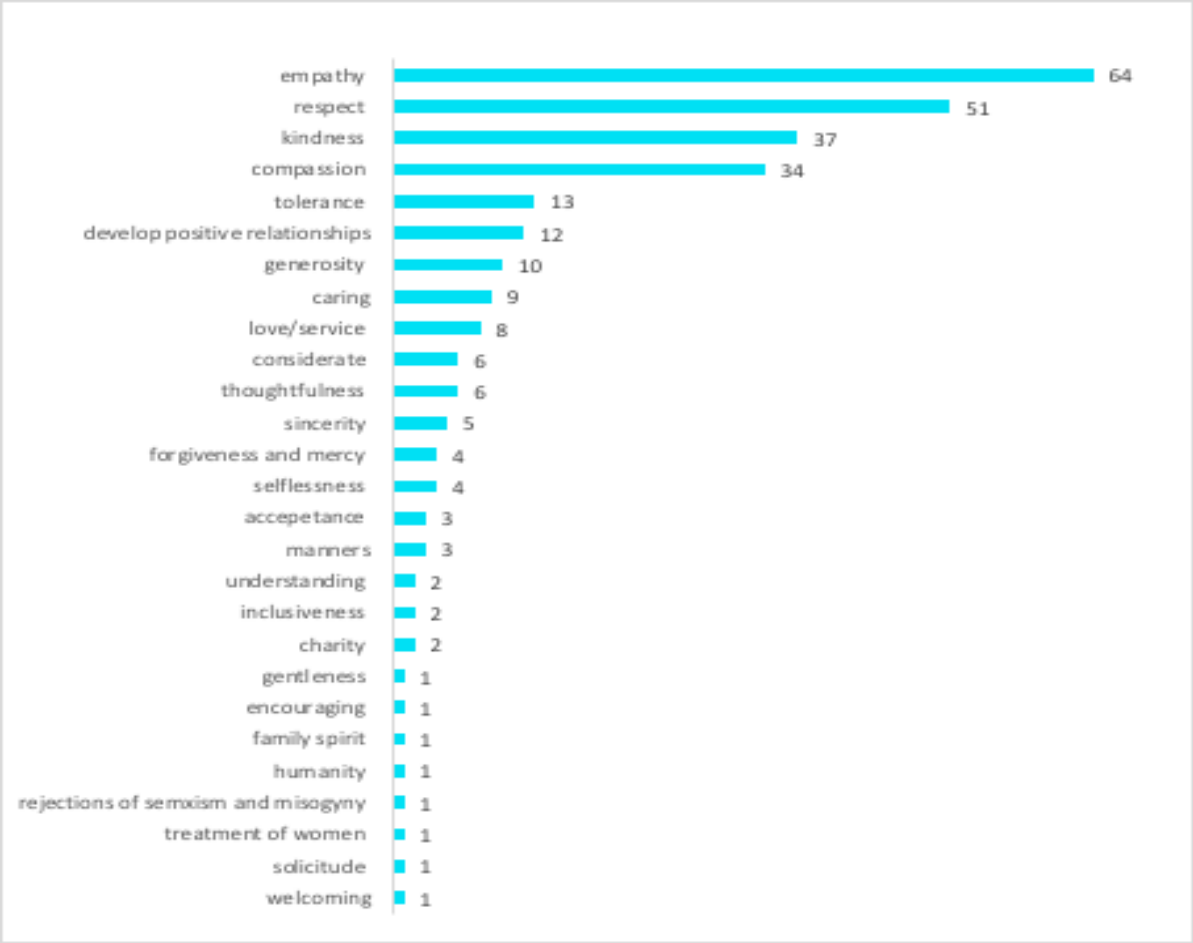

➔ THE CONNECTEDNESS OF TEAM CREATORS WHO COLLABORATE THROUGH LEARNING RELATIONSHIPS

1. THE CHARACTER OF 21C GRADUATES – WHO ARE WE?

circle
relate | connect | achieve

The challenge of hope and the formation of our students

The inside-out journey of a fit for purpose 21C education for character begins with identifying and understanding an initial tranche of key learning values – those fundamental beliefs, principles, standards and qualities which we consider to be most worthwhile and desirable to help us to address the question of how students might best become equipped to be who they need to be.

Learning Values That Equip

- **Positivity**: Inspiring learners by mandating and maintaining a positive tone and attitude
- **Care**: Displaying an enthusiasm for excellence by striving for better outcomes for more learners
- **Capability**: Building confidence and competence by strengthening knowledge, capacity, understanding and process
- **Motivation**: Encouraging discipline and commitment by boosting mastery, autonomy and purpose
- **Personalisation**: Enhancing individuals by respecting and responding to difference

How do these values then translate into the character and actions of our students? How can these be plotted against a set of desirable standards for graduate outcomes, competencies, qualities, and learning for great 21C schools – schools of character?

CIRCLE'S 21C VIRTUES – WHAT OUR GRADUATES MIGHT BECOME

circle
relate | connect | achieve

Good Men	Future Builders	Continuous Learners and Unlearners	Solution Architects	Local, Regional and Global Citizens	Team Creators
I am a person of good character. I have the strength of character to navigate our world through: 1. Civic behaviour characterised by respect, civility, and consideration for others 2. Performance comprising purpose, persistence, and reflection 3. A moral code informed by courage, honesty, and humility	I am a leader for the future. I have the reflectiveness, sensitivity and strength to lead in a way that brings out the best in others and enhances the future for all of us.	I am prepared for a lifetime of learning and unlearning. I adopt a change mindset that allows me to engage in continuous learning and unlearning throughout my life.	I design and generate effective solutions. I am equipped with the competencies to design and do what I need to do really well in a world that's not really sure what it wants from me yet but knows that it expects a lot – possibly more than has been expected of any generation before my own.	I am a responsible citizen. I have an abiding sense of my responsibility to contribute to local, regional and international contexts as part of enterprise, business, joint ventures, service entities, government, and not-for-profit organizations.	I know how to build and work well within teams. I am graduating from my schooling with the capacity to collaborate meaningfully and productively with others through care, context and compassion.

