

monday quarterly

**Special
Research
Edition**

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the character issue

acknowledgement of country

a School for tomorrow. acknowledges the First Nations and custodians of country throughout Australia and internationally and their continuing connection to land, waters and community. We pay our respects to Elders past, present and emerging and to Stolen Generations survivors. We recognise the intergenerational trauma that remains and our pledge to build a world that can heal through our unwavering commitment to truth telling through the power of story and education.

a School for tomorrow. stands in solidarity with our Indigenous brothers and sisters, and works for justice and true reconciliation.

Our acknowledgement was drafted in consultation with Leann Wilson, a Bidjara and Kara/Kara First Nation descendant who acknowledges her South Sea Islander heritage. The image above is from an original photograph taken by Leann on country.



Dear colleagues,

Welcome to the special research edition of the Monday Quarterly – The Character Issue.

Since 2012, we’ve been deeply immersed in investigating the character of an excellent education. We’ve formed a view that character is the reason why we do school and that, therefore, should be the whole of school. It is the most appropriate response to the new social contract for education that we have been observing through our global research program over recent years: today’s learning for tomorrow.

In this edition, we want to share with you the work of our whole team in drawing to a close the second round of research in three communities of inquiry and practice in collaboration with schools across the world, including North America, United Kingdom, Australia, New Zealand, and South Africa. You will find three substantial articles focusing on tools for measuring and assessing the character of students, the efficacy of teaching and character education programs, and the organisational maturity of schools. You will also find contributions from leading educators JoJo McEachen and Allan Shaw, and a range of information about the suite of character education programs and resources that have emerged from our research. We have also given you details of where we will be going as we enter the third stage of our research program into character education over 2022-2024.

Please enjoy the output of the collaboration of a remarkable group of students, teachers, leaders and school teams from around our world.

Let’s go!

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Acknowledgements

On behalf of the a School for tomorrow. team, I want to thank each and every school and educational organisation that partnered with us in the development of the research and findings presented in this issue. Thousands of students, staff, parents, leaders, and other community members contributed their time, thought, and wisdom to this project over the course of over three years. Their contributions have led to the augmentation and validation of a knowledge architecture that justifies that character is the reason we do school and it is the whole work of a school.

I would like personally acknowledge the work of our senior researchers, Dr Philip SA Cummins and Bradley Adams, as well as all members of the a School for tomorrow. research team past and present. A futher thank you goes to Adriano Di Prato for allowing us to use his original photograph of Mount Everest’s peak as the cover photo for this edition, taken during his exploration of Nepal and the Himalayas in 2018.

Additionally, I want to thank Joanne McEachen and Allan Shaw for playing their part in this publication.

Our world needs character and we need to understand how to educate for it. This edition builds on our thinking about character education over the past decade.

We look forward to the next decade with you.

Oliver Cummins

Creative Associate | a School for tomorrow

a School for tomorrow is a global educational network supporting students, teachers, and school leaders to thrive in a new world environment.

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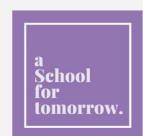
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SCAN ME!



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“ i would encourage everyone to say, ‘okay, in front of me is a human. a person. how can i help this person fully realise their potential and become valuable and valued in this school?’

Yong Zhao
Foundation Distinguished Professor, School of Education, University of Kansas & Professor in Educational Leadership, Melbourne Graduate School of Education, University of Melbourne

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towards transformation

In this first article, we report on the
Excellence in South African Boys' Education Project 2019-2021

words by Dr Philip SA Cummins, Bradley Adams, and Adriano Di Prato

1. Background

a School for tomorrow, through its research institute CIRCLE - The Centre for Innovation, Research, Creativity and Leadership in Education have been engaging in a process of educational research into excellence in education with a group of leading boys' schools in South Africa.

Stretching over three years and involving around 20 schools, the research project should significantly deepen and broaden the understanding of excellence in boys' education.

Best understood as large-scale action research, the project has focused on the following key questions:

- What might be the goals and associated outcomes for education in South African boys' schools in six key areas?
 - *student care and character*
 - *learning culture across the curriculum and co-curriculum*
 - *student leadership culture*
 - *the design and delivery of student programs and pathways*
 - *the promotion of student voice, diversity and identity*
 - *innovation and future readiness.*
- How can these goals and outcomes be situated in the context of 21st century competencies and skills?
- What are best practices in educational programs and pedagogy in South African boys' schools?
- What are authentic and meaningful

professional standards for teachers as educators of boys?

- What are the design features of high-performing boys' schools?
- How is boys' education best embedded in and aligned with school strategy?
- How can school leaders foster a high-performing culture for boys' schools?
- What is the role of school tradition and history in advancing the education in boys' schools?

In addition to reporting a set of findings from the research, the process has culminated in articulating and making recommendations standards for excellence in education which will provide schools with:

- a methodology and a set of survey instruments to evaluate excellence in education
- a design model for developing excellence in boys' education;
- a shared vocabulary, strategies and best practices for establishing outcomes for excellence in boys' schools;
- a model for professional learning and performance development; and
- indicate ways that a school community can engage in regular, evidence-based review and renewal of goals and practices for excellence in education.

It has also generated substantially more data at the global level to develop and articulate these standards and documented best practices in boys' schools across South Africa in a manner that has:

- connected schools in meaningful collaborative research;

- demonstrated the collective expertise of boys' schools in service to schools and boys in any setting;
- provided schools with research of immediate and practical benefit and value; and
- provided schools with opportunities to engage with other organizations in the realm of excellence in boys' education.

We need to question approaches based on conformity rather than personalisation. We need to challenge the maintenance of such a secret world of boys as opposed to partnering with boys through relationships of character apprenticeship and a genuine community of inquiry and practice focused on improved outcomes for students within a whole education.

Standards for excellence in education have been confirmed and calibrated to four sources of transformational agency: students, systems, culture and adults. There is much evidence of excellence in place – but is it yesterday's, today's excellence or tomorrow's excellence and is it being done to perpetuate the game of school or the game of life?

Without transformation of both process and product to make education future-fit as a true preparation for students to thrive in their world, then schooling will be in danger of remain transactional and reminiscent of (if not rooted doggedly within) outdated hierarchies and structures with a values and value proposition that does not suit the needs of a modern world which needs young people who (in the words of the a School for tomorrow. Graduate Outcomes):

- Have the integrity and character to lead meaningful lives as **good people**
- Handle complex situations with authenticity as **future builders**
- Grow and transform as **continuous learners and unlearners**
- Guide society in a more sustainable direction as **solution architects**
- Balance local, regional, and global perspectives as **responsible citizens**
- Work well with others to achieve success and fulfilment as **team creators**

There is certainly a significant cultural and racial element to this task of transformation. Students and their schools alike need to embrace the challenge of diversity through widespread and equitable accessibility to a sense of belonging that is built through embracing the value of each individual and negotiating a space within communities for all students.

“Transformation of school is about connecting school to life and the world beyond school. Transformation begins with the heart and the mind – a journey from yesterday to today to tomorrow.”

There are more questions to be asked. Where does the voice, agency and advocacy reside? Is school designed to replicate and perpetuate hierarchy or to create contemporary competency and fluency? Where is the place for traditional decency, duty and diligence when accounts speak so strongly about the prevalence of a grim life of endurance at school? How might there be more scope for the human warmth and connection that comes from the development of emotional competency on a par with physical, intellectual competency? What psychological tools are being emphasised over others? And what of the value given to wellness as opposed to the domination by concepts of toughness?

Transformation of school is about connecting school to life and the world beyond school. Transformation begins with the heart and the mind – a journey from yesterday to today to tomorrow. Where is the community of inquiry and practice in all of this? And what is the role for leaders in building a contemporary model of being and becoming?

This report hopes to provide a starting point to answering at least some of these questions.

We wish to thank, in particular, the Heads, project coordinators, students, staff and other contributors from schools involved including:



Clifton School



Glenwood High School



Hilton College



Jeppe High School for Boys



King Edward VII School



Maritzburg College



Northwood School



Pretoria Boys' High School



Queen's College Boys' High School



Rondebosch Boys High School



Selborne Primary School



St Alban's College



St Andrew's School



St David's Marist Inanda



St John's College



St John's College (Preparatory)



St Peters Boys' Preparatory School



Westville Boys' High School



Wynberg Boys' High School



Wynberg Boys' Preparatory School

2. Observations, Findings and Implications From Phase 1 Research

In this introductory section, we revisit a series of observations, findings and implications based on our holistic analysis and reflection on Phase 1 of the research project. It is based on three significant data points: the quantitative data from the administration of the Discovery survey, the abundant qualitative data that accompanied the survey, and the data from the Net Promoter Score exercise. Detailed commentary on each of these research components is provided later in the full interim report. These general observations and findings, alongside the more detailed analysis, are designed to orientate project schools to school performance across this network of boys schools in South Africa and to provide context for the investigation of individual school survey datasets. The data analysis of this research has also aided in the refinement of research tools for Phase 2 of the research project.

Towards High Performance in Schools for Boys

We have developed a clear picture of a standard of “good” performance in boys’ schools in South Africa, how schools can move towards it if they are still developing their practice, and how they can exceed it and become a “great” school by developing “high-performance” organisational and learning culture. For at least some of the performance standards, high ratings given to schools across the network of project schools indicates that these are routinely met and in many cases exceed expectations of stakeholders for a strong educational experience for boys. In other words, most stakeholders in most schools in this research network believe that these schools do a good job of educating their boys. They like what they experience and are supportive of their schools even when they have much to say about

ways to improve and issues to tackle. While this is not unique to South Africa, on some measures for some performance standards, the overall ratings are lower – and for some schools lower still. In some schools, there is greater clarity, focus and consistency than in other schools.

“
...most stakeholders in most schools in this research network believe that these schools do a good job of educating their boys.

School Climate, Character and Culture

Survey statements:

1. The school aims to equip each boy with the knowledge, skills, character strengths, and learning habits he will need for success in his next educational endeavour and beyond.
2. Members of the school community share a vocabulary that strengthens the values, vision, strategy, and desired culture required to enact the educational purpose of the school.
3. A strong sense of brotherhood, belonging and community enhances the dignity of every boy and boosts his performance.
4. Each boy is surrounded and supported by learning relationships that encourage him to set challenging goals and to work well on his pathway to success.

This performance standard area and its four statements received the highest ratings across all performance areas. The high ratings for the statements indicate that a substantial majority of respondents in these schools – but more in some schools than others – view their schools favourably and positively. For some stakeholder groups, teachers, in particular, the ratings are nearly always lower than other key stakeholder groups. The unusually high ratings for the first two statements, on educational purpose and shared language, may be indicative of the special feature of these

boys’ schools – a strong sense of historical identity, deep traditions and indisputably strong cultures. Respondents in all stakeholder groups leapt on the opportunity to talk about the last two statements on “brotherhood, belonging and community” and the quality of teacher-student relationships in the learning environment.

These held the most attention. Without prompting in the wording, both of these statements also stimulated much reflection on the dynamic of “tradition” and “change” in the school, and the tension between the two in the culture of many of these schools.

