BUILDING THE CHARACTER OF BOYS:
A PROTOTYPE FOR CREATIVE AND CRITICAL THINKING

Dr Philip SA Cummins
Bradley Adams

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

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LET’S START WITH “CHARACTER” ...
WE DID A RESEARCH PROJECT WITH THE IBSC, AND ANOTHER WITH THE ABSNZ, AND WE WROTE A BOOK ON CHARACTER EDUCATION …

WHAT DID WE LEARN?
WE LEARNED 8 REALLY IMPORTANT THINGS ABOUT CHARACTER EDUCATION …

1. We are called as educators to help others to strive for excellence and to develop their character and competency.
2. Character is why we do school.
3. What educators think about character matters.
4. Character is the whole work of a school.
5. Character development relies on relationship.
6. Character education works best when it’s deliberate, targeted and intentional.
7. School leaders show the way forward.
8. A good school focuses on the whole education of the whole person – a great school assembles the ingredients of high-performance culture in delivering this education.

WHAT ELSE HAVE WE LEARNED FROM OUR CLIENTS AND PROJECT SCHOOLS?

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WITH THE SCOTS COLLEGE IN SYDNEY, WE LEARNED HOW TO EXPLAIN IT ALL IN 9 MINUTES …

https://vimeo.com/330177574/4c7cd9063b
WITH THE IBSC AND OUR CLIENTS, WE LEARNED ABOUT TRANSLATING THIS THEORY INTO PRACTICE IN A SCHOOL THROUGH A “FRAMEWORK FOR EDUCATION” …

Central to the scope and sequence for development of character education at school is the articulation of a Framework for Education at the school, a cascading series of documents that helps a school translate the theory of its intentions into strategic academic activity and daily learning:

1. **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

2. **Graduate Profile**: a description of the desirable qualities and character competencies of a graduate linked to school values, mission and ethos

3. **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

4. **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

5. **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

WE’RE GOING TO FOCUS ON THESE TODAY AND HONE IN ON “CREATIVITY”

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Such a Framework would usually be completed through the development of the following documents:

5. **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.

6. **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.

7. **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.

WE’RE NOT GOING TO LOOK AT THESE IN DEPTH TODAY
THE PROCESS TAKES A WHILE TO DO PROPERLY …

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
LET’S LOOK AT BUILDING OUT A FRAMEWORK AND THE PLACE OF “CREATIVITY” WITHIN THIS “CHARACTER LEARNING” …
WE LEARNED FROM OUR IBSC PROJECT HOW TO TRACE OUT THE FULL COMPETENCY OF CREATIVE AND CRITICAL THINKING IN THEORY …

<table>
<thead>
<tr>
<th>GRADUATE OUTCOME</th>
<th>KEY QUALITY</th>
<th>COMPETENCY</th>
<th>CURRICULUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solution architects</td>
<td>Direction</td>
<td>Creative and critical thinking</td>
<td>Sustainability: For life</td>
</tr>
</tbody>
</table>

I design and generate effective solutions. Inspired by sustainability, I am equipped to provide direction supported by successful answers to the questions of a world that seeks clarity and certainty in rapidly evolving and multi-dimensional emergent issues.

**Direction**

I am motivated to become a committed coach who thinks carefully to generate practical and workable answers to challenging questions. I use hard work, perseverance, and attention to detail to give others the confidence to meet expectation by thinking through options, and constructing, testing, implementing, and evaluating solutions to familiar and unfamiliar problems. I show others a better way forward.

**Creative and critical thinking**

I think through problems with confidence. I know that creative and critical thinking competency involves eliciting direction through asking significant questions, and developing solutions that meet expectation. This relies on the capacity to use conventional and innovative processes of reflection for the analysis of alternative arguments, the evaluation of evidence, and the creation of content.