CIRCLE'S 21C QUALITIES – EXPRESSING THE POTENTIAL OF OUR GRADUATES' HUMANITY

circle
relate | connect | achieve

Integrity	Complexity	Growth	Wisdom	Perspective	Connectedness
I do my best to put my values into practice consistently.	I explain what, why, and how I intend to do what I need to do.	I show others how to become better at continually developing their competencies.	I encourage others to believe that they can design a better way forward.	I give hope to others to meet their responsibilities with assuredness.	I engage and work with others towards a common good.
I am committed to become a virtuous person who uses honesty, responsibility, and courage in the face of adversity to show us how to shape our own character.	I am willing to become an effective leader who uses patience, empathy, and insight and to provide answers that help us to make sense of the volume, pace and intensity of our times.	I am equipped to become a dynamic learner who uses curiosity, resourcefulness, and adaptability to give us the understanding how to move gracefully from who we are towards becoming the people we need to be.	I am motivated to become a committed coach who uses hard work, perseverance, and attention to detail to give us the confidence and generosity of spirit to honour the legacy of yesterday, attend to the needs of today, and look forward to what tomorrow will bring.	I am dedicated to become a sincere contributor who uses with a positive approach, a sense of greater purpose, and a long-term vision for the good of others to drive our activity beyond our immediate problems.	I am inspired to become a humane colleague who uses compassion, kindness, and appreciation for individual enterprise and shared endeavour to give us the confidence to conquer isolation and alienation.

CIRCLE'S 21C COMPETENCIES – WHAT OUR GRADUATES MIGHT BE EQUIPPED WITH

circle
relate | connect | achieve

Character	Communication	Change Readiness	Creative and Critical Thinking	Citizenship	Collaboration
I work on improving my character. I recognise that character competency involves cultivation and demonstration of quality, consistency and alignment with respect to values, dispositions and actions that are associated with civic character, performance character and moral character.	I communicate effectively. I understand that competent communicators express themselves clearly and accurately, and in appropriate ways for different audiences and purposes. Effective communication is at the heart of strong 21C leadership.	I embrace change in my life. I am aware that change readiness describes the capacity of the learner to approach situations with an open and agile mind, to assemble and master a dynamic and volatile body of knowledge, and to evaluate and implement quickly and decisively solutions based on a combination of past practice, current experience and the anticipation of future needs.	I think through problems with confidence. I know that creative and critical thinkers effectively analyse and evaluate evidence, arguments, claims, beliefs and alternative viewpoints. They work hard, value collaboration and continuously reflect on their thinking processes thought to reality. They are problem-solvers, tackling different kinds of unfamiliar problems in conventional and innovative ways, asking significant questions that lead to better solutions. Their dispositions include inquisitiveness, focus, perseverance, and discipline.	I contribute positively to my communities. I appreciate that civic competency describes the capacity of citizens to recognise, identify with and contribute to their local, regional and global communities. This relies on a developing appreciation of rights and responsibilities with respect to interconnected social, cultural, economic and environmental contexts.	I work well with people. I realise that collaboration is the expertise to work effectively, responsibly and respectfully within diverse teams towards the accomplishment of a goal.

CIRCLE'S 21C CHARACTER LEARNING – HOW OUR GRADUATES MIGHT BE PREPARED TO BE FIT FOR PURPOSE

circle
relate | connect | achieve

Meaning: For good	Authenticity: For real	Transformation: For change	Sustainability: For life	Service: For others	Relationship: For each other
I have a coherent set of values and beliefs that guide me to do the right thing. I am grounded in learning that helps me acquire: • Knowledge of how individuals and communities construct their sense of identity, values and ethics • Skills in encouraging responsibility in myself and others • Disposition towards building the duty and self-discipline required for a purpose-driven and virtuous life • Capacity to reflect on the integrity of my character competency	I lead from the core of my being and translate my intentions into reality. I am grounded in learning that helps me acquire: • Knowledge of how to motivate, influence and direct the actions of others towards willingly achieving a shared goal • Skills in communicating with others about the object and subject of their leadership mission • Disposition towards maintaining a focus on long term vision • Capacity to reflect on myself and others with honesty and accuracy	I am committed to continuing to grow and improve throughout my life. I am grounded in learning that helps me acquire: • Knowledge of approaches to learning that build adaptive expertise and self-efficacy • Skills in successful research, development, and the implementation of new ideas • Disposition towards action and taking positive steps towards progress • Capacity to reflect on the effects of change with sensitivity and care	I translate my intentions into practical and workable activity. I am grounded in learning that helps me acquire: • Knowledge of tangible models for achieving desirable process and product outcomes • Skills in considering and evaluating a range of possible options • Disposition towards assessing the impact of solutions on the basis of both evidence and judgment • Capacity to reflect on results with deep understanding and wisdom	I am prepared to put the needs of others before myself. I am grounded in learning that helps me acquire: • Knowledge of the needs of others and how best to meet them • Skills in discerning pathways, systems and processes that sustain others and our environment • Disposition towards promoting shared goals and culture over personal ambitions • Capacity to reflect on balancing the requirement to put others before myself while also taking care of myself appropriately	I recognise our common humanity and work to enhance it. I am grounded in learning that helps me acquire: • Knowledge of how people live well in community with each other • Skills that support positive interactions between individuals and groups within a community of practice • Disposition towards achieving shared goals for wellbeing • Capacity to reflect on processes that enhance collective connection and coherence

2. THE CHARACTER OF A 21C SCHOOL OF CHARACTER – WHERE DO WE FIT IN?

circle
relate | connect | achieve

The challenge of relevance and the formation of our schools

The inside-out journey of a fit for purpose 21C education for character continues with identifying and understanding what we value most when we think about the question of how our schools might be empowered to provide the education that is most relevant in bringing about the desired formation of our students.

