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 and educational services
Strategic alliances with tertiary bodies (including University of Tasmania) and professional associations including AHISA, AGSA, ABSNZ and IBSC
Creating educational software solutions for improving school performance including Touchstones

Dr Philip SA Cummins phil@circle.education
Managing Director, CIRCLE
Adjunct Associate Professor, Faculty of Education, University of Tasmania
Based in Sydney, Australia

Bradley Adams brad@circle.education
Director of Education, CIRCLE
Adjunct Senior Lecturer, Faculty of Education, University of Tasmania
Based in Toronto, Canada

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

*Character Education in Schools for Boys, Terms of Reference, July 2016*

1. Education should be excellent for all of our boys both by intention and design, not just the preserve of the lucky minority who happen to land the good teacher or good coach.

2. Great education for boys, and that includes an education for character, is neither incidental nor accidental as a primary means of methodology.

3. Our work in educational reform requires depth of examination, thoroughness in implementation and measurement of impact.

4. Our current context and future demands in education require fresh thinking, different models and rapidly evolving practice, especially if we are going to educate boys for the type of character — behavioural, performance and moral — that will stand them in good stead in the years ahead.

5. Change works best in education, especially in boys’ schools, when it’s logical, systematic and incremental. It’s got to be accompanied, if not foreshadowed, by a clear and compelling rationale that explains how and why a community might move forward without disrespecting its own past.
Character Education in Schools for Boys will investigate and report on effective practices in boys’ character education. The project will propose a well-researched framework for schools to evaluate current practices, processes, and programs in character education; sharpen strategy and planning for character education; develop meaningful and authentic outcomes; create standards for accountability, reporting, and professional learning; and communicate this focus and consensus to the wider school community. Respectful of individual school culture and tradition, this framework for character education will serve boys’ schools better than prescriptive models espoused by specialist organizations and agencies in character education.

*Character Education in Schools for Boys, Terms of Reference, July 2016*

1. CIRCLE-IBSC Character Education Research Project: Reviewing Progress to Date
2. Draft models:
   a) Model of Education for Character Competency
   b) Model of the Leader of Character
   c) Model of Character Apprenticeship
   d) CIRCLE 21C Standards for Great Schools for Boys
   e) Components of a School Framework for Character Education
1. CIRCLE-IBSC Character Education Research Project: 
   Reviewing Progress to Date
RESEARCH PROJECT: CHARACTER EDUCATION IN SCHOOLS FOR BOYS

• In June 2016, the IBSC Board of Directors approved *Character Education in Schools for Boys*, a research project that will culminate in a wide-ranging report to the IBSC membership. This initiative is the latest in a series of major research projects on boys’ education commissioned by the IBSC since 2009.

• 49 IBSC member schools will participate in this two-year project, which will start in September 2016, and conclude in June 2018. The IBSC has contracted with CIRCLE — the Centre for Innovation, Research, Creativity, and Leadership in Education to conduct this in-depth research. Based in Sydney, Australia, CIRCLE is an executive agency in education that connects to 1,700 schools and organizations primarily in Australia, New Zealand, and the Asia-Pacific region, and globally through publications, workshops, conferences, consulting, and research services.
Always central to the mission at boys’ schools, character education has gained new urgency in recent years. Learning how to navigate change and complexity with a strong moral compass, building character strengths such as perseverance and grit, and understanding one’s self and purpose for others are fundamental for boys’ well-being as they make the journey to manhood.

In truth, however, most schools struggle with this vital work — even those that claim to do a good job at it. It proves inherently difficult to define precisely what “character education” actually is, and what processes, programs, and practices impact character development.
PROJECT OBJECTIVES

• *Character Education in Schools for Boys* will investigate and report on effective practices in boys’ character education.

• The project will propose a well-researched framework for schools to evaluate current practices, processes, and programs in character education; sharpen strategy and planning for character education; develop meaningful and authentic outcomes; create standards for accountability, reporting, and professional learning; and communicate this focus and consensus to the wider school community.

• Respectful of individual school culture and tradition, this framework for character education will serve boys’ schools better than prescriptive models espoused by specialist organizations and agencies in character education.
This large-scale action research project will focus on questions such as:

• What are the goals and priorities for character education in boys’ schools?
• How can schools position these goals and priorities into the context of 21st century competencies and skills?
• What is the best way to embed and align character education into school strategy?
• What role does school tradition and history play in advancing the work of character education in boys’ schools?
• What are the most effective practices in character education pathways, programs and pedagogies in boys’ schools?
• What are authentic and meaningful outcomes for character education in boys’ schools?
• What are authentic and meaningful professional standards for teachers as character educators?
• How can school leaders foster a high-performing culture for character education?
The proposed framework for character education would:

- Provide IBSC schools with a methodology and a set of survey/research instruments to evaluate their performance in character education.
- Provide IBSC schools with a design model for developing character education.
- Describe themes and patterns in effective practices in character education in boys’ schools.
- Provide schools with a critical vocabulary and strategies for establishing meaningful and authentic outcomes for student character development.
- Provide schools with a vocabulary and strategies for establishing meaningful and authentic outcomes for program delivery and teaching in character education.
- Provide schools with a model for professional learning and performance review in character education.
- Indicate ways that a school community can engage in regular, evidence-based review and renewal of goals and practices for character education.
Phase 1
- Project schools were selected and introduced to the research process. (September–October 2016)

Phase 2
- Project schools submitted core demographic and school profile information (October 2016)
- Project schools submitted strategic and other relevant documentation (November-December 2016)
- An online discovery survey on character education was conducted with key stakeholders: teachers, students, parents, school leaders, and others. (January-April 2017)
- Selected project school teachers documented their effective practices in character education in the curriculum, co-curriculum, and community life. (April-June 2017)
- Preliminary analysis of data conducted and working models of preliminary observations and findings developed (May-June 2017)
PRELIMINARY ANALYSIS OF DEMOGRAPHIC DATA

Figure 1. School Participation by Country

<table>
<thead>
<tr>
<th>Country</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spain</td>
<td>2%</td>
</tr>
<tr>
<td>Peru</td>
<td>2%</td>
</tr>
<tr>
<td>Slovakia</td>
<td>2%</td>
</tr>
<tr>
<td>Canada</td>
<td>2%</td>
</tr>
<tr>
<td>New Zealand</td>
<td>9%</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>9%</td>
</tr>
<tr>
<td>Australia</td>
<td>17%</td>
</tr>
<tr>
<td>South Africa</td>
<td>17%</td>
</tr>
<tr>
<td>United States</td>
<td>40%</td>
</tr>
</tbody>
</table>
PRELIMINARY ANALYSIS OF DEMOGRAPHIC DATA

**Figure 2.** Number of Schools by School Structure

- Elementary/Preparatory Only: 12%
- High School/Upper Only: 22%
- Multi-divisional: 61%

---

The Centre for Innovation, Research, Creativity and Leadership in Education Pty Ltd
PRELIMINARY ANALYSIS OF DEMOGRAPHIC DATA

Figure 3. Number of Schools by Enrolments

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;300</td>
<td>8</td>
</tr>
<tr>
<td>300-500</td>
<td>5</td>
</tr>
<tr>
<td>500-1000</td>
<td>16</td>
</tr>
<tr>
<td>1000-1500</td>
<td>10</td>
</tr>
<tr>
<td>&gt;1500</td>
<td>6</td>
</tr>
</tbody>
</table>
PRELIMINARY ANALYSIS OF DEMOGRAPHIC DATA

Figure 4. Total Boarding vs. Day Students

- 34359 Day Students
- 4204 Boarding Students
Figure 8.

Total Religious Affiliation

- Catholic: 7
- Other: 3
- Secular: 17
- Protestant: 20
Figure 9. Teacher Gender by School Structure

- Multi-divisional: Female 45%, Male 55%
- High School/Upper Only: Female 44%, Male 56%
- Elementary/Preparatory Only: Female 41%, Male 59%
PRELIMINARY ANALYSIS OF DEMOGRAPHIC DATA

Figure 10. Total Teacher Gender by Country

<table>
<thead>
<tr>
<th>Country</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spain</td>
<td>56%</td>
<td>44%</td>
</tr>
<tr>
<td>Peru</td>
<td>58%</td>
<td>42%</td>
</tr>
<tr>
<td>Slovakia</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Canada</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>New Zealand</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>42%</td>
<td>58%</td>
</tr>
<tr>
<td>Australia</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>South Africa</td>
<td>52%</td>
<td>48%</td>
</tr>
<tr>
<td>United States</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>
Figure 10. Total Teacher Gender by Country

Spain: 56% Female, 44% Male
Peru: 58% Female, 42% Male
Slovakia: 50% Female, 50% Male
Canada: 30% Female, 70% Male
New Zealand: 70% Female, 30% Male
United Kingdom: 40% Female, 60% Male
Australia: 42% Female, 58% Male
South Africa: 50% Female, 50% Male
United States: 52% Female, 48% Male
As the first research exercise conducted in October, 2016 we asked project schools to complete an online demographic profile. This information will help the research team to group or “clump” schools by various descriptors or affinities for survey and other research purposes, and to compare and contrast the data that will emerge.

There are 48 boys’ schools involved in *Character Education in Schools for Boys*, with a combined enrolment of 38,563 students and a total number of 4,486 teachers.