There were rhapsodies to the positive influence of the “brotherhood” in many schools – a reason for boys to like school, for a start, and dissolving boys’ resistance to learning; the friendly mutual regard that encourages healthy competition, both group and individual; the spark to motivation and to resilience in meeting a challenge; the rituals of recognition and mutual support. But a surprisingly robust and open critique of the “brotherhood”, as depicted in this positive version, flows through the comments. Some of the most visceral of these appear in the comments made by graduates. They targeted the more coercive aspects of hierarchy, elements of toxic masculinity in relationships and the “boy code” of secrecy and loyalty. They said that some boys were excluded, marginalised and rendered invisible in the “brotherhood” by the same dynamic that bonded other boys and made the “brotherhood” for them such a powerful force.

“
...some boys were ... rendered invisible in the “brotherhood” by the same dynamic that bonded other boys.

The same dynamic is heard in the comments on student-teacher relationships and the relational quality of the learning environment. Very positive commentators wrote about the near-transformational magic of exemplary teachers who

found ways to address their students personally and with care and attention, and whose passion and teaching skills inspired and engaged boys to reach for a high standard for excellence. Teachers themselves often praised their peers in the same glowing terms. But the converse of each of these descriptions was expressed by other commentators, even by some teachers. Parents and graduates, in particular, fixated on examples of indifferent and ineffective teaching, of tradition-bound methodologies, of teachers who blamed boys or exported responsibility to them, and of teachers who communicated poorly with parents and did not offer to go the extra mile – teachers who switched boys off learning. They also wrote about the wider forces in the school culture that overlooked some boys – the boys in the middle, or the “lost” boys – in favour of elite performers who garnered the main attention. While parents applauded what they witnessed as the equal treatment and opportunity for all boys in the school culture, internal stakeholders criticised the unfairness and marginalization experienced by some boys in more traditional and rigidly structured school and peer cultures.

Leadership of the Educational Program

Survey Statements:

1. School leaders present a compelling, mission-driven and detailed narrative for the direction in which the school is headed.
2. The school has a clear and agreed plan for positive, step-by-step improvement toward its preferred future.
3. The school strikes a positive balance between tradition and innovation in its programs and initiatives.
4. School leaders set, communicate, and uphold high standards of excellence for everyone’s contribution to, leadership in, and service for the school community.

Survey stakeholders gave this cluster of statements on the performance standard the second-highest overall rating of all the performance standards. In some schools, the ratings by some stakeholder groups, especially teachers, were lower – but this pattern is not unusual even across different

countries and systems. Most commentators focused on the practical and operational dimension of “communication” of the strategic direction of the school as well as of the quality of day-to-day communication with parents and staff. But positive commentators also described the portrait of excellent strategic leadership and communication, especially the care and skill taken to relate mission and vision in concrete terms that even boys could understand, appreciate and connect to. Communicating and “showing” what performance towards a high standard of excellence looks like were also attributes of effective mission-driven leadership. More negative commentators rehearsed positions that would also be articulated in more detail in response to statements in the fifth performance standard on Strategic and Operational Alignment. These respondents focused mainly on the “execution gap” between mission or strategy and the quality of implementation as well as on the robustness, or not, of planning for the direction of the school.

The strongest theme in this data was the statement on the balance between tradition and innovation. Many respondents had already engaged with this in their reflections on the first performance standard, where they presented both sides of the statement on the benefits of “brotherhood”. For the second performance standard, most stakeholders in the higher-performing project schools approved of the “balance” between ‘tradition’ and ‘innovation’ and the careful and skilled leadership required to navigate and negotiate sometimes highly emotional tensions and differences. The “balance” felt right and positive when certain traditional values were affirmed while significant innovations and changes were carefully designed, communicated and implemented with the kind of clear step-by-step improvement found in the second statement. Those with more critical and negative stances tackled the issue from quite different and almost incompatible premises. Some were deeply troubled that certain traditions were being overturned, to the detriment of the moral and behavioural order and spirit of the school. Others felt that their schools remained too fixed in structures, programs and approaches to teaching and learning that no longer aligned with the needs and aspirations of contemporary boys and did

not serve them well. There were those who felt that their schools were too slow or too resistant to innovation, and remained transactional, reactive institutions. This debate was played out over any number of areas of school performance – from the range of options and opportunities in the co-curriculum; the provision of student support and services in the pastoral care system; the content of events and ceremonies in recognizing diverse achievements; and the quality of teaching and the infusion of modern teaching methods and approaches.

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The strongest theme in this data was the statement on the balance between tradition and innovation.

Growing the Whole Person

Survey statements:

1. Each boy is inspired, challenged and supported by his teachers to learn, grow in character, and perform at his best in the academic program.
2. Each boy is inspired, challenged and supported by his teachers to learn, grow in character, and perform at his best through a variety of sporting, cultural and other co-curricular activities.
3. Each boy is inspired, challenged and supported by his teachers to learn, grow in character, and perform at his best through effective advising, mentoring and other activities in the pastoral and student life program.
4. Each boy is inspired, challenged and supported by his teachers to find his voice and to forge a personal narrative about his learning, growth in character, and performance towards his best.

The overall ratings for the statements in this performance standard tended to be lower than the standards with the highest ratings – School

Climate, Character and Culture; Leadership of the Educational Program; and Strategic and Operational Alignment. In particular, the last statement on “student voice” garnered the lowest rating. Within this section, as overall ratings drop further into the “agree slightly” range, an increasingly large minority of respondents begin to “disagree.” As well, we nearly always witness a widening range of experience and perspective on these aspects of school performance. To be sure, schools with mean averages at the higher end of the scale for this set of statements have significant numbers of responses at the “agree strongly” and “agree” levels, although even in these cases a fairly strong minority produce critical and negative comments as well as suggestions for improvement. At the top end, respondents in all the stakeholder groups were especially positive about the expansion of the co-curriculum, with wider ranges of sports and arts. They especially lauded the implementation of more pastoral attention and care through the well-functioning tutor-student relationships. All the stakeholders – parents more than others – liked that there are increasingly many pathways for boys to follow and greater equality of attention, support and recognition. While only a minority used the term, they could identify with the principles of a “holistic education” and the importance of addressing the “whole person” in the design of the school.

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All the stakeholders ... liked that there are increasingly many pathways for boys to follow and greater equality of attention, support and recognition.

However, as comments began to reflect lower ratings, more critical and negative comments began to dominate. These often focused on operational matters and gaps in between delivery and execution. Whereas comments at the top end of ratings praised the quality of teaching, the power of teacher-student learning relationships

and the transformational nature of learning, more negative commentators critiqued variability in the quality of teachers. At the top end, parents and teachers, in particular, felt that boys “found their voice” in the supportive culture of the school, and increasingly so. At the lower levels of ratings, respondents reported that many boys were “lost” in the system, marginalised and often silenced. In Phase 2 of the research, a focus on the boys’ “lived experience” will tell us much more about “student voice” and help us better evaluate the ways in which Growing the Whole Person is evolving as a central educational principle.

Student Experience and Outcomes

Survey Statements:

1. The school uses the best content, approaches, and processes to personalise each boy’s learning, growth in character, and performance at his best.
2. Taking into account his age, each boy understands what he does well and what he should be working on to progress in his learning, growth in character, and performance towards his best.
3. Each boy develops his sense of agency in partnership with his teachers in setting and monitoring his goals for his learning, growth in character and performance at his best.
4. At graduation, each boy has the knowledge, skills, character strengths, and learning habits he will need for his next educational endeavour and beyond.

The statements in this performance standard challenged respondents to reflect deeply on their schools’ capacity to “grow the whole person” through experiences and outcomes that focused on personalisation, metacognition, student agency and robust educational outcomes for students. The pattern of ratings by the stakeholder groups for these statements shows a noticeable drop compared to previous performance standard areas, with a larger percentage of schools sitting around the “agree slightly” range. Both within schools as well as across schools, there is a distinct widening of agreement/disagreement levels – signalling to us a diverse range of experiences, perceptions and assessments of

school programs. To be sure, the statements in this performance area were designed to challenge and prompt deep reflection, and many respondents appreciated this opportunity. They had much to say that was positive about their school's performance – however, the volume and intensity of more critical commentary were very pronounced. Some praised the way the school was increasingly able to connect to boys, especially through the use of tutor systems, the close teacher-student relationships, and the range of choice and opportunities to meet individual interests and needs in a learning culture of challenge and support. Some schools, in particular, were reported as especially successful in developing this level of “personalisation”, however difficult it was to define exactly what “personalisation” meant.

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...greater emphasis on the knowledge and skills of critical thinking and creative problem-solving for the 4th Industrial Revolution.

In some schools more than others, and even in the same schools whose survey respondents reported quite high ratings and approval, stakeholders voiced much more critical assessments. Again operational weaknesses – the gap between intent and reality – were mentioned. But they were also much more critical about the culture of the school, specifically the marginalisation of some boys, active discrimination, an emphasis on elite sports and achievement, and the fate of invisibility for “boys in the middle”. The school felt more “personalised” for some boys than for other boys. Nearly every stakeholder group revisited their concern about the quality of teaching – the rigidity and traditionalism of teaching methods and assessment styles in many schools, and the variability in teacher quality and commitment.

These themes surfaced again when respondents focused on “student agency”. Those who made positive comments could discern the profile

of agency in a boys’ learning character and could draw perfect connections between those attributes, school programs (again the tutoring program is a key ingredient) enlightened teacher practices, and relationships that build boys’ ability to reflect on their learning and growth, to set goals and to receive supportive feedback. But those with more negative experience reported the inverse – boys’ agency was suppressed by negative encounters with some teachers and school leaders and by negative aspects and biases of school and peer culture.

In the last statement, the emphasis is placed on the knowledge, skills, character strengths and learning habits as the learning outcomes for students. Again, the assessment was mixed. Most often, positive commentators viewed the attainment of good matric results as the prime achievement, along with the readiness and skills to meet the upcoming challenges of university or other programs. They could see how most boys gained in personal resilience and practical motivation. While not a very large theme, some thought that their schools were doing a good job in teaching those competencies that are especially valued in future-fit education. On the more negative end, there were concerns as to whether all boys are well-prepared. In particular, these respondents hoped for a greater emphasis on essential life skills, social-emotional intelligence, relationship skills and mental health. Others urged a greater focus on citizenship and awareness of social issues – that boys existed too much in the “bubble” of their schools. Others specifically urged for greater emphasis on the knowledge and skills of critical thinking and creative problem-solving for the 4th Industrial Revolution.

Strategic and Operational Alignment

Survey statements:

1. The school is aligned to a clear vision for achieving excellence in educating boys.
2. The school has an agreed set of educational outcomes that are designed to provide boys with the knowledge, skills, character strengths, and learning habits they will need for their future.

3. The school uses the best possible planning and processes to achieve the agreed educational outcomes for boys.
4. The school uses a variety of data and other information to evaluate its effectiveness in achieving the agreed educational outcomes for boys.