Learning Values That Empower

- **Context**: Teaching learners as they present in the right environment
- **Research**: Cultivating a disposition for investigation by identifying and responding to evidence
- **Inquiry**: Consolidating meaning by asking the right questions and providing the right tools to answer them
- **Review**: Seeking continuous improvement of outcomes and process by focusing on outputs, evaluating rich data and honing in on what works – impact
- **Creativity**: Promoting innovation by harnessing perspective, conceptual thinking, iteration and attention to detail

How do these values then translate into the ways that schools educate their students? How can these be plotted against a set of desirable standards for strategic levers, domains, criteria, and indicators of success for great 21C schools – schools of character?

CIRCLE'S STRATEGIC LEVERS FOR GREAT 21C SCHOOLS – BUILDING SCHOOLS OF CHARACTER

circle
relate | connect | achieve

Building Culture	Building Leadership	Building Learning	Building Performance	Building School Strategy	Building Systems and Operations
We build a supportive school culture.	We lead for excellence in our community.	We have an agreed approach to learning in our community.	We recognise and work towards high performance.	We are an aligned, strategically envisioned and future focused community.	We use systems and process to bring people together.
We are cultivating a healthy and supportive community that balances the need to honour the past and address the demands of the present while prioritising looking forward to a future of growth and improvement.	We are applying models and frameworks of positive and solution-focused leadership that builds cultures of excellence in leadership and learning.	We are institutionalizing the desire to learn from all of our experiences to achieve better outcomes for more learners.	We recognise and appreciate the importance of evidence-based high performance as a point of focus, inquiry and research for the school.	We are inherently dissatisfied with the status quo, and are redesigning the vision, direction, structures and processes required to create a great school that graduates fit for purpose citizens.	We are using systems and operations to bring people together, nurture effective learning relationships, and support and resource a community of practice.

CIRCLE'S GREAT 21C SCHOOL DOMAINS – LOCATING EXCELLENCE IN SCHOOLS OF CHARACTER

circle
relate | connect | achieve

Reputation	Communication	Evaluation	Achievement	Initiatives	Relationships
We earn a strong and credible reputation as a great 21C school.	We share a narrative of our growth and development as a 21C learning community.	We measure what we do.	We believe in our capacity to set and achieve goals in a routine and disciplined fashion.	We use projects and initiatives to help us realise our vision.	We build robust and resilient learning relationships.
We earn a strong and credible reputation as a great 21C school that exceeds expectations with relation to the consistency of application of its ethos, its engagement with its community, the thoroughness of its planning, the quality of its outcomes, the execution of its strategy across the domains of reputation, communication, evaluation, achievement, initiatives, and relationships, and the efficiency and efficacy of its processes.	We listen to the school community carefully and consistently, connecting and communicating with it by creating a credible narrative of the school that honours the legacy of its past, frames the complexity of its present and projects a compelling rationale for a preferred future that serves 21st century learning.	We routinely gather and evaluate data-based evidence of agreed school outcomes that relate to the core learning, leadership, character, service, sport, co-curricular and developmental activity of the school in particular, as well as the financial, governance and business stewardship of the those resources needed to attain the educational mission of the school.	We assert confidence in the capability of all to be successful, privileging the disciplined pursuit of achievement by encouraging the attainment of individual and collective goals that challenge us to grow beyond where we are now towards what we might become in the future. .	We invest significant hope, resources and commitment into research and development by planning, conducting and evaluating intentional projects and initiatives that are aligned to the school's mission, realize the school's vision and demonstrate the school's values in action.	We build robust and resilient learning relationships within supportive environments that inspire learners to grow in knowledge, skills and character so that they are equipped, empowered and enabled to assume responsibility for making a positive contribution to the world.

CIRCLE'S 21C GREAT SCHOOL CRITERIA – MEASURING EXCELLENCE IN THE DOMAINS OF SCHOOLS OF CHARACTER

circle
relate | connect | achieve

Ethos	Community Engagement	Planning	Outcomes	Strategic Intent	Processes
We are true to the stated values and purpose of our school. We are strengthened by the robustness and resilience of our ethos, particularly through the alignment of our stated and unstated culture as demonstrated in the connections between its community's words and its deeds, particularly the daily activity of students, staff and leaders.	We help our community to come along with us on our journey. We have been energised by deliberate, targeted and intentional approaches to community engagement that are informed by an both understanding of the relationships between what stakeholders want and need, and what the school promises and delivers on an ongoing basis.	We are deliberate, targeted and intentional in our approach. We are driven by a relentless passion for and shared practice in setting, planning for, attaining, and (where possible) improving the school's capacity to deliver better outcomes for more learners by building cultures of excellence in leadership and learning and cumulative internal data-gathering, regular programs of review and external research of other available options.	We achieve our goals and meet our community's expectations. We are committed to the identification of the broad and deep nature of community satisfaction with the school by testing the validity of parent assumptions and anecdote against key data about performance in the key academic, pastoral and business outcomes of the school.	We do what we say we will do. We have been guided by a common understanding of and judgment about a strategic intent that is most visible in the close and mutually supportive relationship between its strategic vision, leadership, operations, governance, and culture.	We use the best possible processes. We are enhanced by routine habits of researching, identifying and implementing the best possible teaching and learning, research and development, information recording and tracking, evaluation and decision-making, and resourcing and other business processes.