Figure 1 indicates that nine countries across five continents are represented in the project cohort, with the largest number from the United States, but the majority from other countries.

Figure 11 tells us that the majority of project schools are independent schools, with some representation by state/public schools and charter schools in the mix.

Figure 2 indicates that a majority of project schools are large schools with multiple divisions, but there are a significant number of “stand alone” elementary/preparatory schools and high schools in the mix.
• The large number of “stand alone” elementary schools and of elementary divisions in multiple division schools will provide us with rich data, and allow us to build a separate research community at this level.

• Similarly, the number of project schools with boarding (mostly day/boarding schools) will enable us to address this unique responsibility for the wellbeing and character education of boarders. As figure 4 shows, 4204 boarding students – just over 10% of the total number of students – are enrolled across the project schools.

• Figures 7 and 8 show the relative prominence of schools with religious affiliation in the project sample, but with the second largest group self-identifying as “secular”. This information will enable us to ask specific questions in surveys and to focus on specific themes relevant to particular groups of schools. However, it is important to emphasize that all schools learn from other schools regardless of religious affiliation or non-affiliated status.

• Figures 9 and 10 report on the gender breakdown of the teaching staff in project schools, first across all schools and then in each of the countries represented in the project sample. The total number indicates a slight majority of male teachers. Figure 10 provides evidence of the differences at the country-specific level.
The large number of “stand alone” elementary schools and of elementary divisions in multiple division schools will provide us with rich data, and allow us to build a separate research community at this level.

Similarly, the number of project schools with boarding (mostly day/boarding schools) will enable us to address this unique responsibility for the wellbeing and character education of boarders. As figure 4 shows, 4204 boarding students – just over 10% of the total number of students – are enrolled across the project schools.

Figures 7 and 8 show the relative prominence of schools with religious affiliation in the project sample, but with the second largest group self-identifying as “secular”. This information will enable us to ask specific questions in surveys and to focus on specific themes relevant to particular groups of schools. However, it is important to emphasize that all schools learn from other schools regardless of religious affiliation or non-affiliated status.

Figures 9 and 10 report on the gender breakdown of the teaching staff in project schools, first across all schools and then in each of the countries represented in the project sample. The total number indicates a slight majority of male teachers. Figure 10 provides evidence of the differences at the country-specific level.
The term ‘average’ is used synonymously with ‘mean’

Total responses = 10,932 as of 21 June 2017

The discrepancy in total survey respondents and total responses in individual survey questions can be attributed to the exclusion of scale rating ‘7’, which signifies ‘Don’t know’

Question 12 – 15 may have significantly lesser responses due to the display logic included in the questions
  - Q12: Only respondents who have religious affiliations
  - Q13: Only respondents who have a boarding program
  - Q14 and 15: Parents and Old Boys are excluded from answering these questions
PRELIMINARY ANALYSIS OF DISCOVERY DATA

Average scores for all questions
Character Education as a Strategic Priority

5.4

(7743)

59.3%
32.1%
5.1%
1.4%
1.3%
0.8%
Average (Character Education is a strategic priority of school)
PRELIMINARY ANALYSIS OF DISCOVERY DATA

Average (Character Education is a strategic priority of school)

- Teacher: 5.2
- Old Boy/Alumni: 5.3
- Non-Teaching Staff: 5.4
- Senior Management Team/Executive Committee: 5.4
- Parent: 5.5
- Board Governor/Trustee: 5.9
PRELIMINARY ANALYSIS OF DISCOVERY DATA

Mean of Teachers
PRELIMINARY ANALYSIS OF DISCOVERY DATA

Mean of Parents
PRELIMINARY ANALYSIS OF DISCOVERY DATA

Mean of Senior Management Team/Executive Team
Teachers discuss and share effective practices in CE

4.2

4.2 (1786)

17.4%
31.2%
22.5%
11.7%
12.9%
4.3%
Average (Teachers routinely share practices about how to be effective in character education.)
Teachers receive professional feedback about practices in CE.

3.7

⭐⭐⭐⭐⭐ (1666)

- 5 stars: 12.4%
- 4 stars: 22.4%
- 3 stars: 19.9%
- 2 stars: 16.4%
- 1 star: 21.2%
- 0 stars: 7.7%
PRELIMINARY ANALYSIS OF DISCOVERY DATA

Average (Teachers receive professional feedback about their practices in character education.)
Student outcomes for CE are clearly defined

4.6

🌟🌟🌟🌟🌟 (5782)

25.0%
38.8%
17.3%
8.1%
8.2%
2.5%
Average (Student outcomes for character education are clearly defined.)
PRELIMINARY ANALYSIS OF DISCOVERY DATA

Mean of Teachers

- 2.7
- 2.8
- 3.0
- 3.2
- 3.4
- 3.6
- 3.7
- 3.8
- 3.9
- 4.0
- 4.1
- 4.2
- 4.3
- 4.4
- 4.5
- 4.7
- 4.9
- 4.9
- 4.9
PRELIMINARY ANALYSIS OF DISCOVERY DATA

Mean of Senior Management Team/Executive Team
CONCLUSIONS – DISCOVERY DATA

• The strategic importance of character education is recognised affirmed across most of not all project schools by most of not all stakeholders.

