Measuring character education: Well-intentioned inputs and unclear outputs?

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The Centre for Innovation, Research, Creativity and Leadership in Education Pty Ltd
Context: About Dr Phil

Dr Philip SA Cummins

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Abstract: Measuring character education – Well-intentioned inputs and unclear outputs?

Character education is one of the strongest features of the curriculum and co-curriculum in boys' schools across the world. Through a variety of programs, many of our schools see it as the ultimate distinctive that separates what they provide for their students from the educational offering of other schools. Across our work with over 1,200 schools, CIRCLE has been able to draw on a wide range of evidence of practice in character education programs that shows that the prevailing trend is for programs to be defined more by what schools put into them than a clear understanding of the tangible outcomes that boys gain from them. Many educators believe that it is impossible to measure character education; it's just of those things that seems to happen. Others believe that their existing data sources confirm their approach without necessarily scrutinising the relationship between concepts of correlation and causation in the relationship between actions and effects in this data. In short, while some evidence is referred to, many schools rely more on immediate observation and assertion than a comprehensive framework of evidence when it comes to the impact of such programs on the journey to manhood. In this workshop, Dr Phil Cummins will explore the nature of measurement of character education programs including the international research in respect of it, and propose a model for tracking, measuring and testing the impacts of character education in boys' schools. Participants will gain insight into a methodology that they can take back to their schools for future research and implementation.

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We demand the best possible education for our children. We want this to unlock a lifetime of possibilities and to create pathways to success for them. Ultimately, we should want students to use their education to demonstrate strong citizenship and leadership in their community, acting on strong, positive values and a genuine desire to serve others before themselves. We know that our schools strive to help children to be well equipped for entry into the adult world. And yet, as with all human institutions, no school is perfect … What is common to all schools is their capacity to improve what it is that they do.


1. The provocation – what do we mean by the character of a man?
2. The context – what do we mean by character education in our schools?
3. The rationale – what do we feel about character education in boys’ schools and why should we measure it?
4. The framework – what might we measure with character education in boys’ schools and how might we measure it?
5. The details – what does this all mean for us in our roles in boys’ schools?
First, let’s talk about manhood …

We demand the best possible education for our children. We want this to unlock a lifetime of possibilities and to create pathways to success for them. Ultimately, we should want students to use their education to demonstrate strong citizenship and leadership in their community, acting on strong, positive values and a genuine desire to serve others before themselves. We know that our schools strive to help children to be well equipped for entry into the adult world. And yet, as with all human institutions, no school is perfect … What is common to all schools is their capacity to improve what it is that they do.


1. The provocation – what do we mean by the character of a man?
Our shared educational mission

In our work with thousands of schools, people tell us that students should:

- Become expert independent learners who set and **achieve** relevant, progressive and attainable goals
- Work in **relationships** of interdependent collaboration with their peers, teachers, families and communities
- **Communicate** effectively within and about their learning and leadership
- Participate in **initiatives** and programs that enable them to rehearse for a life of meaningful contribution, learning and service others
- Earn a **reputation** for being passionately engaged in challenging, substantive and rewarding learning
In our work with thousands of schools, people tell us that staff should:

• Set and **achieve** goals as part of a professional growth plan
• Work through **relationships** in teams and in community as part of our professional learning and development programs
• Promote a meaningful **Communication CHARTER** – constructive, honest, accountable, responsible, transparent, engaging, relevant
• Contribute to deliberate, targeted and intentional **initiatives** that enhance their career trajectories
• Earn a professional **reputation** for mastery of curriculum, competency of pedagogy, professional growth, leadership of learning and commitment to a shared school culture
Our shared educational mission

In our work with thousands of schools, people tell us that leaders should:

• Lead the **achievement** of good results through effective leadership in action and a contextualised personal leadership style
• Promote good **relationships** through their management of team culture and conflict resolution
• Demonstrate leadership vision and articulate this through superior **communication**
• Plan for, implement and evaluate **initiatives** through change management, problem-solving and decision-making capabilities
• Build good reputations that enhance our shared **reputation** through team discipline
Boyhood: what might a boy be?
Rejoice, O young man, in your youth, and let your heart cheer you in the days of your youth. Walk in the ways of your heart and the sight of your eyes.
I’m a Man – Steve Winwood  
(aged 15)

Well my pad is very messy and there’s whiskers on my chin and I'm all hung up with music and I always play to win.