CIRCLE'S GREAT 21C SCHOOL MARKERS – WHAT WE SHOULD EXPECT TO SEE IN A SCHOOL OF CHARACTER

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relate | connect | achieve

Resilience of Consensus Around Ethos	Effective and Engaging Communication and Reporting	Robustness and Consistency of Standards	Outcomes for Students and Programs	Strategic Clarity and Connection	Focused and Committed Community of Practice
We agree on what matters to us.	We talk about and report on our work effectively.	We define and improve our standards.	We achieve those outcomes that people expect of us.	We are clear about our vision and what we do is aligned with this vision.	We are working together to improve what we do, especially for our students.
We reinforce the resilience of the consensus about shared values, intentions and principles that enable the community to withstand the challenges of conflicting goals and hidden assumptions about educational design and delivery.	We ensure desired school culture and strategy are aligned and translated into daily operations and community engagement through effective communication and reporting.	We strengthen the robustness and consistency of school standards by setting expectations, providing support, monitoring progress, recognizing success, and encouraging accountability.	We establish and achieve both process and product outcomes for students and programs that are appropriate to both the context of the learning environment and the deliberate and targeted focus of learning, particularly in the areas of student care and character, learning culture across the curriculum and co-curriculum, student leadership culture, design and delivery of student programs and pathways, the promotion of student voice, diversity, and identity, and Innovation and future readiness.	We reinforce strategic clarity and connection in school activity by promoting intentional, aspirational and practical values that provide concrete direction for the school.	We prioritise the establishment and continuous refinement of process, systems and structures that nurture a school-wide community of practice that unlocks defensive default positions, and support individual and collective improvement in formal and informal learning culture and practice.

circle
relate | connect | achieve

The challenge of understanding and the formation of our society

The third stage of the inside-out journey of a fit for purpose 21C education for character moves on to identifying and understanding what we value most when we think about the question of how our educational communities might best contribute to the societies which they serve.

Learning Values That Enable

- **Language**: Developing shared culture and practice with a consistent vocabulary for learning
- **Structure**: Aligning ends, means and intentions through backwards design of learning
- **Evaluation**: Recognising how and when to give feedback within assessment for learning, assessment of learning, and assessment through learning
- **Challenge**: Challenging learners to grow by coaching for achievement and success
- **Flexibility**: Progressing learners through clear, logical and adaptable curriculum structures and matrices

How do these values then translate into the culture of our schools as they go about serving their communities? How can these be plotted against a set of desirable standards that define expectations for educational practice, teacher culture, leadership culture, and social aspirations for great 21C schools – schools of character?

CIRCLE'S 21C EDUCATIONAL COMMITMENTS – ALIGNING OUR BELIEFS TO OUR SHARED ENDEAVOUR IN SCHOOLS OF CHARACTER

circle
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Intention	Perspiration	Iteration	Aspiration	Concentration	Deliberation
We want a great education for all learners.	We work hard for all learners.	We expect all learners to grow incrementally.	We aim for excellence for all learners.	We focus ourselves on the greatest positive impact on all learners.	We evolve our practice for the benefit of all learners.
We believe that great education for our students, and that includes an education for character, is neither incidental nor accidental as a primary means of methodology.	We believe that our work in educational reform and the associated narrative that we tell about it requires depth of examination, thoroughness in implementation and measurement of impact.	We believe that change works best in education when it's logical, systematic and incremental. It's got to be accompanied, if not foreshadowed, by a clear and compelling rationale that explains how and why a community might move forward without disrespecting its own past.	We believe that education that is excellent for all of our students both by intention and design, not just the preserve of the lucky minority who happen to land the good teacher or good coach.	We believe in directing our time, energy, and funding towards the things that matter most in attaining better outcomes for more learners, especially if we are going to educate students for the type of character and competencies that will stand them in good stead in the years ahead.	We believe that our current context and future demands in education require fresh thinking, different models and rapidly evolving practice, and effective leadership that creates the systems and processes that allow teachers to develop greater self-efficacy and adaptive expertise in helping students to attain 21C graduate outcomes.

CIRCLE'S 21C TEACHING PRACTICE – FULFILLING AND SUSTAINING THE EXPECTATIONS OF OUR STUDENTS IN SCHOOLS OF CHARACTER

circle
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Optimism	Validation	Forgiveness	Freedom	Identity	Structure
We are positive about our students. We believe that our students are fundamentally interested in the idea of character and what it means to be a good person. We need to honour this by believing in their potential and their capacity to contribute positively to their world.	We affirm what our students know, can do, believe and are becoming. We believe that our students need to know the outcomes that are expected of them and the progress they are making towards them if they are to become the people they need to be. We need to design assessment and reporting that helps them to measure their growth in their character and competency.	We allow our students to make mistakes and to learn from them. We believe that our students need to test boundaries and learn from errors. We need to resist the temptation to pass judgment too quickly or even condemn them.	We encourage our students to make their own choices. We believe that our students should learn how to make good choices and accept their consequences. We need to respect and enhance their emerging sense of creativity, discernment and agency as they adapt to their changing circumstances.	We help our students shape their identities through learning experiences. We believe that our students should learn about themselves, their character, competencies and context by making living their most powerful method of learning. We need to respect that this process helps to shape their enduring sense of who they are and to what purpose their lives might be put.	We provide our students with a structured learning community. We believe that our students benefit most from a consistent, rigorous, clear and structured approach to learning together. We need to provide planned and responsive learning that deliberately shapes shared language, perspectives and content that informs the development of 21C character and competencies.