• There is less confidence about the specifics of outcomes for students and programs and how effectively these are identified, implemented and measured with consistent and predictable quality.

• The lowest performing area (nearly universally and often dramatically in individual schools) relates to the intentionality and efficacy of the community of practice and the role of feedback systems for teachers, students and families in character education.
Your questions?
PRELIMINARY ANALYSIS OF NPS DATA

- Stakeholders are asked to rate how they might recommend character education in a school to a friend or colleague on a scale of 0-10.
- 9 and 10 are “promoters”
- 7 and 8 are “passives”
- 0-6 are “detractors”.
- To derive the NPS, we subtract the number of detractors from the number of passives and express this as a percentage of the overall number of respondents.
  - An NPS of 70 or higher is an excellent score
  - An NPS of 50-69 is a good score.
  - An NPS of 20-49 is an acceptable score.
  - An NPS of 0-19 is of concern.
  - A negative NPS is of great concern.
PRELIMINARY ANALYSIS OF NPS DATA

Overall NPS Score

41.4

Net Promoter Score (NPS)

Breakdown of NPS Ratings

- 56% Promoters
- 30% Passive
- 14% Detractors

The Centre for Innovation, Research, Creativity and Leadership in Education Pty Ltd
PRELIMINARY ANALYSIS OF NPS DATA

Net Promoter Score (NPS) of all Schools
PRELIMINARY ANALYSIS OF NPS DATA

Net Promoter Score (NPS)

- Board Governor/Trustee: 80.0
- Parent: 47.3
- Senior Management Team/Executive Committee: 46.6
- Old Boy/Alumni: 39.5
- Non-Teaching Staff: 37.5
- Teacher: 19.0
PRELIMINARY ANALYSIS OF NPS DATA

Teachers' NPS Score

-100
Net Promoter Score (NPS)
100
19.0

Breakdown of NPS Ratings

41% Promoters
37% Passive
22% Detractors

The Centre for Innovation, Research, Creativity and Leadership in Education Pty Ltd
PRELIMINARY ANALYSIS OF NPS DATA

Net Promoter Score (NPS) of Teachers
PRELIMINARY ANALYSIS OF NPS DATA

Breakdown of NPS scores against length of teaching in current school

- **More than 25 years**: 50.0
- **21-25 years**: 13.9
- **16-20 years**: 11.7
- **11-15 years**: 22.4
- **6-10 years**: 15.9
- **0-5 years**: 15.4
PRELIMINARY ANALYSIS OF NPS DATA

Breakdown of NPS scores against length of teaching in current school

- More than 25 years: 50.0
- 21-25 years: 13.9
- 16-20 years: 11.7
- 11-15 years: 22.4
- 6-10 years: 15.9
- 0-5 years: 15.4
PRELIMINARY ANALYSIS OF NPS DATA

Breakdown of NPS scores against length of teaching career

- More than 25 years: 30.1
- 21-25 years: 20.0
- 16-20 years: 14.6
- 11-15 years: 22.9
- 6-10 years: 7.9
- 0-5 years: 8.8
PRELIMINARY ANALYSIS OF NPS DATA

NPS Score of Senior Management Team

46.6

Net Promoter Score (NPS)

Breakdown of NPS Ratings

58% Promoters

30% Passive

12% Detractors

The Centre for Innovation, Research, Creativity and Leadership in Education Pty Ltd
PRELIMINARY ANALYSIS OF NPS DATA

Net Promoter Score (NPS) of Senior Management Team/Executive Team
PRELIMINARY ANALYSIS OF NPS DATA