And I ain't got time for lovin' 'cause my time is all used up. Just a sittin' round creatin' all that groovy kind of stuff.

If I had my choice my matter if would rather be with the cats. All engrossed in mental chatter showing where our minds are at.

And relatin' to each other just how strong our will can be. Resisting all involvements which each groovy chick we see.

So I got to keep my image while suspended from a throne. That looks out upon a kingdom filled with people all unknown, who imagine I'm not human and my heart is made of stone, and I never have no problems and my toilet's trimmed with chrome.

But I'm a man, yes I am and I can't help but love you so. Oh no no. I'm a man, yes I am and I can't help but love you so.
Manhood: what should a man be?
Ecclesiastes 5: 18-20

Behold, what I have seen to be good and fitting is to eat and drink and find enjoyment in all the toil with which one toils under the sun the few days of his life that God has given him, for this is his lot. Everyone also to whom God has given wealth and possessions and power to enjoy them, and to accept his lot and rejoice in his toil — this is the gift of God. For he will not much remember the days of his life because God keeps him occupied with joy in his heart.
Psalm 1

Blessed is the man who walks not in the counsel of the wicked, nor stands in the way of sinners, nor sits in the seat of scoffers; but his delight is in the law of the Lord, and on his law he meditates day and night. He is like a tree planted by streams of water that yields its fruit in its season, and its leaf does not wither. In all that he does, he prospers.
Psalm 15

O Lord, who shall sojourn in your tent? Who shall dwell on your holy hill? He who walks blamelessly and does what is right and speaks truth in his heart; who does not slander with his tongue and does no evil to his neighbor, nor takes up a reproach against his friend; in whose eyes a vile person is despised, but who honors those who fear the Lord; who swears to his own hurt and does not change; who does not put out his money at interest and does not take a bribe against the innocent. He who does these things shall never be moved.

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Some enlightened thinking

• “The inclination to goodness is imprinted deeply in the nature of man” (Francis Bacon, 1625)

• “If you punish a child for being naughty and reward him for being good, he will do right merely for the sake of the reward; and when he goes out into the world and discovers that good is not always rewarded, nor wickedness always punished, he will grow into a man who only thinks about how he may get on in the world, and does right or wrong according as he finds advantage to himself” (Immanuel Kant, 1781)
If – Rudyard Kipling

If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too:
If you can wait and not be tired by waiting,
Or being lied about, don’t deal in lies,
Or being hated, don’t give way to hating,
And yet don’t look too good, nor talk too wise;

If you can dream—and not make dreams your master;
If you can think—and not make thoughts your aim,
If you can meet with Triumph and Disaster
And treat those two impostors just the same:
If you can bear to hear the truth you’ve spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build ‘em up with worn-out tools;
If – Rudyard Kipling

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss:
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: "Hold on!"

If you can talk with crowds and keep your virtue,
Or walk with Kings—nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much:
If you can fill the unforgiving minute
With sixty seconds’ worth of distance run,
Yours is the Earth and everything that’s in it,
And—which is more—you’ll be a Man, my son!
The Boys and Motivation Project (CIRCLE-CCGS 2011): A Model of Manhood

Manhood

- Strength
- Wisdom
- Courage
- Kindness
- Diligence
- Honour
- Joy

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Questioning Objectives and Assumptions

A “good man” but …
• By when?
• How will we know?
• What is our role?
• How we can we do this?
• When can we know?
• How can we know?
• Should we even try?
Our roles?

**Social Agency**
- Acting in the interests of the public good
- Prescribing and enforcing public order
- Community standards
- Concern about the youth of today in a world gone to the dogs?

**Individual Agency**
- Modeling values
- Experimenting with structure
- Negotiating a social contract
- Concern about stifling individuality in a climate of political correctness gone mad?

Managing fear and mistrust?

