The Story So Far:
The Measuring Character Education Project

Dr Philip SA Cummins, Dr Julie Hodges
Bruce Hodges, Akito Hirata

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

CIRCLE – The Centre for Innovation, Research, Creativity and Leadership in Education
Achieving better outcomes for more learners by building cultures of excellence in leadership and learning in communities of inquiry of over 1,750 schools internationally
Strategic partnerships with tertiary bodies (including University of Tasmania) and professional associations
IBSC Partner since 2011

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In other words, as teachers, we know we need to embrace a status as creators of knowledge, not just passive recipients of decontextualised ideas. We need to be active learners, students of our own practice, whose professional inquiry (in many ways) mirrors and models for the learning of our students ... The most effective learning communities that we have seen are those whose research and development activity is coordinated by staff whose dedication to the improvement of the learning of their colleagues and their ability to channel this successfully according to the ethos and strategic intent of their school is patent.

Philip SA Cummins, “Your School, Your Strategy”, CSM, May 2014

1. The story so far – how have we established the rationale and context for the Measuring Character Education Project?
2. The project so far – what have we been doing since we talked last year and what will we be doing in 2014-2015?
2014 Abstract: The Story So Far – Measuring Character Education in Boys’ Schools

In recent years, CIRCLE - The Centre for Innovation, Research, Creativity and Leadership in Education has been privileged to work with thousands of educators across the world in pursuing a mission of achieving better outcomes for more learners. Implicit in this quest is the attainment of outstanding results in character education. Many schools make strong statements about how they add value to the character of their students; some schools consciously collect and analyse data that enables them to point to ways in which this happens. Existing measurement tools in this area have, nonetheless, caused more than a few raised eyebrows among educators who worry about simplistic approaches that do not really address the heart of character and how it might be assessed. With the support of key stakeholders from within the IBSC, CIRCLE has undertaken a three year research project to ascertain whether or not schools might realistically be able to track the development of character in boys and the contribution of individual programs and whole school approaches to this. This workshop seeks to report back on progress and to share with member schools some of the key findings so far that relate to frameworks, methodologies tools and preliminary data for the project. It will also enable other schools who have not yet joined the project to become more informed about progress and to consider signing up to this exciting and ground-breaking research.

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The Measuring Character Education Project

1. The story so far – how have we established the rationale and context for the Measuring Character Education Project?
The 2013 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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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.
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
Our shared educational mission

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
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
The Boys and Motivation Project (CIRCLE-CCGS 2011): A Model of 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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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?

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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
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.

Gather and monitor 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.
IBSC Regional Conference Christ Church Grammar School, Perth 2013

Some interesting positions linking Leadership and Service Learning

Though a number of people with positions in houses

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

- 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 we do.
- Very prominent in our school's educational program.

Answered: 61  Skipped: 0

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
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</thead>
<tbody>
<tr>
<td>Not important.</td>
<td>1.64%</td>
</tr>
<tr>
<td>Of interest to some but not our core business.</td>
<td>6.56%</td>
</tr>
<tr>
<td>One of a number of important things that we do.</td>
<td>34.43%</td>
</tr>
<tr>
<td>Very prominent in our school's educational program.</td>
<td>47.54%</td>
</tr>
<tr>
<td>The most important thing that we do.</td>
<td>9.84%</td>
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</table>

Total: 61

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 respondees 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.

John Hattie, Visible Learning, 2009
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
Table Talk:

Can we identify and agree on a context and a rationale for measuring character education?
Your questions
2. The project so far – what have we been doing since we talked last year and what will we be doing in 2014-2015?
MCEP – Theoretical Underpinnings
FINDING OURSELVES IN THE DATA:

Measurement, assessment and tomorrow’s complexity for school leaders

Dr Philip SA Cummins
Managing Director, CIRCLE
Adjunct Associate Professor in Education, University of Tasmania
Singapore Management University, October 2013

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Two recent, interesting and contestable provocations about educational purpose and practice:

- The development of character as the purpose of the great project of education (Rufus Black, Theologian and Master of Ormond College, University of Melbourne)

- Standardised approaches to school improvement witnessed through GERM (General Educational Reform Movement) vs the Finnish mode of personalised educational change (Dame Patricia Collarbone, UK School Principal and Educational Leader)

(AHISA Biennial Conference, October 2013)
The quandary of benchmarks

The individual (realisation)
• **Becoming yourself**: a process of growth over time measured through formative assessment
• **Identifying yourself**: the snapshot of attainment measured through summative assessment
  • **The call for creativity**: Sir Ken Robinson and the panacea of the TED talk