The statements under this performance standard attracted the “middle range” of ratings compared to other performance standards – lower than School Climate, Character and Culture and Leadership of the Educational Program, but higher than Growing the Whole Person and Student Outcomes and Experience. We had first hypothesised that this performance standard might be rated lower than it turned out to be. Comments often collapsed “vision” and “outcomes”, and intersected frequently with “administration”. In some respects, project schools with ratings at the highest end for these statements can be seen as “best of class” within this specific research network. Very positive comments ascribe to them (and to aspects of other project schools too) a clear sense of vision and strategic direction whose story is clearly told and communicated effectively and that has been carefully and patiently strengthened across the school community; stakeholders feel connected to it, and in some schools, they can claim ownership because they were engaged in consultative or transparent planning processes. Positive commentators especially like it when they can “see” holistic outcomes grounded in the school’s values, respect for tradition and direction for the future. They especially liked a focus on excellence and high standards, especially so when combined with an emphasis on greater personalisation for and attention to boys as well as a more open, inclusive school and peer culture. In particular, they judged the quality of vision and outcomes by the deliberate and skilled articulation and implementation of programs by school leadership that tangibly improved student experience. As well, they liked it when all of this brought parents into close, respectful and structured partnership with the school and specifically with teachers who were equally aligned with and in support of that vision and strategic direction.

“
Positive commentators especially like it when they can “see” holistic outcomes grounded in the school’s values, respect for tradition and direction for the future.

Naturally, those who gave more critical comments to explain their ratings paint a different picture of the “ideal” school and the reality as they perceive it. In schools that do not ‘measure up’ to the standard, vision and outcomes may be clear but are poorly communicated or constructed in a top-down way, with little community engagement or involvement; vision and outcomes may be weakly and ineffectually implemented, with insufficient clarity, focus, resources and discipline. In other cases, the vision and outcomes may be too limited and transactional, without a clear path to the future for boys’ education in a future-fit educational context. There could also be large barriers in the organisational and professional culture of the school such as fixed and rigid structures in operations, tradition-bound and unchallenged teaching practices, variations in teacher performance and accountability, and a lack of robust systems and operations that would facilitate well-managed change leadership. External factors and constraints, such as the size of the school and classes, available resources and government curriculum requirements were again mentioned. The last statement, on the use of data to inform decision-making and evaluation, was largely ignored in the comments – it felt like too much of a stretch to most respondents but was acknowledged and affirmed by others as something to focus on in the future.

Teacher Professionalism in a Community of Inquiry and Practice

The statements in this performance standard on Teacher Professionalism in a Community of Inquiry and Practice were aimed at teachers, leaders and trustees/governors. Because the statements

dealt primarily with internal professional and employment matters, parents and graduates were exempted from this section of the survey. In designing the statements, derived from previous research and client work on teacher professionalism, we were aware that they would be challenging for respondents and would require careful attention and reflection. We also knew that the quality of responses would be substantial and that engagement with these statements would be illuminating. Consistent with what we have observed in other large research projects, survey statements related to teacher practice and professionalism were rated at the lowest level of all ratings. The statements for this performance standard were divided into three parts: Part A, B and C.

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...survey statements related to teacher practice and professionalism were rated at the lowest level of all ratings.

Survey Statements: Part A

1. Teachers are committed to self-efficacy and adaptive expertise in achieving excellence in their work of educating boys.
2. Teachers demonstrate a disposition towards curiosity, experimentation, and innovation in their practice.
3. Teachers collaborate to improve how they inspire, challenge, and support boys to achieve the educational outcomes for their learning, growth in character, and performance at their best.

Respondents only occasionally referred specifically to “self-efficacy” and “adaptive expertise” – which our research has identified as key dimensions of the growth and change mindset of high-performing teachers and their extended professional community in the school. However, comments tended to focus on their commitment to excellence and improvement, their capacity for growth and innovation in their

practice and their collaborative expertise in working together to improve student outcomes. All stakeholders referred directly to support in staff development processes such as frequent and routine meetings at the subject and department level and resources to attend workshops and conferences. In many accounts, especially those of school leaders, the expansion of professional learning resources and structures were significant investments for the school. Teachers who made very positive comments agreed that this intentional support and resourcing of staff development and learning were especially powerful. More negative comments ranged over many topics and issues. In some schools, and in all schools to a degree, there were comments about teachers who did not buy-in to professional learning and growth, who resisted change, who adhered to rigid and unexamined teaching practices and who showed little inclination for or openness to innovation and experimentation. There could be great variability within departments and subjects, as well as across departments and subjects. There could be nuanced internal constraints and barriers to creating a professional culture with these characteristics – such as HODs and other leaders who did not encourage or even allow changes in practice; with deference to excessive administrative tasks or a burdensome workload that builds pressure while sapping teacher time and energy.

Survey Statements: Part B

Teachers help each other to warrant their practice by constructing, implementing, and refining an operational model for their work in the following ways:

1. Teachers articulate a clear operational model for their practice, clearly indicating the outcomes to be achieved and the means they will use to achieve these outcomes.
2. Teachers provide a coherent rationale for the model for their practice, showing how it is well-grounded in a variety of valuable data about each boy’s performance and how it is informed by professional knowledge, especially about boys’ learning and development.
3. Teachers work together to monitor how effectively they are implementing the model

for their practice.

4. Teachers continuously analyse and re-evaluate the model for their practice in the light of developments in professional knowledge and evidence from the monitoring of practice, including valuable feedback from each boy (and his parents) on his progress towards agreed educational outcomes.

It is important to start by explaining this key notion of “warranting of practice”. Global research supports the conclusion that sustained and continuous reflective practise improves the quality of teaching and the attainment of student outcomes. In truth, every day in one way or another teachers are drawing on “evidence” in some form or another to confirm or call into question whether what they “claim” to be achieving is actually successful or not. In most cases, this is tacit and informal. Reflective practice makes this both rigorous and explicit.

“
Global research supports the conclusion that sustained and continuous reflective practise improves the quality of teaching and the attainment of student outcomes.

We have come to see this process in terms of what Kenneth Ruthven at the University of Cambridge calls the “warranting of practice”. Teachers “warrant” or validate their practices by articulating, justifying, implementing, monitoring, evaluating and modifying an operational model for their work. “Warranted practice” means that there are evidence-informed and reasoned grounds for the practice as intended, and that the practice as carried out does indeed realise these claims. In the design for this performance standard, we applied this warranting of practice model and wanted to test whether it would resonate as a tool for research-informed reflective practice.

It also presented an opportunity to explore a possible model for generating and “warranting” professional knowledge and expertise specifically in teaching boys – expertise that should be at the core of the mission and goals of boys’ schools and that should inform a key professional standard for educators of boys.

In tackling this section, teachers and school leaders, in particular, responded by connecting aspects of the statements to their reflection on teacher practice and collaboration in their schools. Some – but not many – could relate to the concept of an “operational model” for what a teacher does – as a set of assumptions and predictions about the effectiveness of a teaching approach. Those who gave positive comments tended to focus on practical manifestations such as the amount of time afforded for discussions about curriculum and teaching practice in meetings and informal settings, and more comprehensive programmes – in some schools – for peer observation, class visits, student surveys, focused discussions with mentors, HODs, subject heads and other school leaders to evaluate practice, set goals and develop action plans. But the majority of comments, and especially those of teachers, tended to identify the gap between the ideal practice and the constraints under which they operated – workload, lack of scheduled time for professional collaboration and meetings, government requirements and syllabus, to name but a few. They reported great variability across subjects and departments and different levels of professional commitment and openness to the kind of reflective practice described here. In some schools, teachers and leaders could “see themselves” moving in the direction of this sort of professional expertise but in many schools, there were just too many obstacles and forces in the way.

Survey Statements: Part C

1. The school gives teachers a range of professional feedback about how well they are performing within a process that is designed to help them to grow and improve in their work.
2. The school seeks to provide the best possible conditions and resources for teachers to engage in professional development and learning.

In their responses to these final two statements, respondents generally re-visited earlier comments and also focused on the role and presence of “feedback” in the professional culture of the school. Leaders in particular were proud to report the effectiveness of professional appraisal and review processes implemented in recent years in their schools. They listed the specific mechanisms and practices that made these processes effective – annual goal-setting, monitoring with biannual or more frequent check-ins, elaborate annual professional growth plans. The more high-functioning of these programmes included various data points to inform review and goal-setting – class visits, peer observations and student surveys. In the more critical and negative commentary, other respondents reported less sophisticated and less well-organized approaches – for some teachers, there are so few structured and effective feedback processes. This means their schools are more reactive rather than proactive in responding to concerns about individual teachers. From respondents with these more negative perspectives, there was distrust between teachers and those leading appraisal systems, and teachers did not feel that they had adequate input, nor any agency in shaping their own professional growth and action-planning.

Consolidating a Vision for Future-Fit Education for Boys

During both Phases 1 and 2, we were on the lookout for robust and heightened discussion about future-fit education. In Phase 1, we were hoping to find evidence of a deep awareness about those future-fit competencies we associate with thriving and success in a rapidly changing world. We certainly know that this is important to many schools in the project network.

But we were surprised that, despite opportunities to do so, attention to this was weaker than we had anticipated. To be sure, this may be implicit in much of the commentary in the data, and it is certainly visible as a theme running through many settings and statements. When it was specifically raised, there was often a “voice in the wilderness” quality to it. Some parents, teachers and leaders called for greater attention to critical and creative

thinking, communication and collaborative skills for future-fit education and new subjects and ways of knowing for the 4th Industrial Revolution. In other accounts, very practical life skills – personal financial management or relationship skills, were mentioned. There are elements in the programs in many schools that are growing and indeed converging in this direction, but seldom did we observe a coherent and unified vision. Some of this may have to do with a sense of “victimisation” – of being constrained by government requirements and syllabus. But this was also the context in which the tension between tradition and innovation became most intense. Entrenched traditions and ways of doing things, in many accounts, inhibited the reform of curriculum and teaching methods, as well as assumptions about the educational purpose of the school.

“**Entrenched traditions and ways of doing things, in many accounts, inhibited the reform of curriculum and teaching methods, as well as assumptions about the educational purpose of the school.**”

Imagining a Whole Education for Boys

There are signs that the expectations of stakeholder groups, some more than others, is changing dramatically and even insistently over time. As elsewhere in the world, the expectation in boys’ schools has always taken into account some notion of character development – that through the experiences of the school, boys will assimilate the core values and personal attributes at the heart of the school’s mission. The evidence suggests that many of the project schools are moving beyond that traditional understanding (while steadfastly preserving that heritage and tradition at its most durable and honourable). The language of today’s stakeholders is increasingly expressed in terms

of the development of “the whole boy” and the development of the character and competencies that comprise this. When questioned directly about what they want for their boys, very few stakeholders point specifically to only one field of achievement as the desirable goal, although they may default repeatedly to academic results.