**Sustainability: For life**

Purpose: I think carefully to generate practical and workable answers to challenging questions. Process: I am grounded in learning about expectation 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 the success of my critical and creative thinking competency in giving me appropriate direction

Practice: I design and generate effective solutions.
SCHOOLS LIKE A THEORETICAL FRAMEWORK BUT THEN THEY LIKE TO EXPRESS IT IN THEIR OWN CONTEXT SO IT MAKES SENSE TO THEM...

AS DO THEIR DEPARTMENTS AND TEACHERS ...
WITH HARROW SCHOOL IN THE UK, WE LEARNED HOW TO SITUATE CREATIVITY WITHIN THE PREAMBLE THAT EXPRESSES THEIR OVERALL ASPIRATIONS FOR THEIR “LEAVER’S PROFILE” …

Our Expectations and Our Legacy

A member of Harrow School is expected to maintain a high standard of civilized and unselfish behaviour at all times; to be honest, considerate and courteous to others; to show his commitment to learning; to contribute with enthusiasm and to the best of his ability; to show respect for himself and care for the environment; and to promote the reputation of the School.

At Harrow, we believe that success should be measured not by grades, but by one's influence on the world. Confidence, ability to work in a team, ability to serve others, strength of character, creativity, and imagination – these are the things that really count in life and make a boy stand out and ready to make his mark on the world. The willingness and ability to learn, to lead, and to serve are what enable a life to be both well-lived and worthwhile.
WITH CRESCENT SCHOOL IN TORONTO, WE LEARNED HOW TO START WITH THE END IN MIND – A SET OF GRADUATE OUTCOMES, HOLISTIC COMPETENCIES THAT COMPRIS£ “THE PORTRAIT OF A GRADUATE” …

THREE GUIDING QUESTIONS

• Who am I?
• How do I lead?
• What is my legacy?

SIX ESSENTIAL QUALITIES:

A Crescent School graduate will:

• Be a moral person with the courage to uphold and act upon the highest standards of ethical behaviour.
• Be self-aware and self-regulating with a strong sense of purpose, agency and potential.
• Be a positive leader who builds relationships and understands the importance of serving others in order to inspire action and accomplishment.
• Be a critical thinker who listens clearly, communicates effectively, and collaborates well.
• Be adaptable, resourceful and creative in meeting the challenges of an increasingly complex world.
• Be an engaged citizen who respects people’s differences, is mindful of interconnectivity, and seeks betterment in his local and global community.

THERE IS WHERE CRESCENT SITUATED CREATIVITY
WITH CRESCENT SCHOOL IN TORONTO, WE ALSO LEARNED HOW TO TEASE OUT THESE GRADUATE OUTCOMES INTO A SET OF TEACHING OBJECTIVES OR “LOOK FORS” ...

GENERAL POG LOOK-FORS: WHAT IS MY LEGACY?

ADAPTABLE

Our graduates will:

- **Exhibit** flexibility when dealing with changing and challenging situations and environments
- **Demonstrate** both cognitive and social agility in diverse situations
- **Demonstrate** creativity, resiliency and resolve to learn from his experiences
- **Reveal** vulnerability and initiative when outside of his comfort zone
- **Identify** his personal strengths and challenges, in order to discover opportunities for self-growth

THIS IS HOW CRESCENT ARE GETTING GRANULAR ABOUT CREATIVITY WITHIN “THE CRESCENT WAY” – THEY’VE ALSO WORKED THIS INTO SPECIFIC OUTCOMES BY STAGES
**Collaboration**

Our graduates work well with others to achieve the right results in the right way.

<table>
<thead>
<tr>
<th>Community leadership and legacy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Our Lindisfarne Graduates:</strong></td>
</tr>
<tr>
<td>They are committed to working with others to address and solve problems for our local, national, and international communities through their creativity and their voice.</td>
</tr>
</tbody>
</table>

**By the end of Junior School:**
- Local collaboration and participation in identified local initiatives relating to the local community.
- Students are learning to identify avenues and opportunities to share ideas, solve problems and collaborate within the school community.
- Students are developing awareness of the potential to use their own voice for positive impact and change.