The collective (replication)
• **Achieving a standard**: the value of aspiration and exemplar in raising performance and culture
• **Living in the shadow of the average**: the weakness of relativity and the call of “me too”
**Growth through Education**

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

<table>
<thead>
<tr>
<th>Child: Preparing for life in anticipation of potential</th>
<th>School: Preparing and rehearsing for adulthood</th>
<th>Adult: Living a life grounded in experience</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Becoming</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effort</td>
<td>➔</td>
<td>Attitude</td>
</tr>
<tr>
<td>Passion</td>
<td>➔</td>
<td>Proficiency</td>
</tr>
<tr>
<td>Dreams</td>
<td>➔</td>
<td>Goals</td>
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<tr>
<td>Grades</td>
<td>➔</td>
<td>Results</td>
</tr>
<tr>
<td>Self</td>
<td>➔</td>
<td>Service</td>
</tr>
</tbody>
</table>

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The Character of an Education

Perceptions about the aspiration and function of education:

• **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

• **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
Realising the unique individual

“Every number is special.”

Shantha Bose, St Catherine’s School, Waverley, Sydney, 1998
Replicating the dutiful citizen

Five truths of manhood:
• You are going to die
• Life is hard
• You are not that important
• Your life is not about you
• You are not in control of the outcome

Richard Rohr via Steve Biddulph via Sam de Brito
Questioning the assumptions behind standardisation in education

• Should the purpose of the collection and measurement of data be the attainment of standards?
• Is it good to achieve a standard?
• Is it right to subordinate the individual to the collective?
• Is it better to replicate than realise?
Replication vs realisation?

Education that seeks to process data and build individual identity through the exercise of free will in a world that increasingly values and privileges the attainment of generalised and even generic standards that emphasise obedience and imitation:

• Polemic?
• Symbiosis?
• Jacob wrestling with the angel?
Replication and realisation!

We need educated people who can both express their individuality and fit in to what we expect of them:

- Interdependence – “ubuntu”
- Character as a dynamic, evolving quest …
Learnings about the character of and within an education

1. The measurement of educational data and the development of character should go hand in hand
2. The same data can serve both standardisation and personalisation in education
3. Benchmarks are both an incentive and a straight-jacket
4. Measurement of data needs to enhance both theories of education as replication and realisation
5. Data and its implications live most powerfully through symbols and stories
Table Talk:

Can we see how the relationship between character and the measurement of data might enhance education?
Your questions
MCEP – Pilot Study

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Terms of Reference:
Measuring Character Education Project
International Boys’ School Coalition

Introduction

Following a process of extended conversation and consultation between representatives of various member schools of the International Boys’ School Coalition, Brad Adams – Executive Director of the IBSC and Dr Philip SA Cummins, Managing Director of CIRCLE – The Centre for Innovation, Research, Creativity and Leadership in Education, and the acceptance of a Proposal-in-Brief in relation to this project by member schools, we are pleased to provide you with this Terms of Reference document for the conduct of the Measuring Character Education Project.

The following Terms of Reference document outlines:

• Context and background brief to us
• Agreed process
• Information about CIRCLE

We very much look forward to commencing work on Stage 2 of this project in January 2014.

Dr Philip SA Cummins
Managing Director, CIRCLE
Adjunct Associate Professor in Education, University of Tasmania
phil@circ-le.org.au

22 November 2013
The Project Brief

• Our anticipated aim was to participate in a collaborative research project to assist with the articulation, measurement and evaluation of character education in boys’ schools, with a specific focus on identifying tools for measurement and evaluation and aligning these tools with student diagnostics and school programs.

• Following consultation with this group of interested schools, we have identified the following areas for exploration through the project:
  – Developing tools to measure changes in boys’ behaviour and possible changes in character as a result of character education programs
  – Developing tools to measure the efficacy of school programs in delivering character education
  – Developing tools to measure the efficacy of schools in delivering character education

• In addition, part of our process will aim to help schools more generally to interact with the data gained from diagnostic and evaluative tools to implement their character education programs.