NPS Score of Parents

47.3

Breakdown of NPS Ratings

59% Promoters
28% Passive
12% Detractors
PRELIMINARY ANALYSIS OF NPS DATA

Net Promoter Score (NPS) of Parents

- Blue Ridge School: 100
- Bishops (Diocesan College): 100
- Boys Latin of Philadelphia Charter School: 78.4
- St. David's School: 76.9
- Roxbury Latin School: 70.2
- Belmont Hill School: 69.7
- Chaminade College of Preparatory School: 60
- St. Alban's College: 55.7
- Brisbane Grammar School: 53.4
- Palmerston North Boys High School: 52.9
- Shore School: 52.2
- Southport School: 50.3
- St. Benedict's College (SA): 50
- Trinity Grammar: 48.7
- St. Paul's School (MD): 48.6
- Fairfield Country Day School: 48
- St. John's College (Johannesburg): 47.4
- St. Christopher's School: 45.1
- Cathedral School for Boys: 44.6
- Hale School: 44.6
- St. Peter's Boys' Prep School: 44.1
- Kings School: 43.7
- Selwyn House School: 40.6
- Gilman School: 40.4
- St. Andrew's College: 34.8
- University School: 33.3
- Camberwell Grammar School: 31.1
- Christ's College: 28.7
- King Edward's School: 23.3
- Prince Alfred College: 22.2
- Northwood School: 22.2
- Dulwich College: 22.1
• Character education is recognised and affirmed by almost all stakeholders across almost all schools as being of central importance to the educational mission of schools for boys.

• There is a statistically low group of stakeholders within project schools who are detractors for character education across the board. In some schools, there was a markedly poor NPS rating across stakeholders that defied the general average across most schools.

• Teachers are more critical about the current state of practice than other stakeholder groups, perhaps in keeping with other data sets that suggest that intention does not equate to practice when it comes to the standard of implementation of character education.

• Those who are strongly supportive of character education may be seen as advocates for the status quo; a current lack of awareness about contemporary best practice in character education may be responsible for this. There is a concern that “people don’t know what they don’t know”. In other words, we are mindful about how this rating might drop over time as parental and other stakeholder expectations change in this important area of education as has been the case with other areas of practice in recent times (such as pedagogy, formative assessment, personalised learning and technology integration).
Your questions?
The Exercise

• For this exercise, 12-15 teachers were selected by each project school.
• They completed an online questionnaire about their effective practice in character education for boys.
• Over 500 teachers in our 48 project schools world-wide participated.
• The research team analysed this data for themes and patterns that illuminate effective practice.
• These findings will frame one section of the final project report, and will be presented in a preliminary way at upcoming conferences.
Selection of participating teachers

• Coordinators in each project school were asked to select and recruit 12-15 teachers. These were teachers who were considered by the school community to be highly effective in and thoughtful about character education. They could be “master teachers” or teachers with a special interest in and passion for character education. Their expertise in character education could be in the classroom, the co-curriculum, advising or pastoral work with boys, or in ways that span all areas. It might have puzzling to choose 12-15 teachers with this broad picture in mind. One way schools were invited to think about the selection was to consider the kind of teachers whom the school might invite to a conversation or committee on character education, as practitioners of this work at its best. Above all, we wanted participants who would look forward to an opportunity to participate in this research exercise, and who would do it thoughtfully.

• As much as possible, the group of teachers chosen for this research task were broadly representative of the school:
  - If the project school has multiple divisions, each division (elementary, middle, senior/upper) was to be represented.
  - The group was to represent diverse subject areas and other areas of expertise and responsibilities.
  - Men and women teachers were to be represented.
Process for participating teachers

• Each teacher was taken through a series of questions that explored various dimensions of effective practice in character education, and specifically as it relates to boys.
• In one of the questions, these teachers were asked to select and “tell the story” of a practice that stood out for them as especially memorable, and that represented their approach to character education at its best.
• This research strategy was piloted formally and informally in a number of schools over the past two years, and has resulted in an exceptionally high quality of data.
• The information collected in this exercise is for this research purpose only.
• Names of individuals and schools will never be given in any reporting or presentations associated with the project.
• Question 1: Please provide a statement of your philosophy as an educator for character. (Why do you believe that character education is an important part of your work with boys in your school, and what do you seek to achieve?)
Question 2: List 3 - 5 character strengths that you seek to develop in the boys in your care, and briefly explain why each of these strengths is important for them.

Proportion of 6 Groups of Character Strengths

- Turquoise: 32%
- Green: 24%
- Brown: 13%
- Yellow: 10%
- Grey: 9%
- Purple: 8%
• **Question 2:** List 3 - 5 character strengths that you seek to develop in the boys in your care, and briefly explain why each of these strengths is important for them.
Question 2: List 3 - 5 character strengths that you seek to develop in the boys in your care, and briefly explain why each of these strengths is important for them.

Frequency and Proportion of Character Strengths: Honesty, Integrity, Courage

- Honesty
- Integrity
- Courage
- Transparency
- Risk Taking
- Bravery
- Courage / Courageous

The Centre for Innovation, Research, Creativity and Leadership in Education Pty Ltd
Question 2: List 3 - 5 character strengths that you seek to develop in the boys in your care, and briefly explain why each of these strengths is important for them.
Question 2: List 3 - 5 character strengths that you seek to develop in the boys in your care, and briefly explain why each of these strengths is important for them.
• **Question 2**: List 3 - 5 character strengths that you seek to develop in the boys in your care, and briefly explain why each of these strengths is important for them.