CIRCLE'S 21C SCHOOL LEADERSHIP PRACTICE – EQUIPPING, EMPOWERING AND ENABLING HIGH PERFORMANCE IN SCHOOLS OF CHARACTER

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Strengthening	Informing	Orientating	Focusing	Aligning	Enriching
We strengthen. We believe that leading through character strengthens an organisation by embedding shared values through establishing a clear and meaningful core of civic, performance, and moral character.	We inform. We believe that leading through narrative creates shared purpose in the organisation by leading it towards a shared understanding of its context, trajectory, and community.	We orientate. We believe that leading through transformation orientates the organisation by equipping it to grow by adopting adaptive behaviours and resourcing for long-term success.	We focus. We believe that leading through expectation focuses the organisation on solutions for complexity by enabling action, attention to detail and the progressive attainment of iterative standards.	We align. We believe that leading through vision aligns the organisation by building trust through promoting openness, responsibility, and commitment to a common aspiration.	We enrich. We believe that leading through teams enriches the organisation by empowering people through adding to their dignity, worth, and contribution as individuals within the group.

CIRCLE'S 21C EDUCATIONAL ASPIRATIONS – SOLVING CONTEMPORARY PROBLEMS THROUGH SCHOOLS OF CHARACTER

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Value Proposition	Certainty	Technology	Future Focus	Pathways	Emergent Issues
We provide an education that is valued and appreciated by our stakeholders. We describe and justify an educational value proposition for parents and students in a time of increased improvement, service and value for money. In doing so, we are solving the problem of more for less in an industry where the work force traditionally leans towards valuing inputs and processes more than outputs and product.	We provide an education that prepares our students to face challenges with confidence. We are developing expertise in accommodating the velocity of change and complexity of managing people in a time of uncertainty. In doing so, we are solving the problem of the fear and solipsism that emanate from complexity and challenge so naturally for so many.	We provide an education that encourages students to be disposed towards technological fluency. We are preparing students to inhabit a technology-rich world that demands their constant attention. In doing so, we are solving the problem of living and learning that can be emblematic of differing inter-generational experiences of youth and adulthood.	We provide an education that looks forward to the possibilities of tomorrow with openness. We are designing and implementing a shared vision for learning, care and character development that meets the needs of our future society. In doing so, we are solving the problem of anticipating what might and must be rather than replicating the past.	We provide an education that allows children to grow naturally into their adulthood. We want to depower the rapidly escalating professionalism of many aspects of adolescent and school life, notably in the design and implementation of sporting and other co-curricular programs, including high-contact sports and those with pathways into professional adult competition. In doing so we are solving the problem of managing differing expectations, traditions and aspirations of students, parents and alumni.	We provide an education that helps students to bring people together and welcome difference. We negotiate contemporary and emerging concepts and practices of gender, race and class. In doing so, we are solving the problem of bringing hidden values and prejudice to the surface and mediating cultural conflict to create internal and external community alignment with our values.

CIRCLE'S STANDARDS FOR GREAT 21C SCHOOLS – SCHOOLS OF CHARACTER

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1. THE CHARACTER OF A 21C GRADUATE – WHO ARE WE?						
CIRCLE'S 21C VIRTUES – WHAT OUR GRADUATES MIGHT BECOME	Good Men ↓	Future Builders ↓	Continuous Learners and Unlearners ↓	Solution Architects ↓	Local, Regional and Global Citizens ↓	Team Creators ↓
CIRCLE'S 21C QUALITIES – EXPRESSING THE POTENTIAL OF OUR GRADUATES' HUMANITY	Integrity ↓	Complexity ↓	Growth ↓	Wisdom ↓	Perspective ↓	Connectedness ↓
CIRCLE'S 21C COMPETENCIES – WHAT OUR GRADUATES MIGHT BE EQUIPPED WITH	Character ↓	Communication ↓	Change Readiness ↓	Creative and Critical Thinking ↓	Citizenship ↓	Collaboration ↓
CIRCLE'S 21C CHARACTER LEARNING – HOW OUR GRADUATES MIGHT BE PREPARED TO BE FIT FOR PURPOSE	Meaning: For good ↓	Authenticity: For real ↓	Transformation: For change ↓	Sustainability: For life ↓	Service: For others ↓	Relationship: For each other ↓
2. THE CHARACTER OF A 21C SCHOOL OF CHARACTER – WHERE DO WE FIT IN?						
CIRCLE'S 21C STRATEGIC LEVERS FOR GREAT SCHOOLS – HOW WE BUILD SCHOOLS OF CHARACTER	School Culture ↓	Leadership ↓	Learning ↓	Performance ↓	School Strategy ↓	Systems and Processes ↓
CIRCLE'S GREAT 21C SCHOOL DOMAINS – WHERE WE LOOK FOR EXCELLENCE IN SCHOOLS OF CHARACTER	Reputation ↓	Communication ↓	Evaluation ↓	Achievement ↓	Initiatives ↓	Relationships ↓
CIRCLE'S GREAT 21C SCHOOL CRITERIA – MEASURING EXCELLENCE IN THE DOMAINS OF SCHOOLS OF CHARACTER	Ethos ↓	Community Engagement ↓	Planning ↓	Outcomes ↓	Strategic Intent ↓	Processes ↓
CIRCLE'S GREAT 21C SCHOOL MARKERS – WHAT WE SHOULD EXPECT TO SEE IN A SCHOOL OF CHARACTER	Resilience of Consensus Around Ethos ↓	Effective and Engaging Communication and Reporting ↓	Robustness and Consistency of Standards ↓	Tangible Outcomes for Students and Programs that Meet Expectations ↓	Strategic Clarity and Connection ↓	Focused and Committed Community of Practice ↓
3. THE CHARACTER OF A 21C EDUCATIONAL COMMUNITY OF PRACTICE – HOW CAN WE BEST SERVE OTHERS?						
CIRCLE'S 21C EDUCATIONAL COMMITMENTS – ALIGNING OUR BELIEFS TO OUR SHARED ENDEAVOUR IN SCHOOLS OF CHARACTER	Intention ↓	Perspiration ↓	Iteration ↓	Aspiration ↓	Concentration ↓	Deliberation ↓
CIRCLE'S 21C TEACHING PRACTICE – FULFILLING THE EXPECTATIONS OF OUR STUDENTS IN SCHOOLS OF CHARACTER	Optimism ↓	Validation ↓	Forgiveness ↓	Freedom ↓	Identity ↓	Structure ↓
CIRCLE'S 21C LEADERSHIP PRACTICE – EQUIPPING, EMPOWERING AND ENABLING HIGH PERFORMANCE IN SCHOOLS OF CHARACTER	Strengthening: Leading through character ↓	Informing: Leading through narrative ↓	Orientating: Leading through transformation ↓	Focusing: Leading through expectation ↓	Aligning: Leading through vision ↓	Enriching: Leading through teams ↓
CIRCLE'S 21C SCHOOL CHALLENGES – SOLVING CONTEMPORARY PROBLEMS THROUGH SCHOOLS OF CHARACTER	Value proposition	Certainty	Technology	Future focus	Pathways	Emergent issues