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Discussion: Your school’s model(s) for manhood

Reflecting on the stated and unstated models for manhood that operate in your school …

• What works?
• What might be retained and nurtured?
• What doesn’t work?
• What might be done differently?
Now, let’s talk about context …

We demand the best possible education for our children. We want this to unlock a lifetime of possibilities and to create pathways to success for them. Ultimately, we should want students to use their education to demonstrate strong citizenship and leadership in their community, acting on strong, positive values and a genuine desire to serve others before themselves. We know that our schools strive to help children to be well equipped for entry into the adult world. And yet, as with all human institutions, no school is perfect … What is common to all schools is their capacity to improve what it is that they do.


2. The context – what do we mean by character education in our schools?
When we say “character”, what do we mean?

- **Personality**: “His character” → traits
- **Idiosyncrasy/individuality**: “He’s a character” → distinctiveness
- **Strength in the face of adversity**: “He shows character” → resilience & robustness
- **Virtue/disposition**: “He’s got character” → values & alignment
- **Role model**: “His good character” → leadership

Does how much we frame character influence what we expect of a man and how we might measure it?
What do we say develops character in schools?

- Leadership programs
- Pastoral Care programs and structures
- House systems
- Sport, especially team and physicality
- Co-curricular activities
- Outdoor education
- Traditions and rituals
- Academic program: breadth, content and rigour
- Social and emotional development programs
- Goal-setting and organisational development
- Conflict resolution programs
- Moral reasoning
- Virtues programs
- Spiritual formation
- Religious education
- Citizenship and civics
- Cultural exchange
- Boarding school
- Service and charity work
- Cross-age and mentoring programs
- Cadets
- Positive education programs
- Environmental care and agricultural programs
- Ethics programs
- Life skills programs
- Cognitive development

Do programs inherently build character?

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Values education in Australia

The Australian Government’s Values Education initiative (2002-2010):

• Enabled the description of the values to be fostered in Australian Schools and the general principles of good practice in values education through The National Framework for Values Education in Australian Schools (2005)

• Strongly influenced the Melbourne Declaration on Educational Goals for Young Australians (2008) and the Australian National Curriculum

• Produced 3 major reports:
  – Implementing the National Framework for Values Education in Australian schools, 2006.
  – At the Heart of What We Do: Values Education at the Centre of Schooling, 2008.
An integrated approach

• Movement away from “citizenship” approach where values are studied separately in Civics or similar
• Focus on integration of values education into broader school curriculum
• Aligned with Dewey’s belief that “moral” education should not be separated out from the “regular” subjects in the curriculum, rather it was to be an integrated part of every learning experience of the child (Thomas Dewey, Democracy and Education, 1916)
• Provides a focus on the impact of values education on the individual student – understanding of self and others, metacognition etc
National Framework for Values Education in Australian Schools (2005)

• Based on the assumptions that education is as much about building character as it is about equipping students with specific skills; values based education can strengthen students’ self-esteem, optimism and commitment to personal fulfilment and help them exercise ethical judgment and social responsibility; parents expect schools to help students understand and develop personal and social responsibilities.

• Described a vision that all Australian schools should provide values education by developing and articulating the school’s ethos that is shared by the school community, developing student responsibility, resilience and social skills, ensuring the integration of values into school policies and teaching programs and reviewing the outcomes of values education practices.

• 9 Values for Australian Schooling identified: Care and Compassion; Doing your Best; Fair Go; Freedom; Honesty and Trustworthiness; Integrity; Respect; Responsibility; Understanding, Tolerance and Inclusion

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Melbourne Declaration (2008)

- The preamble declares that “Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians.”
- The Melbourne Declaration promotes all schools supporting all young Australians to become people who:
  - ‘develop personal values and attributes such as honesty, resilience, empathy and respect for others'
  - ‘have the knowledge, skills, understanding and values to establish and maintain healthy and satisfying lives'
  - ‘act with moral and ethical integrity'
  - ‘are committed to national values of democracy, equity and justice, and participate in Australia’s civic life'.