Moving the culture of a school to a “good” industry-standard performance is most likely to be about attention to detail in meeting expectations for delivery of the fundamentals of an education for boys; “Know us, know our boy, respond accordingly in your practice, and show us how he is growing as a whole person,” is what the stakeholders seem to be saying to their schools. In other words, schools for boys need first to create a good performance standard in terms of fundamentals of a whole education for character and competency. Good schools for boys that want to become great schools for boys, therefore, need to embrace a whole education that is based on fluency in providing an education based on the identification and articulation of future-fit civic, performance and moral character and related holistic competencies that point to what students know, can do, are disposed towards, and can reflect on within their curriculum, extracurricular activities and their citizenship in the school community. Many respondents in our projects, in evaluating their school’s capacities against the relevant performance standards began to understand the challenge of defining a “whole education” in a way that would provide for a deliberate and steady pathway towards that understanding.

“**Good schools for boys that want to become great schools for boys, therefore, need to embrace a whole education.**”

A Framework for Graduate Outcomes

What also struck us in the review of the data in Phase 1 was the general lack of precision in the understanding of “graduate outcomes”. To be sure, some schools are in the process of or have already developed a statement of school-authored outcomes but these are the exception. For the rest, the attainment of matric results is a fundamental and significant “outcome”, sometimes obsessively so. Character education was also mentioned, both in its traditional form and in some schools with more precise intention and deliberate attention. And there are certainly indications about the need to engage boys in a more holistic learning process about such things as social-emotional intelligence and relationship skills. With notable exceptions, most respondents to the survey were somewhat conservative pragmatists.

In our global work with clients and networks of schools, we have observed how schools have awakened to the vital importance of developing a comprehensive statement of outcomes and also making these visible and accountable across the curriculum. Schools that have done this, or are launched into that process now, have found this deliberate building out of school-based “graduate outcomes” to be most effective when it is informed by a deep understanding of both the most important international scholarship and expert literature and a deep appreciation of the unique history and trajectory of the school. The “job” these outcomes perform is to give explicit direction to teaching objectives, student learning experiences, assessment and reporting – a graduate outcomes-driven framework for education based on character and competencies. In the Phase 1 research, we certainly saw some schools moving in this direction; and we sensed that other schools would find it a useful strategic exercise and beginning point.

Parsing Brotherhood as a Source of Belonging and Community

We are struck by the weight given in the comments of all stakeholders to school climate, character and culture and ethos as contributors to school performance and student achievement. In this research, we have listened to repeated accounts about aspiration, brotherhood, and pathways to success as a “whole man” within a culture of high challenge and support. In fact, the “brotherhood” was one of a small cluster of dominant themes crisscrossing the performance standards. We heard a chorus of narratives about belonging and brotherhood – qualities that foster the pursuit of excellence among boys, keep them in the groove, and hold them to the educational purpose of the school. We described the most positive comments about the positive and life-long benefits of this school “brotherhood” as virtually “rhapsodic”. But there exists an intense debate about the realities of the “brotherhood”, and respondents in the same school can report contrasting and almost polar opposite experiences. We listened to a surprisingly robust and open critique of the “brotherhood as depicted in this positive version. Some of the most visceral of these appear in the comments made by graduates. They targeted the more coercive aspects of hierarchy, elements of toxic masculinity in relationships and the “boy code” of secrecy and loyalty, etc. They said that some boys were excluded, marginalised and rendered invisible in the “brotherhood” by the same dynamic that bonded other boys and made the “brotherhood” for them such a powerful force.

“...many schools ... are on a journey to re-frame and re-define the “brotherhood.”

The evidence from many schools would suggest that they are on a journey to re-frame and re-define the “brotherhood”, maintaining and even strengthening honourable traditions but re-thinking the way it functions in relation to a focus

on the quality of each boy’s pathway and his membership in the school community. It would seem to be an opportunity to provide for a more inclusive brotherhood, and to calibrate the balance between “group” and “individual” in the learning pathway. Many stakeholders expect to see this transformation, and success in this endeavour matters to them. Schools that negotiate in a creative way a positive balance between tradition and innovation are held in the highest regard.

The Good Man and the Purpose of Future-Fit Schools for Boys

While largely implicit but occasionally explicit in the abundant commentary that accompanied the rating exercises, we were also struck by the relative absence or weakness of a robust discussion about the purpose and benefits of single-gender education for boys, and about the composition of the “character” of the boy in his journey to manhood. We sometimes sensed a tension - highly emotional in some individual accounts - between “traditional” or assumed notions of masculinity and “modern” or “contemporary” notions. At some level, all-boys’ schools have a largely tacit set of assumptions about the “nature” of boys, how they behave and therefore what they need from schools - what structures, relationships, engagements and activities best respond to that “nature”. Occasionally, a teacher or school leader claimed this traditional knowledge built up over decades as a repository of proven practice “that works”. While perhaps implicitly addressed in rich commentary about “tradition versus change” and the “brotherhood”, there would seem to be an opportunity to develop a coherent statement and understanding of the character traits and profile of the “good man” - the character and competencies we would expect boys to encounter and learn and which the school would be expected to build into its graduate outcomes and associated programs and learning relationships.

3. Findings

The Success of Character

It will be useful to situate what follows within a grounding of those definitions of the types of character first proposed by CIRCLE in the report Character Education in Schools for Boys (IBSC 2018):

Civic character focuses our attention on the fundamentals of what people should and should not do in relation to obligations to the society of which they are members. Typically, this involves, in the first instance, meeting minimum standards and expectations characterised by respect, civility, and consideration for others. Learners measure their civic character by meeting a threshold test of civic behaviours informed by the key question: “Do I belong?”

Performance character is about the growth in people in the execution of fundamental competencies that relate to purpose, persistence and reflection and reveals how well they function in the roles that society requires of them. Learners assess the quality and extent of their performance through a description of drive, growth, and the progressive attainment of goals in terms of both process and product, informed by the key question: “Am I reaching my potential?”

Moral character asks us to consider the extent to which we aspire to live a good life informed by a personal code that is most usually characterised by courage, integrity, and humility. In terms of measurement, we can track moral development in terms of a person’s commitment to personal and community expectations for values, ethics, and purpose. We can apply judgment to these individually and collectively by interrogating their integrity. This means we assess the frequency, rate, quality, and consistency with which they align their values, actions, and impact on the world around them according to the key question: “Am I doing what is good and right in my life?”

Total Student Statements = 584

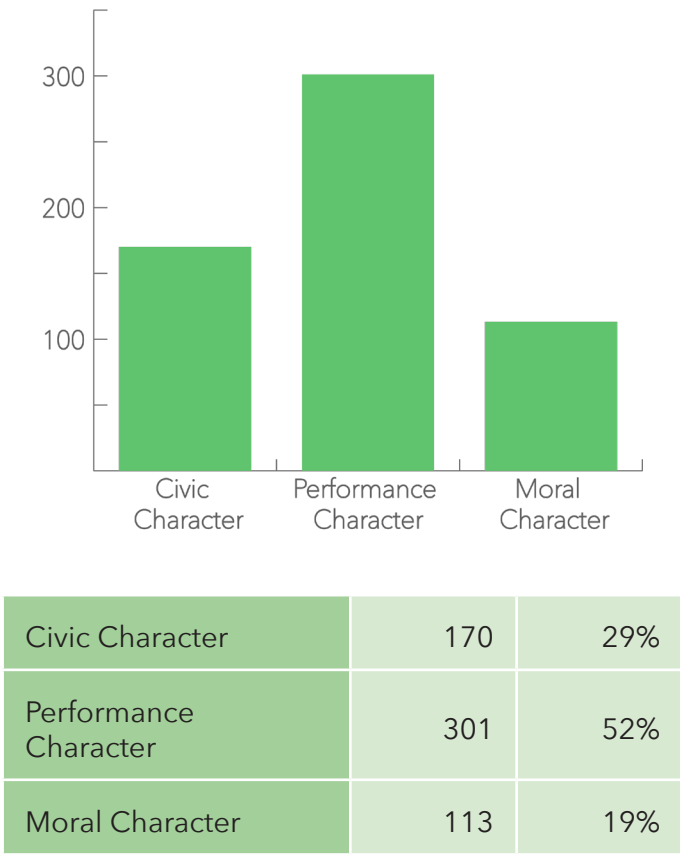


Figure 1.1: Student Statements of Character Strength

Students were asked the following question:

What skills, character strengths, or attitudes do you think you need to perform and achieve at your best, thrive in your school endeavours and prepare for your future? Try and identify at least THREE to FIVE skills, character strengths or attitudes, and explain why each of these is so very important to you.

As we can see in Figure 1.1, just over half (52%) of South African students focused their choice and discussion of character on performance character. Just under a third chose to speak of strengths based on civic character (29%) and just under a fifth spoke to moral character (19%).

It's hard not to admire the earnestness and simplicity of the values of these students. They come across as being possessed with a strong moral compass that is calibrated towards decency, duty and diligence. Yet, they seem to be living through a somewhat grim journey of internalised discipline and struggle which is punctuated by moments of almost ecstatic joy and excitement about a win. They recognise that building character is about preparation for a tough adult world where much will be expected of them. School is the rehearsal for this with a series of challenges to be overcome and difficulties to be endured. It is notable that these tests of personal strength and resilience are experienced in the moment of school and almost never translated into an awareness of the realities of adult life.

When we examined their explanations for their choice of character strength, it became clear that for them school is a game to be learned, played, and won for its own sake, with an assumption that it will prepare them for the world but without much understanding of nuances of this world and the future-fit competencies that might enable them to thrive beyond perseverance. Their analysis is encased within the immediate circumstances with little differentiation between the relative merits of their activities. Success is rarely expressed in terms of the longer-term picture of progress through life or even career. Most respondents see the answer as one and the same: accept the challenge, do the tough things, work hard, and endure and you will succeed. For them, while there is some role for talent, by and large effort equates to the likelihood of reward. And all of this occurs at a distance from the adult world. For the time being, school is life for them.

Teachers were asked a similar question about character:

List THREE to FIVE skills, competencies or character strengths that you especially strive to develop in boys so that they will be able to perform at their best. There is space to provide more, if you wish. Briefly explain why each of these skills, competencies or character strengths is, in your eyes, so important and necessary for the success of boys.

Total Staff Statements = 594

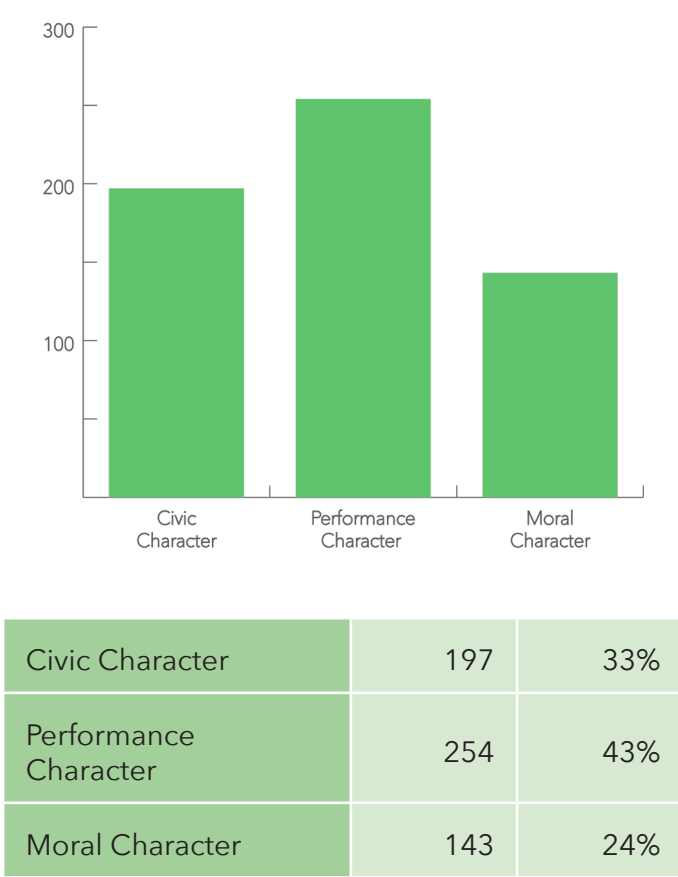


Figure 1.4: Staff Statements of Character Strength

As can be seen from Figure 1.4, the responses of staff members to the question of character shows more balance in the split between civic (33%), performance (43%), and moral (24%) character. Again, there is a strong impression given of values of hard work and effort, patience and commitment, honesty and commitment.