**By the end of Middle School:**
- Students independently seek participation in initiatives at a local and national level to join in solving problems/issues.
- Students are empowered and vocal advocates for positive change within the Middle School and wider community.

**By the end of Senior School:**
- Students actively lead initiatives within the school and wider community to affect positive change on a wide range of issues.
- Global collaboration to solve International Problems.
- Creating and designing a collaborative environment to enable problem-solving.
- Apply foresight, predictions, perceptions and persuasion in order to mobilise the school community for positive change.

WITH LINDISFARNE ANGLICAN GRAMMAR SCHOOL IN AUSTRALIA, WE ALSO LEARNED HOW TO TEASE OUT THESE GRADUATE OUTCOMES INTO A SET OF STAGED TEACHING OBJECTIVES OR “LOOK FORS” …
WITH AUCKLAND GRAMMAR SCHOOL, WE LEARNED HOW TO TEASE OUT THEIR GRADUATE OUTCOMES INTO **TEACHING OBJECTIVES** IN A DIFFERENT WAY …

### Key competencies, qualities and teaching objectives: “How can I best serve others?”

<table>
<thead>
<tr>
<th><strong>Knowledge</strong></th>
<th><strong>Skills</strong></th>
<th><strong>Character Strengths</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A man with whanaungatanga …</td>
<td>who can stand on his own two feet and is prepared to embrace the challenges of the world …</td>
<td>By becoming a good man.</td>
</tr>
</tbody>
</table>

**Students will know about:**
- Whanaungatanga: Understanding the meaning of whanaungatanga (building and sustaining relationship(s) through shared experiences and working together, providing people with a sense of belonging)
- Our Cultural Diversity: Understanding the various communities of which students are and will be members, and the important shared experiences that have influenced these communities
- Other Cultures and Communities: Appreciating the ways the experiences of other communities and countries differ, to build respect for differing perspectives

**Students will show skills in:**
- Future-orientation: Understanding some of the ways their whanaungatanga will enable them to face future challenges while recognising the way they see their future and their place in the world is influenced (but not necessarily limited) by their background, beliefs and values
- Compassion: Acknowledging, valuing, and showing compassion for and working with the experiences and perspectives of others
- Optimism: Honouring and connecting people’s aspirations with their choices and their sense of independence, interdependence, and reliance on others

**Students will demonstrate:**
- **Performance character:**
  - Working: Engaging in work; showing commitment; taking on different roles in groups; and assisting others practically and willingly
  - Thinking: Investigating; asking questions; selecting methods; analysing and evaluating evidence; challenging assumptions; managing uncertainty and variation; building on prior knowledge; making deductions; applying discernment; and solving problems with logical, flexible, critical and creative thinking (especially in new situations)
  - Contributing: Equipping, empowering and enabling others to contribute to a shared vision and a culture of inquiry and learning

- **Behavioural character:**
  - Citizenship: Aspiring to responsible and useful adulthood in local, national and international communities
  - Duty: Interrogating lawful, just and unjust authority with humility and courage
  - Leadership: Demonstrating leadership through service, courage, sacrifice, aspiration, resourcefulness, initiative and awareness of social, welfare and environmental issues

**THIS IS HOW AGS ARE GETTING GRANULAR ABOUT CREATIVITY WITHIN “THE GRAMMAR WAY” – NO STAGES OF LEARNING BUT RATHER ONE CONTINUUM FOR THE WHOLE SCHOOL**

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WITH READING SCHOOL IN THE UK, WE LEARNED HOW TO EXPRESS TEACHING OBJECTIVES THROUGH QUESTIONS ALONG A CONTINUUM OF STAGES OF LEARNING …