Enshrines the importance of 10 principles:

- Establish and consistently use a common and shared values language across the school.
- Use pedagogies that are values-focused and student-centred within all curriculum.
- Develop values education as an integrated curriculum concept, rather than as a program, an event or an addition to the curriculum.
- Explicitly teach values so that students know what the values mean and how the values are lived.
- Implicitly model values and explicitly foster the modelling of values.
- Develop relevant and engaging values approaches connected to local and global contexts and which offer real opportunity for student agency.
- Use values education to consciously foster intercultural understanding, social cohesion and social inclusion.
- Provide teachers with informed, sustained and targeted professional learning and foster their professional collaborations.
- Encourage teachers to take risks in their approaches to values education.
- **Gather and monitor data for continuous improvement in value education.**
Gathering and monitoring data for continuous improvement in value education means a focus on 5 impacts of values education:

1. **Values consciousness**: accessed through: reflection, dialogue and communication, and personal story.
2. **Wellbeing**: process of self-discovery; all human beings are driven to make sense of social reality, and so attention must be paid to the goals and values that give meaning to their life.
3. **Agency**: meaningful engagement in community projects; opportunities for the development of student voice, initiative and leadership; and an explicit focus on ethical, intercultural and social issues. Also significant here are teacher professional development programs.
4. **Connectedness**: communities of practice in action; better connections between students, teachers and parents were developed through shared goals and practices or values education; the development of mutual feelings of respect, trust and safety; and varied opportunities for collaboration.
5. **Transformation**: teachers and students were urged to engage in continuous reflection on the action they implemented in their schools.
Student outcomes that articulate the ideological underpinning of the Australian National Curriculum, both explicitly and implicitly reference values education, drawing on the goals of the Melbourne Declaration:

- Confident and creative individuals develop personal values and attributes such as honesty, resilience, empathy and respect for others, have the knowledge, skills, understandings and values to establish and maintain healthy, satisfying lives, are well prepared for their potential life roles as family, community and workforce members, embrace opportunities, make rational and informed decisions about their own lives and accept responsibility for their own actions.

- Active and informed citizens act with moral and ethical integrity, are committed to national values of democracy, equity and justice, and participate in Australia’s civic life, work for the common good, in particular sustaining and improving natural and social environments, and are responsible global and local citizens.
Discussion: Your school and the context for character education

Reflecting on the research about character education and what might occur in your school …

• What works?
• What might be retained and nurtured?
• What doesn’t work?
• What might be done differently?
Now, let’s talk about the rationale ...

We demand the best possible education for our children. We want this to unlock a lifetime of possibilities and to create pathways to success for them. Ultimately, we should want students to use their education to demonstrate strong citizenship and leadership in their community, acting on strong, positive values and a genuine desire to serve others before themselves. We know that our schools strive to help children to be well equipped for entry into the adult world. And yet, as with all human institutions, no school is perfect ... What is common to all schools is their capacity to improve what it is that they do.


3. The rationale – what do we feel about character education in boys’ schools and why should we measure it?

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Though a number of people with positions in houses

Some interesting positions linking Leadership and Service Learning

What position do you hold in your school? (Please choose one or more of the following options.)

Answered: 0, Skipped: 0

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Also present at the conference...

- Teacher Librarian
- Prep Coordinator
- Director of Students
- Dean of Students
- Graduate Teacher
- Director of Teaching and Learning
What years of learning are provided by your school? (Please choose one or more of the following options.)

Answered: 40  Skipped: 20

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<td>K-2</td>
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<tr>
<td>3-6</td>
<td>15%</td>
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<tr>
<td>7-10</td>
<td>20%</td>
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<tr>
<td>11-12</td>
<td>52.50%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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Other (please specify) (52) Expand
What years of learning do you work with in your role? (Please choose one or more of the following options.)

Answered: 36  Skipped: 24

- Early Learning
- K-2
- 3-4
- 5-6
- 7-8
- 9-10
- 11-12

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How important is your school's character education program as part of its overall educational offering?

Answered: 61  Skipped: 0

- The most important thing that we do.
- Not important. Of interest to some but not our core...
- One of a number of important things that...
- Very prominent in our school's educational...