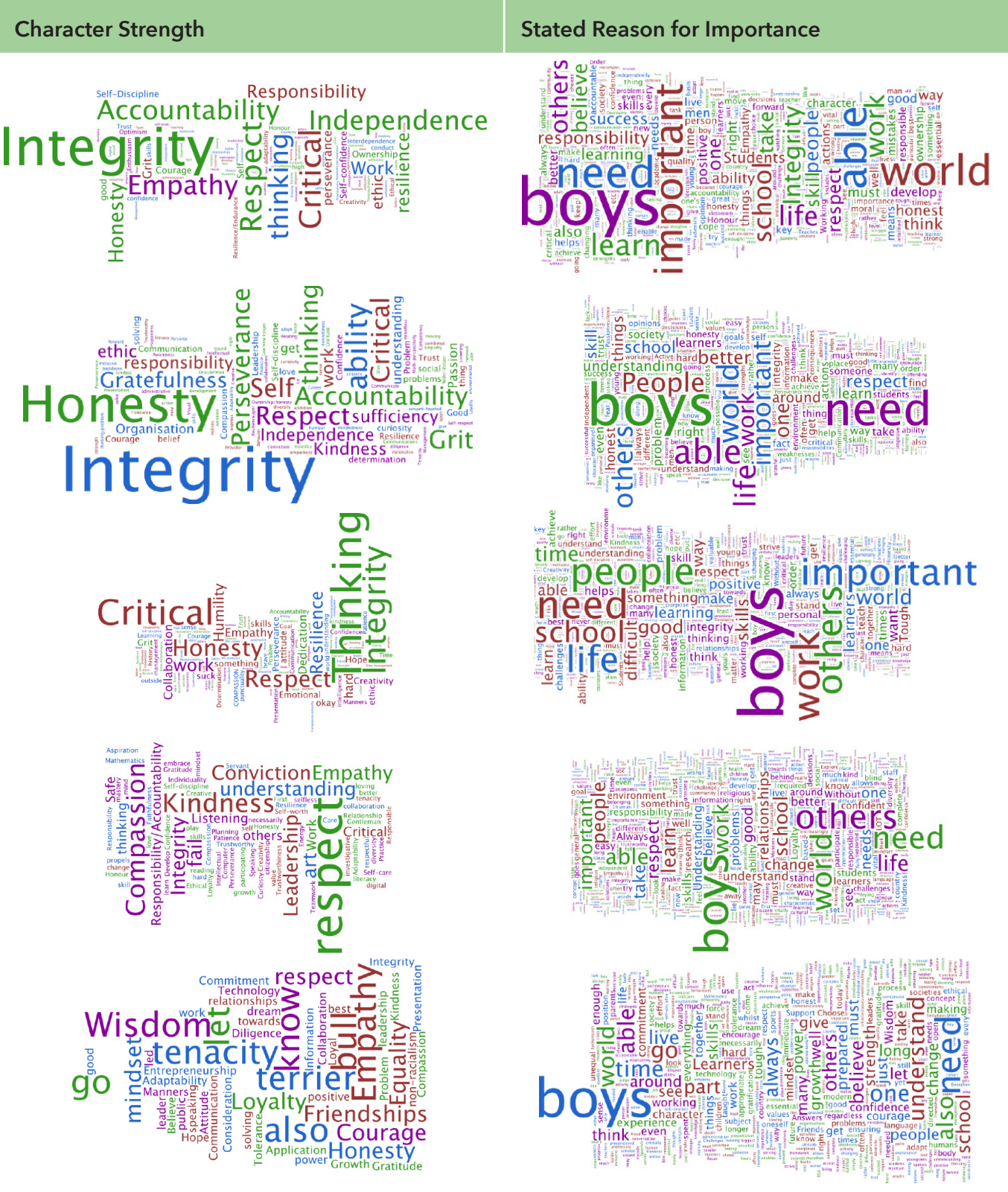


Figure 1.5: Word Pictures of Staff-Nominated Character Strengths and Perceived Reasons for Their Importance

Character Strength	Count
Integrity	44
Critical Thinking	28
Respect	25
Honesty	20
Accountability	15
Empathy	10

Figure 1.6: Frequency of Staff-Nominated Character Strengths

If we examine the frequency of character strengths nominated by staff as seen in Figure 1.6, there are

	Civic Character	Performance Character	Moral Character
Students	<p>“To respect people and be compassionate.”</p>	<p>“It is important to be accountable for your actions and have a good sense of responsibility in order to make sure that you don’t act out of line and if you do that you own up and acknowledge where you have gone wrong in order to rectify.”</p>	<p>“Doing the right thing, even when no one is looking.”</p>
Staff	<p>“The diversity conversation is very relational, our boys need the skills to build relationships across races, gender and religious barriers for inclusion and belonging to be a reality.”</p>	<p>“Boys need to learn to take accountability for their actions so that they can become responsible citizens.”</p>	<p>“To make a stand for his beliefs in spite of peer pressure.”</p>

Figure 1.7: A Selection of Illustrative Statements About Character Strengths Nominated by Students and Staff

- three significant differences between the accounts of staff and those of the students:
1. The count of words used by staff in their choices reveals stronger fluency in both future-fit skill sets and more traditional qualities and characteristics.
 2. The explanations given for choice of character strengths reveal a justification for these choices, which is much more about the game of life rather than the game of school. For staff, it’s clearly about the important tools boys need to be able to live a good and worthwhile life in our world.
 3. Staff reveal a tone of genuine warmth, kindness, and affection for their students that does not appear in the discourse of the students. It would be most interesting and relevant to probe these differences further between the world of the adults and the secret world of the boys.

Claiming My Purpose

To help us to understand the nature and role of purpose in the lives of students, we asked the following question:

Tell us the story of a memorable occasion in your school life when you felt that you were really experiencing what it is or might be like to perform and achieve at your best, thrive in your school endeavours and prepare for your future.

This could have happened in any area of your school life – in your classroom, in extra-curricular activities, in pastoral care or in another school commitment, responsibility, interaction, or relationship. It could have been something you did or something you learned or took from someone else. It may have involved your classmates, your teachers or just you.

This occasion or experience is especially memorable and significant, in some large or small way, in your journey at the school to become the best you can be.

In telling this story:

- give your story a personal title!
- provide as many details as you can about what took place, where and with whom it happened, and what you were doing and thinking at the time
- explain what you learned about yourself from this experience, and what impact it had on your sense of your ability and potential to “perform and achieve at your best.”

You do not need to give the exact names of anyone present. If it’s easier for you to refer to them directly, the researchers will remove names later. Write as much as you wish but aim for at least 200 words.

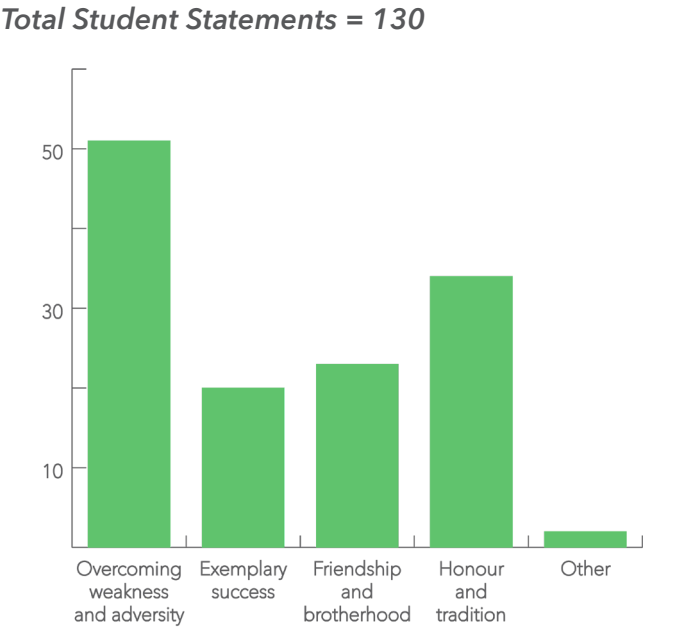


Figure 1.8: Understanding Student Purpose

As we can see from Figure 1.8, four patterns emerged that we have characterised as narratives of:

1. Overcoming personal weaknesses and/or triumph after a period of prolonged adversity – 51 responses (39% of responses)
2. Experiencing positive emotion, particularly pride, in participating in traditions (especially “war cries” and chants typically used while barracking for your school en masse in sporting contests) and receiving acknowledgements, positions of responsibility, and honours within school traditions and hierarchies – 34 responses (26% of responses)
3. Finding joy and/or fulfilment in a moment in the presence of friends and the broader group of students, frequently referred to as the “brotherhood” – 23 responses (18% of responses)
4. Demonstrating exemplary success in the eyes of others (particularly other students) – 20 responses (15% of responses)

So much of what we learned about boys gave life to the values identified by them in their nominated character strengths and rationales given for them. Whereas these earlier responses were typically quite clipped and terse, the stories revealed

Statement	Percentage of Teachers Who Agree
Service to students (focus on identifying and supporting the needs of boys)	16%
Do the job well (focus on technical performance of role)	24%
Prepare students for life (focus on enhancing student competencies and educational pathways)	27%
Love of teaching (focus on passing on passion for craft and subject)	27%

Prepare students for life	27	28%
Love of teaching	27	28%
Do the job well	24	25%
Service to students	16	17%

[illegible]

32

The pathfinders: teachers who identified their purpose in the provision of essential knowledge, skills, dispositions, and habits that would prepare students to thrive in the world beyond school

The vocational: teachers who were most passionate about sharing their love of learning and love of their subject area with students

The technicians: teachers who found fulfilment across the breadth and depth of their accumulated expertise across all facets of their job

The servants: teachers whose connection to the needs and growth of boys was paramount

More importantly, the four categories (pathfinders, vocational, technicians, servants) give insight into the entry points for teachers into their work and what care for students looks like from each of these perspectives. It can help to lay the groundwork for school leaders and administrators into the ways in which teachers engage with the work of character and how best they might think about helping staff to warrant their practice and assess their impact. It also allows for a discussion about broadening purpose over time to cover one or more other areas of interest and dedication.