A SCHOOL STRATEGIC EDUCATIONAL DEVELOPMENT PROJECT – POTENTIAL GOALS

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- **School Strategy**: A shared understanding of the strategic imperative for student care and learning that is situated in the context of the best thinking about 21C character and competencies?
- **Learning**: The development of a deliberate, targeted and intentional learning culture to embed this understanding of 21C character and competencies across the curriculum co-curriculum and extra-curriculum?
- **Systems and Processes**: The collaborative design and delivery of those educational practices, pathways, programs and pedagogies that most support development and mastery in 21C character and competencies?
- **Performance**: The prioritisation of student, teacher, and leadership practice that most warrants support in effecting high performance delivery of 21C character and competencies?
- **School Culture**: The cultivation of a culture that nurtures and inspires 21C character and competency through the infusion of relevant and honourable tradition, innovation and future readiness across all aspects of school life?
- **Leadership**: The promotion of a leadership culture that encourages the aspirations, voices, and lived experiences of the boys of the school and prepares them to thrive in their world with 21C character and competency?

FRAMEWORK FOR EDUCATION STRATEGIC DEVELOPMENT PROJECT – POTENTIAL STRATEGIC SCOPE AND SEQUENCE

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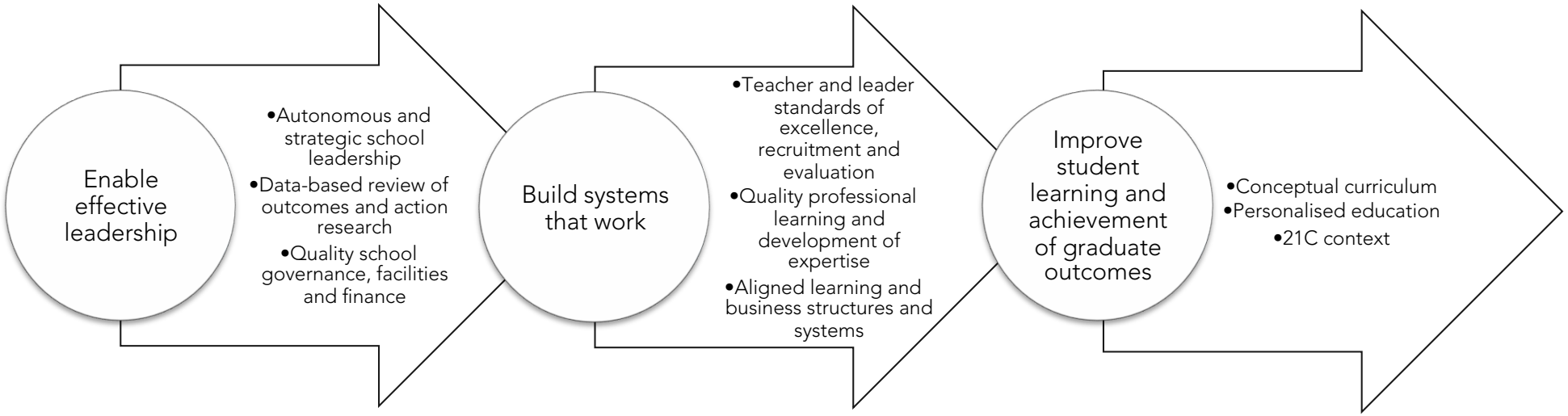

Allow for a minimum of 3-5 years to do this work

FRAMEWORK FOR EDUCATION STRATEGIC DEVELOPMENT PROJECT POTENTIAL PROJECT DELIVERABLES

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Central to the scope and sequence for development of character education at school is the articulation of a Framework for Education at the school. Such a Framework would usually commence with the following documents:

- **Preamble**: the rationale for education at the school linked to the school's understanding of its traditions and history, culture, mission and aspirations for 21C learning and society, especially with respect to the behavioural, performance and moral character development of its students
- **Graduate Profile**: a description of the desirable qualities and character competencies of a graduate linked to school values, mission and ethos
- **Teaching Objectives**: specific integrated knowledge, skills and character outcomes to be covered across the curriculum, co-curriculum and other educational and care structures of the school
- **Learning Experiences and Outcomes**: specific character education learning experiences and outcomes that students will experience in learning units and programs delivered by faculties, departments and other educational and care teams in the school