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<td>Not important.</td>
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<td>Of interest to some but not our core business.</td>
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<td>One of a number of important things that we do.</td>
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<td>Very prominent in our school's educational program.</td>
<td>47.54%</td>
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<td>The most important thing that we do.</td>
<td>9.84%</td>
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92%
Components of Character Education

- Co-curricular program: 79.66%
- Sporting program: 84.75%
- Outdoor education program: 72.88%
- Cadets: 47.46%
- Cross-cultural program: 25.42%
- Indigenous education program: 44.07%
- Service learning program: 71.19%
- Charities program: 50.85%
- Cross-age program: 33.90%
- Peer mentoring/mediation: 59.32%
- Gendered education program: 10.17%
What we saw in the data about our character education programs

1. In discussing what character is, the language of **values, virtues and behaviour** is used extensively.
2. There is often **an explicit connection** made between **values, virtues and behaviour**, and the ways these are demonstrated in **community**.
3. We want character education to help us develop **strong, virtuous, whole, good men, who contribute to society**.
4. We **don’t really understand** how to measure and evaluate character or character education.
5. Many of us **assume** that there is a **link between tradition and culture and the development of character**.
   How do we test this assumption?
   Consider the importance of “**honourable**” tradition.
What we saw in the data about our character education programs

1. We want boys to make choices and learn about character for themselves, but we don’t see this as a success factor in our programs.
2. We value opportunity and experience.
3. We are wary of (too much) theory and classroom lessons.
4. Many of us like specific programs.
5. Others prefer a broad approach based on inherent values, cultural osmosis and a hidden curriculum.
6. Modeling matters, as does a whole-school approach, an explicit ethos, quality staff and student leadership.
7. 50% of respondents identified the importance of pastoral care in helping their school to achieve its goal(s) for character education.

What does pastoral care mean? Should we have a pastoral challenge program?
What we saw in the data about our character education programs

1. We want a **consistent school approach**, **collaborative practice** and a wide range of specific and whole-staff **professional learning** and resources.
2. We want to learn what is happening at **other schools**.
3. We want to think about and learn how to **evaluate the success** of our programs.
4. We value **external support**.
5. We are wary of things that are **untailored or off-the-shelf**.
6. We need to feel recognised, supported, validated and affirmed.
A few thoughts …

1. Culture and feel are important to us – but **they need to be measured or else we won’t know how we’re going.**
2. Distinctive school programs are really important – what you do and how well you do it is more important than copying what another school is doing.
3. Before you create a brand new program …
   - Map what you are currently doing
   - Align the language and vocabulary
   - Recognise the work that has already been done
   - Celebrate the honourable traditions that are in place
Gathering and monitoring data for continuous improvement in value education means a focus on 5 impacts of values education:

1. Values consciousness
2. Wellbeing
3. Agency
4. Connectedness
5. Transformation
The school leader’s role

School leaders must be experts in the evaluation of data, and the data that has been assembled across research worldwide indicates that activators are more successful than facilitators.

Moving from data to action

• Data alone is not enough: we need to move from information to actionable knowledge, from evidence to improvement.

• This occurs ‘when data users synthesise the information, apply their judgment to prioritise it, and weigh the relative merits of possible solutions.’

Marsh et al 2006
Discussion: Your school and the rationale for measuring the impact of character education

Reflecting on the need for measuring the impact of character in education in your school …

• What works?
• What might be retained and nurtured?
• What doesn’t work?
• What might be done differently?
Now, let’s talk about a framework …

We demand the best possible education for our children. We want this to unlock a lifetime of possibilities and to create pathways to success for them. Ultimately, we should want students to use their education to demonstrate strong citizenship and leadership in their community, acting on strong, positive values and a genuine desire to serve others before themselves. We know that our schools strive to help children to be well equipped for entry into the adult world. And yet, as with all human institutions, no school is perfect … What is common to all schools is their capacity to improve what it is that they do.


4. The framework – what might we measure with character education in boys’ schools and how might we measure it?

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Do we understand the importance of frameworks in analysing how schools work?