	Staff
Preparation for life	<p><i>"Give them the skills to engage in difficult conversations and have the emotional intelligence to regulate their emotions while they are partaking in these conversations."</i></p> <p><i>"The world is forever changing; I want them to be fully equipped to deal with all the curve balls that life throws at them."</i></p>
Doing the job well	<p><i>"I want the boys I teach to gain confidence in my specific learning area because with confidence comes a myriad of other positive attributes - achievement, self-worth, character growth, independence, motivation etc."</i></p> <p><i>"My purpose in the classroom is to develop inquiring minds, logical thinkers, confident individuals - individuals that believe that there is a purpose to everything that they learn. They must be able to relate everything they learn to their world around them."</i></p>
Love of teaching & learning	<p><i>"Active engagement in the process of exploring possible careers, gaining meaningful experience, and building skills that help one excel after college and lead to employment or other successful post-graduation outcomes. The boys need to allow themselves to learn and explore different avenues/possibilities in choosing a career as it is important to align your passions with what you would like to work in on a daily basis."</i></p> <p><i>"I am constantly looking to improve myself. If I can do this, and continue learning, then I can continue improving on my teaching skills."</i></p>
Service to the boys	<p><i>"Boys thrive when they feel you know them, care about them and are genuinely interested in their academic progress."</i></p> <p><i>"Boys who have an ongoing interest in the world around them and in furthering their knowledge beyond the curriculum, as well as in challenging preconceptions and popular narratives, are able to problem solve more effectively, write more authentically and are better placed to challenge injustice and prejudice."</i></p>

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My Practice At Its Best

We asked staff an additional question about their practice:

Think of a memorable professional experience when you felt that you had a very significant impact in teaching, leading and helping boys to perform at their best.

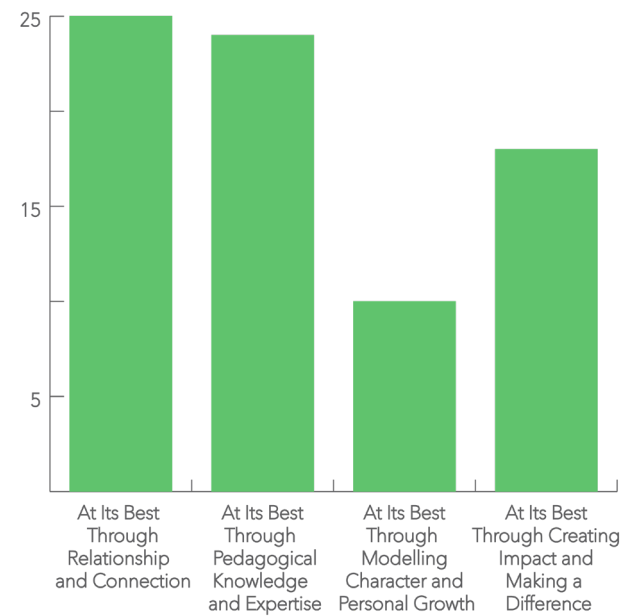
This memorable practice could be in any realm of your school responsibilities or something that transcends some or all of these responsibilities. It could be an approach, a lesson, an activity, a relationship or a situation. It could involve an individual, a class, or a group. It could be something from the past, or something that happened recently. What matters is that it remains powerful and meaningful for you as an example of your work at its best.

Now tell the story of this memorable practice in the box below, showing how it represents your effectiveness as an educator teaching, leading and helping boys to perform at their best. In your story, be guided by the following prompts:

- Give your story a “title” that captures its meaning for you.
- Why did you choose this particularly memorable practice as an example of your work?
- What exactly is happening - where, who was involved, with what results?
- To what do you attribute the success of this practice?
- Is there anything in this practice that works especially well for boys and for boys' schools?
- Is this something you do on your own or is it in collaboration with colleagues?

You may write as much as you wish, but aim for at least 250 words.

Total Staff Responses = 77



Relationship and Connection	25	32%
Pedagogical Knowledge and Expertise	24	31%
Creating Impact and Making a Difference	28	23%
Modelling Character and Personal Growth	10	13%

Figure 1.13: Understanding Staff Professional Practice At Its Best

As mentioned earlier in this article, there may be quite some correlation here between purpose in terms of what we identified previously as the pathfinders, the technicians, the vocational, and the servants (see *Figure 1.10*) and practice in terms of relationship and connection, pedagogical knowledge and expertise, creating impact and making a difference, and modelling character and personal growth (see *Figure 1.13*). Certainly, staff took the opportunity to recount stories of the success of students within both singular and collective contexts as a result of their contribution and collaboration with students. Staff enjoyed

telling stories about successful practice in terms of both the process and product of their particular discipline or subject areas.

Some staff spoke significantly about success with students in co-curricular contexts, often in the same way that the boys talked about it: a long-fought campaign, often in conditions of adversity, in which qualities of patience, perseverance and humility prevailed in the end. Staff also told us movingly of the joy and satisfaction felt about their own commitment to boys in the long term and accounts from current and former students who bore witness to the difference that the teacher had made in their lives.

As we saw earlier, the corresponding accounts given by current students of their success were much less likely to feature staff: boys tended to talk more about the experience of personal and collective triumph in the presence of their peers and the school as an institution more generally. Perhaps we might put this down to the way in

which boys defaulted to a narrative that was deeply immersed in the secret and public world of boys. They seem reluctant to let the adults in unless absolutely necessary (which is rare in their eyes).

Nonetheless, the more balanced accounts given by staff revealed strong expertise across the different dimensions of teaching, including the relational, the technical, the vocational, and the exemplary. Schools are strongly encouraged to share these accounts with their staff more broadly. It can be hard to know what “good” looks like when drilling down to the granular detail of daily life in the warp and weft of a school community. These may well act to prompt further openness to sharing accounts and spaces in which such learning is occurring. Collaboration needs to begin with strengths and successes, especially in environments where there may be an overly critical or even deficit mindset in addressing performance.



Figure 1.14: Word Picture of Staff Practice At Its Perceived Best

	Staff
Relationship & connection	<p><i>"I have always known education to be as much about context as about the people and relationships of the moment. My core teaching goal has always been for boys to understand that how they interact with people is what will change the world."</i></p> <p><i>"My professional purpose is to look at each student placed in my care and see them as valuable. I will be remembered for my kindness, willingness to build relationship, and positivity."</i></p>
Pedagogical knowledge & expertise	<p><i>"I see the formal curriculum as a means to an end, a way to engage my pupils in questions of purpose, justice and what it means to 'live the good life'. I also see the curriculum as part of a body of knowledge that represents a shared vision of humanity, and one that my pupils can engage in actively and critically."</i></p> <p><i>"It is my view, that teachers are "leaders", need to take learners to places they have never been before! Our role is to challenge learners and teams with possibilities and take them out their comfort zones."</i></p>
Modelling & personal growth	<p><i>"My professional purpose is to be the best example of what a mature, responsible adult is, to my students: in order to do this, I need to live those values myself, so they can learn from my example."</i></p> <p><i>"I am constantly looking to improve myself. If I can do this, and continue learning, then I can continue improving on my teaching skills."</i></p>
Impact & making a difference	<p><i>"My professional purpose is to advocate for equality and equity in education, in the classroom and out."</i></p> <p><i>"Educating boys is my ministry. Guiding and leading boys to make decisions which are guided by their belief system is paramount to my purpose."</i></p>

Figure 1.15: A Selection of Illustrative Statements About Practice At Its Perceived Best Nominated by Staff

Boosters and Detractors in Character Development

Following on from Phase 1 of the research when we identified clear questions to be asked of South African boys’ schools about hierarchy, tradition, and their relationship to the voice, agency, and advocacy required to exercise adaptive expertise and self-efficacy with success in our world, we asked students and staff to identify the conditions under which character development flourishes, particularly drawing attention to the

connection between motivation, engagement, and performance be at one’s best:

For students - Positive boosters: Give some examples of something the school does or something that happens in the school that you think really “boosts” boys’ willpower and ability to perform and achieve at their best, to thrive in their school endeavours and to prepare for their futures. This could be a program, an initiative, an event, an approach or a feature of school culture and community, etc.

For staff - Positive Boosters: What characteristics or features of your school’s overall educational program and culture especially guide, motivate, and inspire boys to perform at their best? List as many characteristics as you wish, and briefly explain why and how.

We also asked them to identify the contrary:

For students - Negative Detractors: Give some examples of something the school does or something that happens in the school that you think detracts from or has a negative impact on boys’ willpower and ability to perform and achieve at their best, thrive in their school endeavours, and prepare for their future. This could be a program, an initiative, an event, an approach, an aspect of school culture and community, etc.

For staff - Negative Detractors: What characteristics or features of your school’s overall program and culture detract from or have a negative impact on boys’ performing at their best? List as many characteristics as you wish, and briefly explain why and how.

Experienced educators will not be surprised at the breadth and detail provided by respondents given the opportunity to talk of things about school that concern them. What was pleasing was the corresponding thoughtfulness and attention to detail that was given to Boosters as well. In addition, there were few examples of individual tales of hardship or specific grievances against a person. Instead, there was a wide range of considered and constructive suggestions about what works well and what doesn’t work well in character education in boys’ schools in South Africa.

Discussion of systemic racism and institutional or personal discrimination was infrequent but powerfully expressed when it appeared. More common among the boys (and staff) were accounts of bullying. With these and with other detractors (often connected to rigid and inflexible allocation of time and other resourcing), students and staff express their concerns with a consistent language and causal architecture across schools. People seem to know why things go wrong.

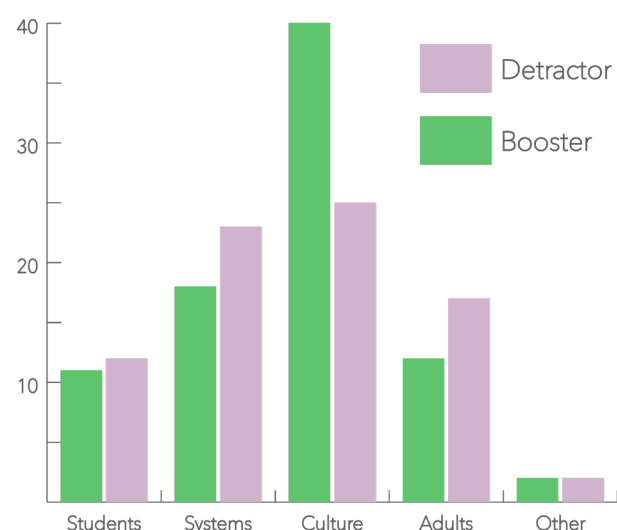
On the other hand, there were also very strong affirmations of the power of different sources of agency to provide genuine uplift in the lives of students and demonstrable support for growth in character. A common language around what characterises these boosters is not really shared among schools. People are less confident as a whole on how to bring about positive change.

What is clearest from the accounts of both boys and staff (as represented in Figure 1.16) is that individuals and people as a whole are seen to have less agency, either positive or negative, than systems and (most significantly) culture. If culture might be defined most simply as “the way we do things here”, then the leadership challenge presented by this is to do the work of unpicking established habits and traditions that stand in the way of building the character, competencies, and wellness that will enable students to thrive in their world.