<table>
<thead>
<tr>
<th>Via Redingensis</th>
<th>Our Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KS3</strong>&lt;br&gt;Imaginative: What is possible for me this year?</td>
<td>Men of excellence who aim high and develop the ambitions that enable dreams to be achieved. They strive to achieve the best they can in all they do through curiosity, perseverance, and reflection, while their feet remain firmly on the ground.</td>
</tr>
<tr>
<td><strong>KS4</strong>&lt;br&gt;Accountable: What do I feel is expected of me this year?</td>
<td>• Strive for achievement based on talent, ambition, and curiosity in the academic sphere, in cultural endeavours, and in sport</td>
</tr>
<tr>
<td><strong>KS5</strong>&lt;br&gt;Inquisitive: What more do I hope to do this year?</td>
<td>• Demonstrate sustained high performance accompanied by personal development such that academic excellence is married to well-being</td>
</tr>
<tr>
<td></td>
<td>• Understand the importance of aspiring to the very best</td>
</tr>
<tr>
<td></td>
<td>• Seek to hold themselves to account, and fulfil their potential for the benefit of others as well as themselves</td>
</tr>
</tbody>
</table>

READING SCHOOL GIVES CREATIVITY PRIMACY WITHIN A STAGED PROGRESSION OF INQUIRY TOWARDS ACADEMIC EXCELLENCE IN THE “VIA REDINGENSIS”
WITH DESBOROUGH COLLEGE IN THE UK, WE LEARNED HOW TO CONSTRUCT AN INTEGRATED MODEL FOR **SCHOOL PEDAGOGY**...

**CREATIVITY EXPRESSED AS AN ASPIRATION FOR ALL LEARNING AT DESBOROUGH COLLEGE**

IT’S TAUGHT IN SUBJECT SPECIFIC LEARNING UNITS AND A YEAR 8 PROGRAM ON CREATIVE AND CRITICAL THINKING

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WITH SAINT DAVID’S SCHOOL IN MANHATTAN, WE LEARNED HOW TO CONSTRUCT AN INTEGRATED MODEL OF THE GRADUATE PROFILE AND THE SCHOOL PEDAGOGY…

Graduate Profile:

Saint David’s boys are scholarly and creative, aesthetic and athletic. They are intellectually curious, appreciate the arts, demonstrate skill and sportsmanship in athletics, and have an enduring love of learning. Educated to fulfill their potential through rigorous academic pursuit, deliberate moral introspection, and critical analysis of ideas and issues within the classical tradition of balance, they are young men of ideas and ideals, action and reflection who are equipped to excel at secondary school and beyond in serving self, others, and God.

<table>
<thead>
<tr>
<th>Rigorous Academic Pursuit</th>
<th>Academics</th>
<th>Athletics</th>
<th>Arts</th>
<th>Spirituality</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do I pursue knowledge?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Analysis of Ideas and Issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How do I deepen my understanding?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deliberate Moral Introspection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where is the good?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CREATIVITY EXPRESSED AS AN ASPIRATION FOR SAINT DAVID’S GRADUATES

INTEGRATED MODEL FOR SCHOOL PEDAGOGY
## 2. Ideas: What do I know about understanding, truth, fairness, and creativity?

<table>
<thead>
<tr>
<th></th>
<th>Academics</th>
<th>Athletics</th>
<th>Arts</th>
<th>Spiritual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Question</td>
<td>What do I know about understanding,</td>
<td>What do I know about understanding,</td>
<td>What do I know about understanding,</td>
<td>What do I know about understanding,</td>
</tr>
<tr>
<td></td>
<td>truth, fairness, and creativity through</td>
<td>truth, fairness, and creativity through</td>
<td>truth, fairness, and creativity through</td>
<td>truth, fairness, and creativity through</td>
</tr>
<tr>
<td></td>
<td>academics?</td>
<td>athletics?</td>
<td>the arts?</td>
<td>my spiritual life?</td>
</tr>
<tr>
<td>2nd grade</td>
<td>How does a ___-grader demonstrate a</td>
<td>How does a ___-grader demonstrate a</td>
<td>How does a ___-grader demonstrate a</td>
<td>How does a ___-grader demonstrate a</td>
</tr>
<tr>
<td>5th grade</td>
<td>knowledge understanding, truth,</td>
<td>knowledge understanding, truth,</td>
<td>knowledge understanding, truth,</td>
<td>knowledge understanding, truth, fairness, and</td>
</tr>
<tr>
<td>8th grade</td>
<td>fairness, and creativity in academics?</td>
<td>fairness, and creativity in athletics?</td>
<td>fairness, and creativity in the arts?</td>
<td>creativity in his spiritual life?</td>
</tr>
</tbody>
</table>