• It is imperative that the project interacts with and supports the philosophy and mission of participating schools and that their distinctive cultures are reinforced through the planning and research process.
Context: MCEP Schools

Participants:
• Brighton Grammar School (Aus)
• Harrow School (UK)
• St Joseph’s Gregory Terrace (Aus)
• St Joseph’s Institute (SG)
• The Scots College (Aus)
• Stirling Hall School (Canada)
• University School (USA)
• Upper Canada College (Canada)

Observers:
• Barker College (Aus)
• Brisbane Grammar School (Aus)
• Christ Church Grammar School (Aus)
• Crescent School (Canada)
• Gilman School (USA)
• Hale School (Aus)
• LEAF (Slovakia)
• Liceo de Monterrey (Mexico)
• Merchant Taylors (UK)
• Michaelhouse (SA)
• St Peter’s School (SA)
  And maybe others?
Head, heart, shoulders, hands

Acting on values we accept intellectually comes from more basic beliefs about the reality we inhabit.

Emeritus Professor of Education, Brian Hill
Murdoch University, WA
Measuring Character Education

- Multiple sources
  - Students
  - Teachers?
  - Parents?
  - Community

- Multiple methods
  - Self report; other report
  - Interviews
  - Focus Groups
  - Observations: multiple contexts
  - Objective data: school, community
MCEP Pilot Study

What?

The relationship between:
VIA – Youth Character Strengths and adolescent developmental outcomes
- overall (gender)
- school; year level
## VIA – Youth

### 24 Character strengths

<table>
<thead>
<tr>
<th>Transcendence</th>
<th>Temperance</th>
<th>Intellectual</th>
<th>Other-directed</th>
<th>Leadership</th>
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<tbody>
<tr>
<td>Meaning</td>
<td>Prudence</td>
<td>Curiosity</td>
<td>Forgiveness</td>
<td>Valour</td>
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<tr>
<td>Love</td>
<td>Self-Regulation</td>
<td>Love of learning</td>
<td>Humility</td>
<td>Leadership</td>
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<td>Zest</td>
<td>Honesty</td>
<td>Originality</td>
<td>Kindness</td>
<td>Perspective</td>
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<tr>
<td>Hope</td>
<td>Perseverance</td>
<td>Appreciation of beauty</td>
<td>Fairness</td>
<td>Humour</td>
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<td>Gratitude</td>
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<td>Teamwork</td>
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<td>Social Intelligence</td>
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Measures

Reliable
Valid
Free (public domain) 😊
MCEP - Pilot

• Which character strengths are related to which developmental outcomes?
• Which character strengths are related to which developmental outcomes by year level?
MCEP Pilot Study

When?

Time 1 - September 2014
Time 2 - November 2014
MCEP Pilot Study

How?
- Online questionnaires
- Survey modules?
MCEP Pilot Study

Who?

Sub-set of students at MCEP schools
~ 100
MCEP Pilot Study

Ethics

University of Tasmania
Parental consent – school-based processes
The CIRCLE School Framework

Achievement: Leadership in action, leadership style

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

Relationships: Team culture, Conflict resolution

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

Communications: Communication, Vision

Reputation: Team culture, Discipline

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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
Relationships: “Good Relationships”

- **Positive Education Field**: Relationships
- **Impact Analysis**: Connectedness
- **Qs for Success Student Diagnostic**: Emotional Quotient (EQ)
- **Key Program**: You, Me, Us (PPP)
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?
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?
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?
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 might we apply these criteria to each of the domains in the assessment of character education?

Measurement of …

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

<table>
<thead>
<tr>
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<th>Achievement</th>
<th>Relationships</th>
<th>Communications</th>
<th>Initiatives</th>
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<tbody>
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<td><strong>Outcomes</strong></td>
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<td><strong>Strategic Intent</strong></td>
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</table>
Table Talk:

Can we see how the MCEP might work in and for our schools? What practical questions do we have about the gathering of data?
Your questions
2014’s Conversation

In other words, as teachers, we know we need to embrace a status as creators of knowledge, not just passive recipients of decontextualised ideas. We need to be active learners, students of our own practice, whose professional inquiry (in many ways) mirrors and models for the learning of our students ... The most effective learning communities that we have seen are those whose research and development activity is coordinated by staff whose dedication to the improvement of the learning of their colleagues and their ability to channel this successfully according to the ethos and strategic intent of their school is patent.

Philip SA Cummins, “Your School, Your Strategy”, CSM, May 2014

1. The story so far – how have we established the rationale and context for the Measuring Character Education Project?
2. The project so far – what have we been doing since we talked last year and what will we be doing in 2014-2015?
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
Do you want to know more?
Do you want to become involved?

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