FRAMEWORK FOR EDUCATION STRATEGIC DEVELOPMENT PROJECT POTENTIAL PROJECT DELIVERABLES

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Central to the scope and sequence for development of character education at school is the articulation of a Framework for Education at the school. Such a Framework would usually be completed through the development of the following documents:

- **Exemplars of Outstanding Practice/School Pedagogy**: a collation of excellent practice undertaken in education at the school that is shaped into an illustrative guide to teaching and learning practice (pedagogy) at the school and a corresponding set of guiding philosophies, design principles and learning intentions
- **Staff Profile and Outcomes**: a description of the qualities and competencies of a school staff member that are necessary to deliver the values, ethos and mission of the school, especially with relation to character education
- **Staff Professional Learning and Student Training and Development Program**: a comprehensive, staged plan for identifying and improving the competencies of staff and students in character education and character leadership
- **Community Engagement Plan**: a plan to engage the community in the educational work of the school that includes a WIP schedule of regular community engagement activity as well as specific plans for special events and campaigns related to character education

FRAMEWORK FOR EDUCATION STRATEGIC DEVELOPMENT PROJECT PROCESS (2015-2018)

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Phase 1: Conduct Audit and Report Out on Findings and Recommendations
Phase 2: Form Character Education Team and Develop Graduate Profile
Phase 3: Develop a Draft Framework for Education
Phase 4: Conduct Pilot Programs and Projects
Phase 5: Refine the Draft Framework for Education
Phase 6: Implement in Stages and Progressively Evaluate

Allow for a minimum of 3-5 years to do this work

THE CHARACTER OF CHARACTER EDUCATION – KEY DEFINITIONS

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Schools of character demonstrate a shared vision and vocabulary for their preferred future, an agreed value proposition for what the school delivers, and change whose velocity, shape, and trajectory have all been designed and implemented to attenuate the demands and pressures of the school's external and internal contexts. They deliver an excellent education for character that is founded on fit for purpose graduate outcomes and their key 21C qualities and competencies (character, communication, change readiness, creative and critical thinking, citizenship, and collaboration), and the expression of these in a curriculum that we propose that boys' schools might consider as they shape their educational philosophies, programs and activities in the years ahead. They see their capacity growing along pathways or corridors that are defined by these outcomes, qualities and competencies, the stages of which are measured according to a an organisational maturity model that assesses the journey of a school for boys to become a fit for purpose 21C school of character. This maturity models tracks in particular the character of the school's climate and culture, the leadership of its educational program, the effectiveness of its teachers, the student educational experience and outcomes that help them to become "whole men", the alignment of operations with strategy, and the state of teacher professionalism within a community of practice. These can be tracked along a continuum from individual practice to strategic awareness to strategic intent to strategic judgment to strategic coherence to fit for purpose competency.

AN ORGANISATIONAL MATURITY MODEL? TOWARDS BECOMING A GREAT 21C SCHOOL – A SCHOOL OF CHARACTER FOR BOYS (2018)

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CIRCLE'S MATURITY MODEL FOR SCHOOLS OF CHARACTER – HOW SCHOOLS BECOME FIT FOR PURPOSE 21C CHARACTER LEARNING COMMUNITIES	SCHOOL CHARACTER, CLIMATE AND CULTURE	LEADERSHIP OF THE EDUCATIONAL PROGRAM	TEACHER EFFECTIVENESS	STUDENT EDUCATIONAL EXPERIENCE AND OUTCOMES – GROWING THE "WHOLE MAN"	STRATEGY AND OPERATIONAL ALIGNMENT	TEACHER PROFESSIONALISM IN A COMMUNITY OF PRACTICE
	↓	↓	↓	↓	↓	↓

Demonstrates individual practice: community members pursue own interests and activity

Demonstrates strategic awareness: development of collective character education purpose

Demonstrates strategic intent: designs school life around ethos of serving others

Demonstrates strategic judgment: increasingly uses evidence to make good strategic decisions

Demonstrates strategic coherence: lives a values-rich life of contribution and leadership within a learning community

Demonstrates fit for purpose capacity: achieves significant impact for the benefit of all within a genuine community of practice focused on 21C outcomes

INDIVIDUAL PRACTICE

STRATEGIC ALIGNMENT

FIT FOR PURPOSE

Drawn from preliminary findings from The Association of Boys' Schools of New Zealand "Excellence in Boys' Schools Project" (2017-2019)

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6 **Demonstration:** We need our leaders to think about their own models for the practice of character leadership. School leaders believe in the imperative for developing character and are strong in their desire to model character and have an impact on the boys under their charge. Their approach is on the whole as intuitive, unstructured and uninformed by the theoretical models that could help them to measure their impact with greater certainty as the teachers whom they lead.

We propose a model of character leadership that builds on our collegial strength in demonstration. School leaders build character capital in a school community through character labour, especially through role modeling and development of character competency; character education efficacy results from their will and their capacity to embed a shared commitment to "what we want, why we want it and how we do" it in character education.

We recommend the development of an international community of practice in character leadership facilitated through the research and educational programs of the IBSC. This could be facilitated through the establishment of school-based regional centres for the study of character leadership. It could also lead to the development of tools for the evaluation of the impact of character leadership on schools and their programs

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Character Labour – deeds, words and decisions that reveal my true character and promote the character labour of others

Leaders of schools see themselves as:

1 **Individual influencers** (53%): By far the largest group, these leaders saw themselves personally as influencing students and/or faculty through a variety of ways: role modeling; using the various forums provided by their leadership position: addressing groups of students/faculty, discipline situations, as members of various groups and committees; shaping programs; and in generally striving to inspire and influence within or without a formal character education program.