AND HERE’S HOW SAINT DAVID’S SCHOOL PLACES CREATIVITY INTO ITS CORE IDEAS THROUGH STAGED INQUIRY QUESTIONS AND OUTCOMES
WITH WESTLAKE BOYS’ HIGH SCHOOL IN AUCKLAND, WE’VE LEARNED HOW TO HELP STAFF TO THINK ABOUT EMBEDDING THIS COMPETENCY INTO THEIR DAILY LEARNING EXPERIENCES …

Westlake Boys High School

WBHS GRADUATE PROFILE

Character: they have the conviction to stand with mana.
Change readiness: they adapt to constant change with courage and optimism.
Citizenship: they actively engage with, and contribute meaningfully to, their communities.
Communication: they listen, respectfully consider and respond appropriately, with confidence.
Collaboration: they work effectively with others towards a common goal.
Creative and critical thinking: they dare to dream, challenge and explore.

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COMPETENCY IN CREATIVE AND CRITICAL THINKING: “THEY DARE TO DREAM, CHALLENGE, AND EXPLORE”

BY THE TIME A BOY COMPLETES HIS LEARNING IN MY AREA, HE CAN DEMONSTRATE:

• KNOWLEDGE:
• SKILLS:
• CHARACTER:
• LEARNING HABITS:
WHAT MIGHT THIS LOOK LIKE FOR A YEAR 10 HISTORY STUDENT STUDYING A TOPIC CALLED “EUROPEAN COLONIZATION OR INVASION”? 
COMPETENCY IN CREATIVE AND CRITICAL THINKING: “THEY DARE TO DREAM, CHALLENGE, AND EXPLORE”

BY THE TIME A BOY COMPLETES HIS LEARNING IN MY AREA, HE CAN DEMONSTRATE:

• KNOWLEDGE:
• SKILLS:
• CHARACTER:
• LEARNING HABITS:
COMPETENCY IN CREATIVE AND CRITICAL THINKING: “THEY DARE TO DREAM, CHALLENGE, AND EXPLORE”

By the time a boy completes his learning in my Year Ten History class on “European Colonization or Invasion?”, he can demonstrate his increasing competency in creative and critical thinking through his:

- **Knowledge**: Understanding of three to four historical perspectives about the issue of European conquest and indigenous dispossession, as well as the evidence used by these historians/thinkers to support them.

- **Skills**: The capacity to identify his own view on “Colonization or Invasion?”, support it with evidence, situate it within a well-formed explanation, and defend his argument in a class debate.

- **Character**: The disposition to work with different historical perspectives and evidence with both personal compassion and “professional” disinterest.

- **Learning Habits**: Increasing confidence in constructing a balanced drafted 800 word argument and assessing the adequacy of evidence used to support the argument.