Theoretical, conceptual and practical frameworks are like the scaffolding builders use to repair buildings which allow the builder to focus on those aspects of the building most in need of work.


Having a framework helps to build a structure of ‘justification’ rather than a structure of ‘explanation’.

Our shared educational mission

Students should:

• Become expert independent learners who set and **achieve** relevant, progressive and attainable goals
• Work in **relationships** of interdependent collaboration with their peers, teachers, families and communities
• **Communicate** effectively within and about their learning and leadership
• Participate in **initiatives** and programs that enable them to rehearse for a life of meaningful contribution, learning and service others
• Earn a **reputation** for being passionately engaged in challenging, substantive and rewarding learning

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The CIRCLE School Framework

Achievement: Leadership in action, leadership style

School leadership: For others, for change, for life, for real

Initiatives: Understanding & managing change, Problem-solving & decision-making

Communications: Communication, Vision

Relationships: Team culture, Conflict resolution

Reputation: Team culture, Discipline
CIRCLE Domains

- **Achievement**: How we will improve achievement across all areas of the school community, especially for our students – learning, leadership, service, sport and co-curricular.

- **Relationships in our community**: How we will build and nurture our important relationships – students, staff, parents, Board, alumni, broader community members.

- **Communication**: How we will communicate among our community members and to others about what we are doing and how we are going.

- **School initiatives**: How we will implement what we see as the most important programs that will benefit our community.

- **The school’s reputation**: How we will care for and promote the school’s identity within and external to our community.
Achievement: “Good Results”

- **Positive Education Field**: Achievement
- **Impact Analysis**: Wellbeing
- **Qs for Success Student Diagnostic**: Goal Quotient (GQ)
- **Key Program**: Motivation and Engagement – Goal-Setting
What evidence would you gather to assess achievement?
Relationships: “Good Relationships”

- **Positive Education Field**: Relationships
- **Impact Analysis**: Connectedness
- **Qs for Success Student Diagnostic**: Emotional Quotient (EQ)
- **Key Program**: You, Me, Us (PPP)
What evidence would you gather to assess relationships?
Communications: “Communicating Well”

- **Positive Education Field**: Positive Emotions
- **Impact Analysis**: Values Consciousness
- **Qs for Success Student Diagnostic**: Organisational Quotient (OQ)
- **Key Program**: Leadership – Who Am I?
What evidence would you gather to assess communications?
Initiatives: “Planning, Conducting and Evaluating Initiatives Well”

- **Positive Education Field**: Engagement
- **Impact Analysis**: Agency
- **Qs for Success Student Diagnostic**: Activity Quotient (AQ)
- **Key Program**: Leadership – Where do I fit in?
What evidence would you gather to assess initiatives?
Initiatives:
“Good Reputation”

- **Positive Education Field**: Meaning
- **Impact Analysis**: Transformation
- **Qs for Success Student Diagnostic**: Social Quotient (SQ)
- **Key Program**: Leadership – How can I best serve others?
What evidence would you gather to assess reputation?
Evaluation Criteria

• **Outcomes**: Did we achieve what we set out to achieve with our performance?

• **Processes**: Have we used the best teaching and learning, research and development, information recording and tracking, evaluation and decision-making, and resourcing and other business processes in our operations?

• **Community Engagement**: Have we engaged with and satisfied our community’s expectations?

• **Ethos**: Have we enhanced our school’s ethos and values?

• **Strategic Intent**: Are we aligned with and contributing to our strategic intent?
How could you apply these criteria to each of the domains?

Measurement of …
• Character?
• Indicators of success?
• Process?
• Product?
Maybe assemble the data into a grid?

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Discussion: Your school and the framework for measuring the impact of character education

Reflecting on your school’s current approach to identifying, recording, analysing, evaluating and implementing findings about data on the impact of character education in your school …

• What works?
• What might be retained and nurtured?
• What doesn’t work?
• What might be done differently?
Finally, let’s talk about the details …

We demand the best possible education for our children. We want this to unlock a lifetime of possibilities and to create pathways to success for them. Ultimately, we should want students to use their education to demonstrate strong citizenship and leadership in their community, acting on strong, positive values and a genuine desire to serve others before themselves. We know that our schools strive to help children to be well equipped for entry into the adult world. And yet, as with all human institutions, no school is perfect … What is common to all schools is their capacity to improve what it is that they do.