Overwhelmingly, respondents do not feel as though they or their peers have the agency required to affect change in the face of complex, multi-layered communities built on tradition and hierarchy on the one hand, and the desire to honour the need for social and economic transformation through the vehicle of education on the other.

People in South African boys’ schools know that character matters. Some are beginning to identify and complement the traditional type of character that is worth preserving with a more contemporary set of competencies that speak to emerging positive masculinities and (more broadly) local, regional, and global citizenship. There is great potential to develop this further in a border community of inquiry and practice, in which individual and community voices are developed through the natural transfer of agency as expertise is acquired in relationships of character apprenticeship.

Total Staff Booster Responses = 83
Total Staff Detractor Responses = 79



Student-Nominated Boosters (128)			Staff-Nominated Boosters (83)		
Students	12	9%	Students	11	13%
Systems	32	25%	Systems	18	22%
Culture	59	46%	Culture	40	48%
Adults	11	9%	Adults	12	14%
Other	14	11%	Other	2	2%
Student-Nominated Detractors (107)			Staff-Nominated Detractors (79)		
Students	17	16%	Students	12	15%
Systems	24	22%	Systems	23	29%
Culture	34	32%	Culture	25	32%
Adults	21	20%	Adults	17	22%
Other	11	10%	Other	2	3%

Figure 1.16: Understanding Agency and Impact of Structural Factors that Act as Boosters and Detractors in South African Boys' Schools

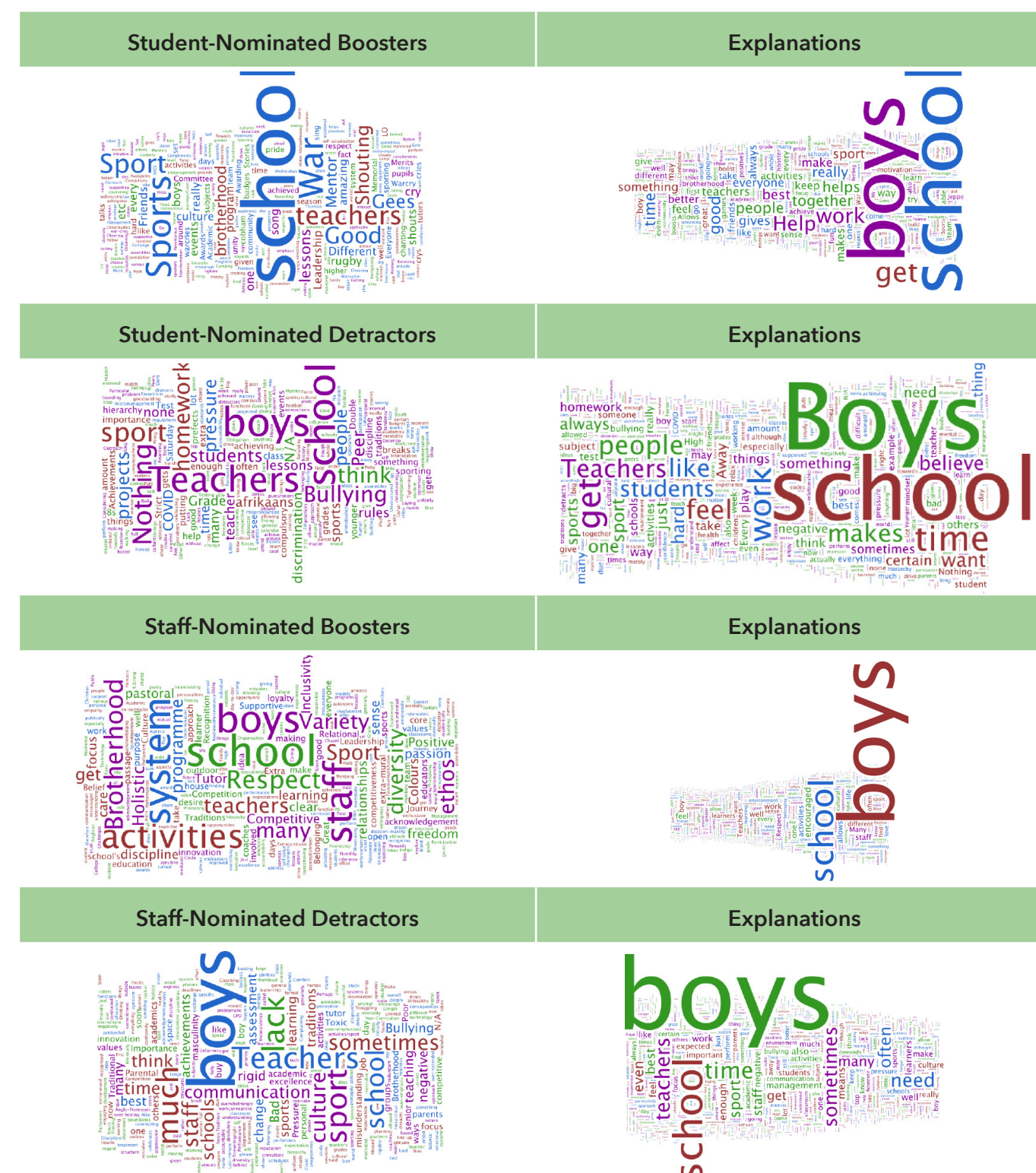


Figure 1.17: Word Pictures of Student-and-Staff-Nominated Boosters and Detractors Including Explanations

	Students	Staff
Students	<p><i>"We respect each other greatly and even though we are all different and have different views and opinions no matter what they are we will always respect you for the decisions you make."</i></p> <p><i>"Although it is largely out of the school's control, I have always felt that the one thing holding me back from working hard and achieving is the opinions of my peers."</i></p>	<p><i>"Boys 'buy in' to the idea of doing the right thing for the greater good. Boys are proud of what came before them."</i></p> <p><i>"Some of the boys have a culture of toxic masculinity perpetuated by some staff and old boys."</i></p>
Systems	<p><i>"The mentor system allocates a matric boy with every grade 8 and they always make a great bond and help the boys get used to the school."</i></p> <p><i>"With boys being micromanaged and having every minute, and their every move dictated to them it takes away any sense of independence and self-management."</i></p>	<p><i>"The Tutor system encourages boys to become friends with boys from all grades and fosters unity within each house of the school."</i></p> <p><i>"This is found everywhere but at times it seems that bullying is made off as "boys will be boys" - bullying should not be tolerated in any circumstance."</i></p>
Culture	<p><i>"People are able to have fun with their friends and build relationships with boys they may not have ever thought they would be friends."</i></p> <p><i>"Forcing the students to do sports and other things doesn't give the students the will power, it makes them not want to take part in certain things."</i></p>	<p><i>"Every boy is considered a valuable individual and is praised for his individuality."</i></p> <p><i>"I find it particularly difficult to foster an environment of creativity when so much of their experience at school is dictated by patterns of conformity and adherence to rules."</i></p>
Adults	<p><i>"We get to connect with teachers and learn through them, and the relationship we have with the teachers is so amazing they are helpful and very understanding."</i></p> <p><i>"If the teachers show no interest and or are lazy and unmotivated to teach, then how are the boys supposed to feel motivated and start to have an interest in what they are trying to learn."</i></p>	<p><i>"I feel every teacher can be seen as a role model for the boys."</i></p> <p><i>"We sometimes accept the status quo as something that cannot be changed, or something that should not be changed."</i></p>

Figure 1.18: A Selection of Illustrative Statements About Agency and Impact of Structural Factors that Act as Boosters and Detractors in South African Boys' Schools

4. Conclusions – Building the Case for Transformation

Standards for Excellence in Education

The major conclusion of our research process is the validation of the six performance standards in our model of excellence in schools. We have refined standards statements and augmented the model to include the four most significant vehicles of agency for transformation: students, systems, culture, and adults (see *Figure 1.19*).

a School for tomorrow.	Students	Systems	Culture	Adults
School Climate, Character & Culture	A strong sense of kinship, belonging and community enhances the dignity of all students and boosts their performance.	The school aims to equip all students with the knowledge, skills, character strengths, and learning habits they will need for success in their next educational endeavours and beyond.	Members of the school community share a vocabulary that strengthens the values, vision, strategy, and desired culture required to enact the educational purpose of the school.	All students are surrounded and supported by learning relationships that encourage them to set challenging goals and to work well on their pathways to success.
Leadership of the Educational Program	The school sets, communicates, and upholds high standards of excellence for student contribution, leadership, and service as they learn, live, lead, and work in the school and wider community.	The school has a clear and agreed plan for positive, step-by-step improvement toward its preferred future.	The school strikes a positive balance between tradition and innovation in its programs and initiatives.	School leaders present a compelling, mission-driven and detailed narrative for the direction in which the school is headed.
Growing the Whole Person	All students are equipped, empowered, and enabled to learn, grow in character, and perform at their best through the academic program.	The school provides programs and other experiences for students to learn, grow in character, and perform at their best through a variety of sporting, cultural and other co-curricular activities.	All students are given opportunities to find their voice and to forge a personal narrative of agency and advocacy in their learning, growth in character, and performance at their best.	Teachers and other staff inspire, challenge and support students to learn, grow in character, and perform at their best through effective advising, mentoring and other activities in the pastoral and student life program.
Student Experience & Outcomes	Taking into account their age, all students understand what they do well and what they should be working on to progress in their learning, growth in character, and performance towards their best.	The school uses the best content, approaches, and processes to personalise all students' learning, growth in character, and performance at their best.	At graduation, all students have the knowledge, skills, dispositions, and learning habits they will need for their next educational endeavours and beyond.	All students develop their sense of agency in partnership with their teachers in setting and monitoring their goals for their learning, growth in character and performance at their best.
Strategic & Operational Alignment	The school has an agreed set of graduate outcomes that are designed to provide all students with the knowledge, skills, dispositions, and learning habits they will need to thrive in their world.	The school uses the best possible planning and processes to achieve the agreed graduate outcomes for all students.	The school is aligned to a clear vision for achieving excellence in education.	The staff use a variety of data and other information to evaluate their effectiveness in achieving the agreed graduate outcomes for all students.
Teacher Professionalism in a Community of Inquiry and Practice	Teachers are committed to modelling, scaffolding, and coaching self-efficacy and adaptive expertise in achieving excellence in their work of educating all students.	<div>The school gives teachers a range of professional feedback about how well they are performing within a process that is designed to help them to grow and improve in their work.</div> <div>The school seeks to provide the best possible conditions and resources for teachers to engage in professional development and learning.</div>	<div>Teachers demonstrate a disposition towards curiosity, experimentation, and innovation in their practice.</div> <div>Teachers collaborate to improve how they inspire, challenge, and support all students to achieve the educational outcomes for their learning, growth in character, and performance at their best.</div>	<div>Teachers help each other to warrant their practice by constructing, implementing, and refining an operational model for their work by:</div> <ul style="list-style-type: none">• Articulating a clear operational model for their practice, the outcomes to be achieved, and the means they will use to achieve these outcomes.• Providing a coherent rationale for the model for their practice, showing how it is well-grounded in a variety of valuable data about all students' performance and how it is informed by professional knowledge, especially student learning and development.• Working together to monitor how effectively they are implementing the model for their practice.• Continuously analysing and re-evaluating the model for their practice in the light of developments in professional knowledge and evidence from the monitoring of practice, including valuable feedback from all students (and their families) on their progress towards agreed graduate outcomes.