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AND WHAT ABOUT ASSESSMENT AND REPORTING?
**BASED ON OUR IBSC WORK, WE PROPOSED A DEVELOPMENTAL MODEL FOR THE ACQUISITION OF CHARACTER COMPETENCY: FROM ME TO US (2018)**

<table>
<thead>
<tr>
<th>CIVIC CHARACTER</th>
<th>PERFORMANCE CHARACTER</th>
<th>MORAL CHARACTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>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?</td>
<td>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?</td>
<td>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?</td>
</tr>
</tbody>
</table>

- **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

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WITH DAN ORAM FROM TIBBS HOUSE AT AUCKLAND GRAMMAR SCHOOL, WE LEARNED HOW TO ASSESS CHARACTER LEARNING ON A LEARN, DO TEACH CONTINUUM …

Form 6ESoL

<table>
<thead>
<tr>
<th>Activity/Unit</th>
<th>Value</th>
<th>Knowledge</th>
<th>Skills</th>
<th>Character Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>His First Ball – Witi Ihimaera</td>
<td>Courage</td>
<td>Whanaungatanga</td>
<td>Future-orientation</td>
<td>Thinking</td>
</tr>
<tr>
<td>(Short Story)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment/Reporting Evidence

*Standard coursework essay – Reflecting on issues in story /20*

THIS “LDT” METHODOLOGY IS PROVING TO BE QUITE INFLUENTIAL AT AGS AND OTHER SCHOOL

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WITH READING SCHOOL IN THE UK, WE LEARNED HOW TO ASSESS CREATIVITY WITHIN CHARACTER-BASED REPORTS IN EACH SUBJECT THAT SIT ALONGSIDE ASSESSMENT OF CURRICULUM CONTENT …

**Academic Excellence**

<table>
<thead>
<tr>
<th>Graduate Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curiosity</strong></td>
</tr>
<tr>
<td>Understands the importance of aspiring to be the very best they can be in the field.</td>
</tr>
<tr>
<td>Strives for achievement based on ambition and curiosity.</td>
</tr>
<tr>
<td>Understands their responsibility to the world with their learning in this subject.</td>
</tr>
<tr>
<td>Understands the need to be committed to learning from others.</td>
</tr>
<tr>
<td><strong>Perseverance</strong></td>
</tr>
<tr>
<td>Focuses on continuous improvement.</td>
</tr>
<tr>
<td>Is creative and adaptable to exhibit the competencies required to succeed in the task.</td>
</tr>
<tr>
<td>Demonstrates courage, self-discipline and initiative in approach to tasks.</td>
</tr>
<tr>
<td>Sustains a positive attitude throughout their learning.</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
</tr>
<tr>
<td>Is creative and adaptable in their approach to learning challenges.</td>
</tr>
<tr>
<td>Seeks to hold themselves to account in order to fulfil their potential.</td>
</tr>
<tr>
<td>Trusts in and enhances their own and others abilities.</td>
</tr>
<tr>
<td>Is ready to align their learning to become a champion of change.</td>
</tr>
</tbody>
</table>

| The student's attitude in this area is Excellent | 5 |
| The student's attitude in this area is Very Good | 4 |
| The student shows positive attitude in this area as expected | 3 |
| The student's attitude in this area needs improvement | 2 |
| The student's attitude in this area is of considerable concern | 1 |

READING SCHOOL INCORPORATES CREATIVITY WITHIN AN ASSESSMENT OF ACADEMIC EXCELLENCE USING THE LANGUAGE OF THE GRADUATE OUTCOME DESCRIPTORS OF “VIA REDINGENSIS”
AND WHAT MIGHT THIS LOOK LIKE FOR YOU?
WE’RE STILL LEARNING …
WE’D LIKE TO LEARN WITH YOU …

1. SIGN UP FOR AN IBSC ONLINE CHARACTER EDUCATION COURSE 2019-20

2. ATTEND A CHARACTER EDUCATION REGIONAL CONFERENCE 2019-2020

3. TAKE PART IN FURTHER IBSC RESEARCH ON PARENT ENGAGEMENT AND EDUCATION, ASSESSMENT AND REPORTING IN CHARACTER EDUCATION

4. PERHAPS EVEN START A CHARACTER EDUCATION PROJECT WITH US AT YOUR SCHOOL!

The Centre for Innovation, Research, Creativity and Leadership in Education Pty Ltd
Do you have other questions?  
Do you want to know more?

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Bradley Adams brad@circle.education

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