2 **Program leaders** (26%): This group saw their purpose as aligned with and in service to an existing, formal character program at their school

3 **Cultural leaders** (21%): Leaders in this group saw their primary purpose as maintaining and enhancing a school culture that, while perhaps not having a formal character education program, had clear norms for behaviour and relationships that everyone, students and staff, understood and supported.

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Character Labour – deeds, words and decisions that reveal my true character and promote the character labour of others

Leaders of schools enact their work through:

Function	%
Relationship Building	34
Communication/Listening Skills	28
Role Modeling Core Values	24
Nurturing/Enhancing Community	18
Providing Constructive Correction/Discipline	15
Setting/Maintaining Clear/Firm Boundaries	15
Consistently Exhibiting Positive Energy, Humour, Celebration	12
Clear/High Expectations	10
Visibility	10
Program-Focused	3
Seizing Teachable Moments	1

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Character Labour – deeds, words and decisions that reveal my true character and promote the character labour of others

Leaders of schools see their vital and "most important" character work as:

Function	%
Leading by Example/Role Modeling	12
Commitment on the Part of Faculty to Engaging with the Work	12
Self-Realization (on the part of the boys)	6
Parental Commitment	3
Authentic Relationships with Students	3
School Culture	3
Mental/Social-Emotional Health	2
Teaching Values	2
That the Work Be Grounded in the Christian Faith	1
Evaluating the Effectiveness of the Work	1

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Character Labour – deeds, words and decisions that reveal my true character and promote the character labour of others

Leaders of schools see their major challenges in character work as:

Function	%
Parenting	40
Technology/Social Media	29
The Influence of Contemporary Society	25
Gender Issues	18
Commitment to Character Education	12
Mental/Social-Emotional Health	12
Peer Pressure	6
Race/Diversity	6
Secularism	4
Respectful Dissent	3
Privilege	3

THE LEADER OF CHARACTER (2015-)

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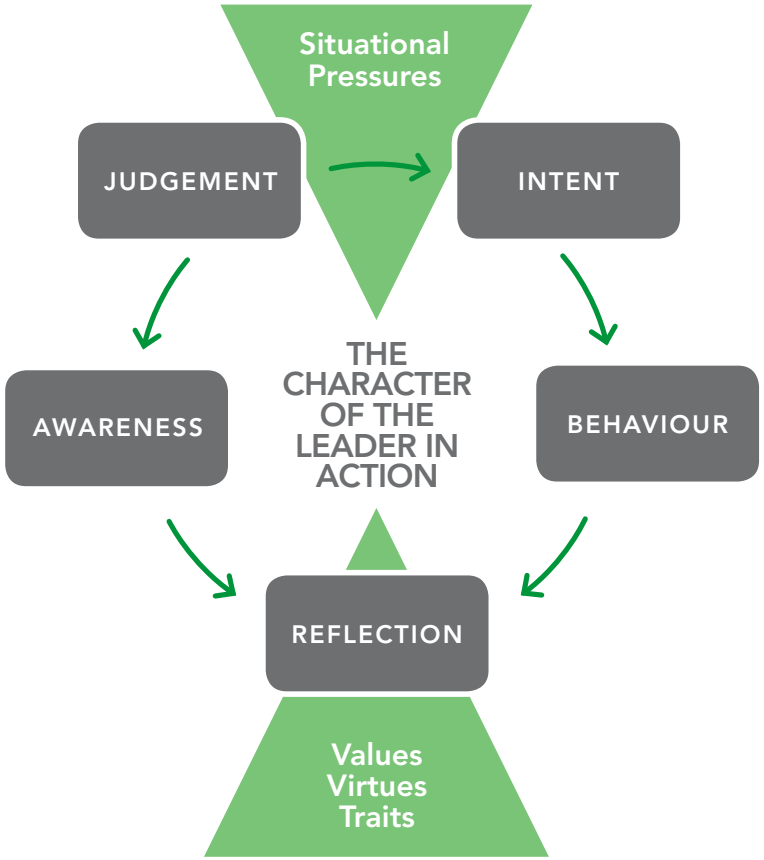

A Character-based Model of Decision Making by School Leaders

Modified from Crossman, M (et al), "In search of virtue: The role of virtues, values and character strength in ethical decision-making." in *Journal of Business Ethics*, 113 (2013) p. 568

Thank you again to our Project Schools

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Baltimore Collegiate School for Boys	Belmont Hill School	Bishops (Diocesan College)
Blue Ridge School	Boys Latin of Philadelphia Charter School	Boys Latin School of Maryland
Brisbane Grammar School	Buckley School	Camberwell Grammar School
Cathedral School for Boys	Chaminade College Preparatory School	Christ's College
Colegio Alpamayo	Dulwich College	Fairfield Country Day School
Gilman School	Hale School	Haverford School
Hutchins School	King Edward's School	King's School
Landon School	Leaf Academy	Northwood School
Palmerston North Boys High School	Prince Alfred College	Radley College
Rathkeale College	Roxbury Latin School	San Miguel Academy of Newburgh
Scots College	Selwyn House School	Shore School
Southport School	St Alban's College	St Andrew's College
St Benedict's College	St Christopher's School	St David's School
St David's Marist Inanda High School	St John's College (Johannesburg)	St. Paul's School (MD)
St Peter's Boys' Prep School	Town School	Trinity Grammar Kew
University School	Viaro Global School	Waihi School

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Remember that when you leave this earth, you can take with you nothing that you have received…only what you have given: a full heart enriched by honest service, love, sacrifice, and courage.

Francis of Assisi

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Do you have other questions?
Do you want to know more?

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