The Centre for Innovation, Research, Creativity and Leadership in Education Pty Ltd
Question 2: List 3 - 5 character strengths that you seek to develop in the boys in your care, and briefly explain why each of these strengths is important for them.
Question 3: Thinking over your teaching career, how have you become better at character education? Who or what has influenced you or given you support along this professional journey?
• **Question 4:** If a visitor were to observe several of your classes or shadow you through your school day, what specific actions might that observer notice that would indicate your strengths and skills in character education? Briefly explain what you mean.

**Q4: Specific Actions That an Observer Would Notice**

- Relational Gestures: 40.90%
- Modelling Values and Behaviours: 40.90%
- Intentional Curriculum/Program/Classroom Integration of Character Values and Skills: 40.90%
- Establishing and Maintaining High Expectations: 22.60%
- Establishing and Nurturing a Strong Classroom Community With Common Values and Expectations: 6.50%
- Use of a Common Language for Character: 4.30%
Questions 5-7: Choose something you do or have done in character education – a practice such as a lesson, activity, relationship or strategy – that you feel is especially effective, and that represents your approach to character education at its best. This practice in character education could be from any area of your professional and school responsibilities. Stretch your imagination!

Now tell the story of the practice you have chosen, showing how it represents your effectiveness as an educator for character. In your story about the practice, be guided by the following prompts:

– Give your story a “title” that captures its meaning for you.
– Why did you choose this practice?
– What exactly is happening in the practice?
– How did the boy or boys involved respond, and what did he or they learn from it?
– To what do you attribute the success of the practice?
– Is this practice something you do on your own or is it in collaboration with colleagues?
QUESTIONNAIRE ON EFFECTIVE PRACTICES IN CHARACTER EDUCATION

• **Questions 5-7**: Practices in character education

Q5: Practices in Character Education

- **Classroom**: 38.70%
- **Co-curricular activities**: 21.50%
- **Institutional Programs/Events**: 20.40%
- **Advising/Pastoral**: 11.80%
Question 8: Thinking of your story and more generally about your practice, is there anything about your expertise in character education that you believe to be especially compelling and/or meaningful for boys? Be as explicit as you can.
• **Question 8:** Thinking of your story and more generally about your practice, is there anything about your expertise in character education that you believe to be especially compelling and/or meaningful for boys? Be as explicit as you can.

**Q8: Relationships**

- Deploying a range of relational gestures: 69%
- Being, and being seen as, authentic: 18.20%
- Role Modelling positive character traits: 22.60%
Question 9: We measure the academic progress of our students through various kinds of formative and summative assessments. While generally many teachers find it more difficult to gauge success in character education as easily, we all recognise that it is equally important to evaluate the effectiveness of our work in this domain.

- What sorts of things would you look for to indicate to you that your work in character education is effective?
- How do you know that you are successfully engaging the boys?

### Q9: Assessment

- Resist the Premise: 6.50%
- Disciplinary Statistics: 73.10%
- Student Assessments: 3.20%
- Online Tools: 4.30%
- Level of Engagement in School Activities: 5.40%
- Observations, Interactions, Conversations: 6.50%
The overwhelming number of respondents referred to their observations of student behaviour as the most effective metric, along with one-on-one interactions and conversations throughout the school, in the various forums of school life. (68/93 73.1%) These fall into three areas of focus:

1. **Observations of students one-on-one**
2. **Teachers’ observations of classroom tone and culture**
3. **Teachers’ and Administrators’ observations of overall school tone and culture**
Observations of students one-on-one:

• ...just as our lessons in character development are informal and almost incidental, so too are the indicators that we are achieving success and making a difference...it is the little signs...how they communicate with one another and to members of staff. How they deal with adversity... (R4)

• The biggest indicator of success I have is verbal feedback. (R9)

• This can only be measured by watching how the boys react with each other – are they sensitive, kind, thoughtful and compassionate? (R20)
Teachers’ observations of classroom tone and culture:

- I look to see that my students are taking ownership of character values taught in class...I observe to see how students are showing kindness, problem-solving with peers, following the “Golden Rule outside of our classroom... (R7)

- ...I look for how the boys treat each other and their teachers. Do they speak to one another in a respectful manner? How do they handle conflict? ... When I hear the boys articulate the language and examples we have used in class, I know I’m getting through to them. (R28)

- I would look, in my daily teaching practice, for signs in the boys I teach that they are becoming ever more willing to express ideas and opinions without negative self-censorship. Too often, there are ways in which the peer group mentality can suffocate real character development. (R34)
Teachers’ and Administrators’ observations of overall school tone and culture:

