

	The whole work of a school: competency in civic character Performance character and Moral character	The progress of a school: A compelling narrative of yesterday, today and tomorrow	The learning journey of a school: Self-efficacy and adaptive expertise in pursuit of high standards	The high performance culture of a school: Asking good questions to produce good answers to multi-dimensional problems	The preferred future of a school: Fit for purpose strategic thinking and implementation	The knowledge engine of a school: A community of inquiry and practice focused on improved student outcomes
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1. THE CHARACTER OF A 21C GRADUATE – WHO ARE WE?

The challenge of hope and the formation of our students through learning values that equip:

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

Circle's 21c graduate outcomes – what our students might become	Good people ↓	Future builders ↓	Continuous learners and unlearners ↓	Solution architects ↓	Local, regional, and global citizens ↓	Team creators ↓
Circle's 21c qualities –expressing the essence of our graduates' purpose and potential	Integrity ↓	Complexity ↓	Growth ↓	Direction ↓	Perspective ↓	Relationality ↓
Circle's 21c competencies – what our graduates should be equipped with	Character ↓	Communication ↓	Change Readiness ↓	Creative and Critical Thinking ↓	Citizenship ↓	Collaboration ↓
Circle's 21c curriculum – preparing our graduates to be fit for purpose	Meaningfulness: For good ↓	Authenticity: For real ↓	Transformation: For change ↓	Sustainability: For life ↓	Service: For others ↓	Relationship: For each other ↓

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

The challenge of relevance and the formation of our schools through learning values that empower:

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

Circle's 21c strategic levers for great schools – how we build schools of character	Culture ↓	Leadership ↓	Learning ↓	Performance ↓	Strategy ↓	Systems and operations ↓
Circle's great 21c school domains – where we look for excellence in schools of character	Reputation ↓	Communication ↓	Evaluation ↓	Achievement ↓	Initiatives ↓	Relationships ↓
Circle's great 21c school criteria – measuring excellence in the domains of schools of character	Ethos ↓	Community Engagement ↓	Planning ↓	Outcomes ↓	Strategic Intent ↓	Processes ↓
Circle's great 21c school markers – what we should expect to see in a school of character	Resilience of consensus around ethos ↓	Effective and engaging communication and reporting ↓	Robustness and consistency of standards ↓	Tangible outcomes for students and programs that meet expectations ↓	Strategic clarity and connection ↓	Focused and committed community of inquiry and practice ↓

3. THE CHARACTER OF A 21C EDUCATIONAL COMMUNITY OF INQUIRY AND PRACTICE – HOW CAN WE BEST SERVE OTHERS?

The challenge of understanding and the formation of our society through learning values that enable:

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

Circle's great 21c teaching practice – fulfilling the expectations of our students in schools of character	Optimism ↓	Validation ↓	Forgiveness ↓	Freedom ↓	Identity ↓	Structure ↓
Circle's maturity model for schools of character – how schools become fit for purpose 21c character learning communities	School character, climate and culture ↓	Leadership of the educational program ↓	Teacher effectiveness in growing the whole person ↓	Student educational experience and outcomes ↓	Strategic and operational alignment ↓	Teacher professionalism in a community of inquiry and practice ↓
Circle's great 21c school leadership practice – equipping, empowering and enabling high performance in schools of character	Strengthening: Leading through character ↓	Informing: Leading through narrative ↓	Orientating: Leading through transformation ↓	Focusing: Leading through expectation ↓	Aligning: Leading through vision ↓	Enriching: Leading through teams ↓
Circle's 21c school challenges – solving contemporary problems through schools of character	Value proposition	Certainty	Technology	Future focus	Pathways	Emergent issues