5. The details – what does this all mean for us in our roles in boys’ schools?
Getting lost in the detail?

Insanity: doing the same thing over and over again and expecting different results.

Albert Einstein
Education is not a factory

Wisdom and values cannot be communicated like knowledge or facts. Educational experience can point young people in the desired direction but a free response is an essential part of any authentic personal change.

- M Crawford & G Rossiter, Reasons for living, education and young people’s search for meaning, identity and spirituality, 2003
Coordinating change

Conservatism and routine of habit-forming behaviours require change management approaches based on:

- Inspiration
- Creativity
- External, provocation, support and validation
- Data gathering, analysis, reflection and synthesis
- Strategy and appropriate risk-taking
Deliberate, intentional and targeted change

• All focused on building cultures of:
  – Excellence
  – Leadership
  – Learning
  – Improvement
  – Evaluation
  – Enterprise

• Some do it, some talk about doing it, some don’t do it, some mistake propaganda for evidence
Motivation and engagement

Dan Pink, *Drive*, 2009 – 3 aspects for engaging and motivating people:

- **Mastery**: a feeling of control over the content and competencies of your role
- **Autonomy**: a feeling that you are equipped, empowered and enabled to make the key decisions that affect the nature and outcomes of your work
- **Purpose**: a feeling that you are engaged in a noble pursuit that is contributing to a greater good

**MUST HAVE ALL 3 OF THESE IN PLACE TO ENSURE HIGH LEVELS OF ENGAGEMENT AND PERFORMANCE**
6 principles of values-based leadership

1. **Clarity**: Leadership begins with identifying and understanding our values.

2. **Core**: Leadership should place our values at the core of what it is that we do. They should be the context for and the justification of all of our actions and relationships.

3. **Relationships**: Our values should derive from, be driven by and nurture the relationships within our community.

4. **Identity**: We construct our identities as individuals and as members of our community by negotiating the relevance of our values in our daily lives.

5. **Accessibility**: We need to develop and acknowledge shared values that all of our team members can apply.

6. **Alignment**: Team members will need to adopt strong personal positive moral values that align with our team’s desired values.

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7 principles of evidence-based leadership in schools

1. **Mission alignment**: Understand your purpose and concentrate your activity on this goal; don’t spread your resources too widely.

2. **Open inquiry**: Ask good questions; don’t expect a particular outcome.

3. **Dynamic explication and experimentation**: Define your processes, test and iterate; don’t lock things down too soon.

4. **Wise measurement**: Use grand school averages and value-added models; avoid benchmarks where possible.

5. **Contextualised interpretation**: Analyse data by finding patterns that tell the real story; don’t let data speak for itself.

6. **Balanced judgment**: Temper data with intuition.

7. **Collaborative improvement**: Use the findings to help engage all members of the community to construct better outcomes for more learners.

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Discussion: Your school and the framework for measuring the impact of character education

Reflecting on your role with respect to the measurement and evaluation of character education in your school …

• What works?
• What might be retained and nurtured?
• What doesn’t work?
• What might be done differently?
Today’s Conversation

We demand the best possible education for our children. We want this to unlock a lifetime of possibilities and to create pathways to success for them. Ultimately, we should want students to use their education to demonstrate strong citizenship and leadership in their community, acting on strong, positive values and a genuine desire to serve others before themselves. We know that our schools strive to help children to be well equipped for entry into the adult world. And yet, as with all human institutions, no school is perfect … What is common to all schools is their capacity to improve what it is that they do.


1. The provocation – what do we mean by the character of a man?
2. The context – what do we mean by character education in our schools?
3. The rationale – what do we feel about character education in boys’ schools and why should we measure it?
4. The framework – what might we measure with character education in boys’ schools and how might we measure it?
5. The details – what does this all mean for us in our roles in boys’ schools?

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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
Are you interested? Do you want to be involved?

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