- I look at the climate of the Upper School that I lead and the classroom that I teach. Is there a climate of trust and respect? Do the students respect the adults...? Do students hold themselves and others to a high ethical standard? Do our students treat strangers and opposing sports players and teachers with respect? These are qualitative, imprecise measurements, I know, but I believe that the work is inherently imprecise. I count on myself to be in touch with the students enough to know whether we are a community that values character and honour... (R10)

- I think the greatest way to evaluate the strength of a character education program is to try and determine how happy your boys are. Are they excited to come to school every day? Do they have good relationships with their peers and adults in the school? Do they make good decisions when teachers are not around?

- I look at how the boys interact with each other on the playground, lunchroom, in the hallways and in the classroom, especially when they believe no one is watching. (R57)

- Several respondents listed a range of other markers of the effectiveness of their and/or their school’s work on character.
• The majority of responses make it clear that teachers are concerned to assess the effectiveness of their work in character education, and they are, at the same time, keenly aware of the complexities involved. The complexities arise, not only from the nature of character education: it is multi-faceted, takes place over an extended period of time and varies according to forum in which the boys are engaged. Complexity also arises because teachers’ practice is overwhelmingly holistic; it is thoroughly integrated into their overall work with their students and therefore difficult to extract for purposes of assessment.

• However, having presented these observations on the challenges to assessment, the majority of the teachers present a strong case for careful assessment based on close observation over time: of individual students, of classroom climate, and of overall school culture. Such observation may be supplemented with a variety of other strategies and tools: student writing, online surveys, notes from faculty meetings about student progress, and through monitoring a range of school statistics such as student involvement in the co-curricular program, and the number and kinds of disciplinary infractions.
Your questions?
2. Draft Models for Character Education in Schools for Boys
A CIRCLE Model of Education for Character Competency
Draft as at 23 June 2017

UNDERSTANDING AND MEASURING CHARACTER
Tracking the development of values, dispositions, and actions of character competencies that are developed across the three fields of a community of practice in character education: contexts, design principles and experiences.

Behavioral character:
Meeting minimum standards of behavior characterized by respect, civility and consideration for others – assessed through a threshold test of behavior – key question: do I belong?

Performance character:
Achieving performance characterized by purpose, persistence and reflection – assessed through a description of drive, growth and progressive attainment of goals – key question: how can I become excellent at what I want and need to do in my life?

Moral character:
Aspiring to live a good life informed by a personal code characterized by courage, integrity and humility – assessed by interrogating commitment to personal and community expectations for values, ethics and purpose – key question: am I becoming a good person?

THEORY OF RELATIONSHIP
Character education is nurtured by connections between individuals and groups.

PLAN IT
Prepare and scaffold learning that is aligned with character education objectives.

SHARE IT
Create and teach a consistent, common language for character competency.

LISTEN FOR IT
Be accessible and promote student voice and reflection.

LIVE IT
Model and adult character outcomes meaningfully.

THEORY OF PEDAGOGY
Character education is directed by deliberate, values-rich teaching, learning and apprenticeship.

Coach IT
Build student and staff performance through conversation and goal-setting.

Measure IT
Use agreed standards and personalised metrics.

THEORY OF EVERYWHERE
Character education occurs all the time in multiple sites across the whole school.

THEORY OF CULTURE
Character education is reinforced by leadership and honourable traditions, rituals, artefacts and models.

LEARNING CONTEXT
Learning design principles
Learning experiences

UNDERSTANDING AND MEASURING CHARACTER EDUCATION
Tracking the development of a school's holistic character education program in essential 21C competencies in citizenship, communication, change readiness, character, collaboration, creative and critical thinking and moving its approach from accidental and idiosyncratic character episodes to deliberate and systematic learning in character competencies across the three fields of a community of practice in character education: contexts, design principles and experiences.

6 key indicators for success in character education:
1. Strategic clarity and connection
2. Effective and engaging reporting and communication
3. Robustness and consistency of standards
4. Resilience of consensus around ethos
5. Focused and committed community of practice
6. Tangible outcomes for students and programs
Your questions?
A CHARACTER-BASED MODEL OF DECISION MAKING BY SCHOOL LEADERS

Situational Pressures

JUDGEMENT

INTENT

THE CHARACTER OF THE LEADER IN ACTION

AWARENESS

BEHAVIOUR

REFLECTION

Values
Virtues
Traits

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

Your questions?
CIRCLE’S 21C STANDARDS FOR GREAT SCHOOLS FOR BOYS

<table>
<thead>
<tr>
<th>CIRCLE’S PROFILE OF 21C SCHOOL GRADUATES – WHAT OUR GRADUATES MIGHT BECOME</th>
<th>Local, Regional and Global Citizens</th>
<th>Contemporary Leaders and Future Builders</th>
<th>Continuous Learners and Unlearners</th>
<th>Individuals of Character</th>
<th>Team Creators and Cultivators</th>
<th>Solution Architects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>↓</td>
<td>↓</td>
<td>↓</td>
<td>↓</td>
<td>↓</td>
<td>↓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CIRCLE’S 21C COMPETENCIES – WHAT OUR GRADUATES MIGHT BE EQUIPPED WITH</th>
<th>Citizenship</th>
<th>Communication</th>
<th>Change Readiness</th>
<th>Character</th>
<th>Collaboration</th>
<th>Creative and Critical Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>↓</td>
<td>↓</td>
<td>↓</td>
<td>↓</td>
<td>↓</td>
<td>↓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CIRCLE’S 21C STRATEGIC LEVERS – HOW WE BUILD GREAT SCHOOLS FOR BOYS</th>
<th>School Strategy</th>
<th>Leadership</th>
<th>Learning</th>
<th>School Culture</th>
<th>Systems and Processes</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>↓</td>
<td>↓</td>
<td>↓</td>
<td>↓</td>
<td>↓</td>
<td>↓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CIRCLE’S GREAT SCHOOL DOMAINS – WHERE WE LOOK TO RECOGNISE GREAT SCHOOLS FOR BOYS</th>
<th>Initiatives</th>
<th>Communication</th>
<th>Evaluation</th>
<th>Reputation</th>
<th>Relationships</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>↓</td>
<td>↓</td>
<td>↓</td>
<td>↓</td>
<td>↓</td>
<td>↓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CIRCLE’S GREAT SCHOOL CRITERIA – WHAT WE USE TO JUDGE A GREAT SCHOOL IN ITS DOMAINS</th>
<th>Strategic Intent</th>
<th>Community Engagement</th>
<th>Planning</th>
<th>Ethos</th>
<th>Processes</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>↓</td>
<td>↓</td>
<td>↓</td>
<td>↓</td>
<td>↓</td>
<td>↓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CIRCLE’S GREAT SCHOOL INDICATORS – WHAT WE SHOULD EXPECT TO SEE</th>
<th>Strategic Clarity and Connection</th>
<th>Effective and Engaging Communication and Reporting</th>
<th>Robustness and Consistency of Standards</th>
<th>Resilience of Consensus Around Ethos</th>
<th>Focused and Committed Community of Practice</th>
<th>Tangible Outcomes for Students and Programs that Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>↓</td>
<td>↓</td>
<td>↓</td>
<td>↓</td>
<td>↓</td>
<td>↓</td>
</tr>
</tbody>
</table>
Your questions?
COMPONENTS OF A SCHOOL FRAMEWORK FOR CHARACTER EDUCATION

• **Preamble**: the rationale for character education at the school linked to the school’s understanding of its traditions and history, culture, mission and aspirations for 21C learning and society, especially with respect to the behavioural, performance and moral character development of its students

• **Graduate Profile**: a description of the desirable qualities and character competencies of a graduate linked to school values, mission and ethos, as well as essential 21C competencies

• **Teaching Objectives**: specific integrated knowledge, skills and character outcomes to be covered across the curriculum, co-curriculum and other educational and care structures of the school

• **Learning Experiences and Outcomes**: specific character education learning experiences and outcomes that students will experience in learning units and programs delivered by faculties, departments and other educational and care teams in the school

• **Exemplars of Outstanding Practice/School Pedagogy**: a collation of excellent practice undertaken in character education at the school that is shaped into an illustrative guide to teaching and learning practice (pedagogy) at the school and a corresponding set of guiding philosophies, design principles and learning intentions

• **Staff Profile and Outcomes**: a description of the qualities and competencies of a school staff member that are necessary to deliver the values, ethos and mission of the school, especially with relation to character education

• **Staff Professional Learning and Student Training and Development Program**: a comprehensive, staged plan for identifying and improving the competencies of staff and students in character education and character leadership

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

*Character Education in Schools for Boys, Terms of Reference, July 2016*

1. CIRCLE-IBSC Character Education Research Project: Reviewing Progress to Date
2. Draft models:
   a) Model of Education for Character Competency
   b) Model of the Leader of Character
   c) Model of Character Apprenticeship
   d) CIRCLE 21C Standards for Great Schools for Boys
   e) Components of a School Framework for Character Education
Your questions?
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 have other questions?
Do you want to know more?

Dr Phil Cummins phil@circle.education
Bradley Adams brad@circle.education

www.circle.education
www.mytouchstones.com
@CIRCLEcentral

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