Figure 1.19: Standards for Excellence in Education in a School for tomorrow.

Recommendations

Boys at the Centre: Personalisation, Voice, Agency, and Advocacy

In our global research, we have come to see that an education for character, competency, and wellness is the hallmark of a future-fit school. Central to that education is the learning journey students are enabled and empowered to make, and the careful balance of challenge and support the school and its educators provide on that journey. The quality and outcomes of that journey depend on the degree to which students – boys and young men develop and practice the maturing capability to identify and invest in their chosen educational pathways to excellence through the school – programs and offerings, the learning relationships extended to them, their purpose, and goals. Setting the conditions for and encouraging a move toward greater personalisation, student voice and agency, and leadership through advocacy is, in this vision, fundamental to the learning process and to individual development and the growth of the “whole boy.”

Recommendation 1: Personalisation

The specific performance standard associated with “personalisation” was rated the second lowest of all the performance standards. We sensed that as a network of boys’ schools, there is an ongoing process of transitioning from a traditional language and practice about education to this new and still emerging educational language. Even in schools very advanced in initiatives and programs which we would associate with greater “personalisation”, an integrated vision and understanding is coming into focus - but is not yet there. We recommend South African boys’ schools establish a shared approach for the development of a clear definition and understanding of “personalisation” and learner ownership. We observed how often across all the performance standards explored in the survey how much and how far many educators in these South African schools have advanced in this understanding of what “personalisation” might mean and how the resources and culture of the school can be recruited and shaped to optimise it. Indeed, some schools in this network are

already encouragingly assembling programs and processes that will in time cohere into a putative approach that might provide still greater clarity and focus for a shared approach in this regard.

Recommendation 2: Voice and Agency

In Phase 2 of the research, groups of boys, teachers, and leaders in project schools were invited to engage in reflective questionnaires that in part explored these notions of “voice” and “agency” – how boys experience and are empowered by them, and how educators can come to develop pedagogical expertise suited for this highly significant work. Voice is fundamentally the need to discover one’s own identity and how best to express themselves through one’s learning, living, and relationships. We recommend South African boys’ schools continue to create even more opportunities for young men to step into their authentic voice, providing openings for each student to develop a deep sense of belonging, being seen, valued, and heard in their school and local community. Additionally, we suggest that every boys’ schools develop a systematic process for ensuring that opportunities are provided for each young man to step into their learner agency and for them to collaborate and make decisions with teachers, mentors, and experts around what and how they learn and how their learning is assessed. This level of agency should give students the authority to take responsibility for and direct their learning with both self-regulation and interdependence. Our research demonstrates that this should lead to improved educational outcomes and builds upon a commitment for the greater personalisation of each learner’s learning experience, where they become co-authors and even authors of the narrative of their personal growth, progress, achievement and success. Student voice and agency are intrinsically linked in the optimisation of these learning journeys, as is an insistence that not all things in life should be about endurance of difficulty, and withstanding the test of character through toughness. There is more to life inside and outside the brotherhood than grimly and grittily waiting for your turn to come.

Recommendation 3: Advocacy

Phases 1 and 2 of the research highlighted positive influences of the “brotherhood” in many schools. By contrast, the commentary around this aspect of school culture also included a robust and open critique of the same “brotherhood”, denouncing the coercive aspects of hierarchy, elements of toxic masculinity in relationships and the “boy code” of secrecy and loyalty. Clearly, some boys are excluded, marginalised, and rendered invisible in the “brotherhood” by the same dynamic that bonded other boys. We recommend South African boys’ schools to develop a deep consciousness of “brotherhood” in their local context. Through a renewed and broader approach to advocacy, we encourage South African schools to develop improved leadership opportunities, where it is not confined to a small group of individuals denoting membership for their own advantage or preferment along a traditional hierarchy. Leadership (and followership) through brotherhood needs to emphasise the bringing of values and value to others. The brotherhood should be imbued with qualities and capabilities linked to listening, developing empathy for the other, and being able to clarify the issues of the students they represent and advocating on their behalf. A broader advocacy approach, though improved leadership opportunities are also about an increased sense of moral, civic and performance character responsibility to help the other and to model key school and community principles and values. Trust, inclusion, autonomy, and relationships are enhanced through the development of character and leadership qualities via the powerful vehicle of advocacy, supporting young men to become agents of social change and human endeavour, for self, place, their God (where relevant), and the other.

“**Leadership (and followership) through brotherhood needs to emphasise the bringing of values and value to others.**”

Towards a Professional Community of Inquiry and Practice

Across the whole research process, respondents reflected in differing fashions about the effectiveness of teaching, the quality of the student-teacher relationship and the professional commitment of teachers. It would be fair to say that no other theme attracted as much attention and focus. At one end of the continuum of perspective and experience, respondents – including teachers themselves – testified to the power of teachers to transform boys’ sense of joy, confidence, and commitment to learning and to their own growth. At the opposite end of this same continuum, they narrated how ineffectual teaching and absent or negative teacher-student relationships cast deep shadows over boys’ engagement, readiness to learn and social and academic growth.

Along the way and between these stark contrasts, we found an abundant and rich discussion of the cultural, structural, and professional factors that generate high-performing practice – or that perpetuates and replicates tradition-bound inertia and rigidity which “gets the job” done but does not rise to face both the complexities and opportunities in teaching young men to thrive in the world of tomorrow.

Recommendation 1: Character Apprenticeship

As discussed in an earlier section of these general observations and findings, we recommend South African boys’ schools consider a sea-change in thinking about “growing the whole person” through a range of graduate outcomes and a holistic education is required to help the professional community re-frame its purpose and understanding. We believe there is significant scope for boys’ schools in South Africa to develop an understanding of what we call “character apprenticeship” – a pedagogical approach grounded in the teacher-student relationship, and in those graduate outcomes, through which boys acquire and apply progressive levels of mastery in knowledge, skills, character dispositions and learning habits.

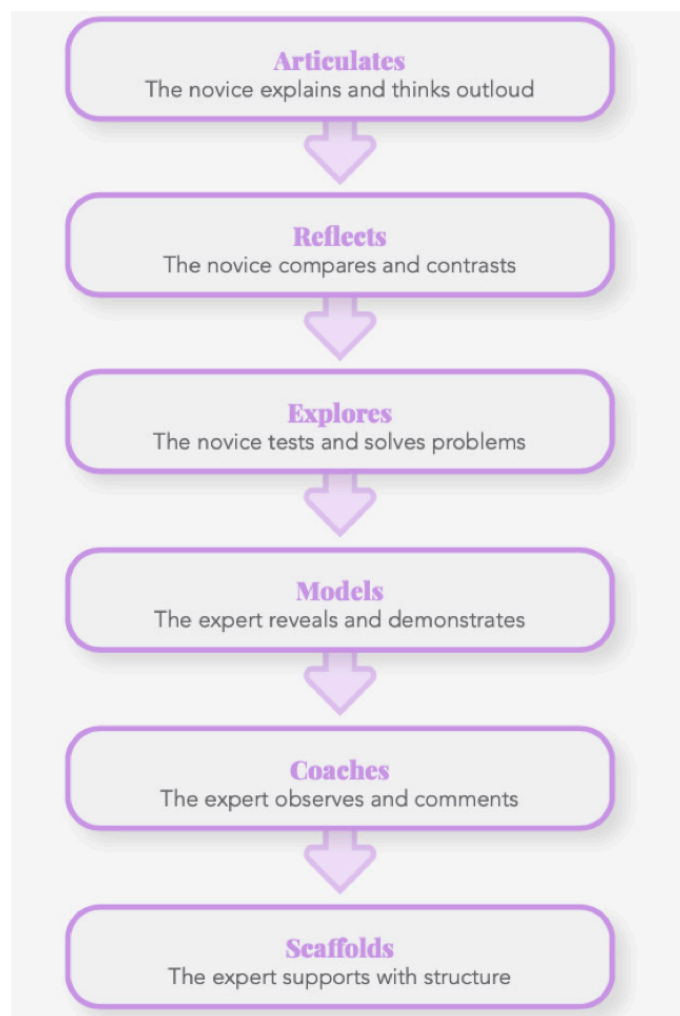


Figure 1.20: The a School for tomorrow. Model for Character Apprenticeship

Recommendation 2: Warranting of Practice

In South Africa (and in many other countries too) a deliberate, continuing, and long-term focus on developing what we call a professional community of inquiry and practice needs to be a top priority in becoming a high-performing school. The evidence from Phase 1 of the project already indicates that some project schools are significantly underway with this large and multi-faceted goal.

We advocate for South African schools to adopt an approach to continuous staff professional learning based on a “warranting of practice” model as a reference point for developing high-performing communities of inquiry and practice. To summarize this again, teachers “warrant” or validate their practices by articulating, justifying, implementing, monitoring, evaluating, and modifying an operational model for their work.

“Warranted practice” means that there are evidence-informed and reasoned grounds for the practice as intended, and that the practice as carried out does indeed realise these claims. The warranting model puts particular emphasis on research-based inquiry and the process by which research literature is located, filtered, and summarised in formats accessible to teachers and best suited for the local context.

All of this is a tall order for most educators, but elements of such reflective practice are already in evidence in some project schools, and many schools are taking early steps to foster the conditions, supply the resources, and provide instructional leadership to foster such teacher professionalism, and to situate each teacher’s growth within a community of inquiry of practice.

It is no coincidence that the model for warranting practice (detailed in Figure 1.21) corresponds directly to the first three steps of our model for character apprenticeship (which can be found in Figure 1.20) and which are explored in more detail elsewhere in this edition.

1. Articulate

I give a clear account of the current approach or strategy for what I do as a teacher. This articulates a clear operational model for my practice in this area, explicitly indicating the outcomes to be achieved and the means I will use to achieve those learning outcomes. I provide a coherent rationale for this operational model for my practice in this area, showing how the model is well-grounded in wider educational research and professional knowledge, showing how it is informed by a variety of valuable data about all students’ learning.

In this step, we “state the case” for what we do. We can imagine this as the answer we would give to a colleague who asks: “Why do you do this the way you do, what do you intend to achieve, and how exactly do you go about achieving it?” We then defend the approach or strategy we have adopted. We can imagine this as the answer we would give to a colleague who asks: “What’s your reasoning or rationale for the approach or model you say you use – why does it work and how do you know that it works?” Reference here to the professional literature would include relevant research findings; it would also include what we know specifically about effective practice in student development and learning. Professional knowledge could include practitioner-based research and knowledge, as discussed or presented in school or external professional events, conferences and workshops. This “evidence” would also include “artefacts” of teaching and learning: assessments, student engagement and behaviours, professional observations and reflections, evaluation tools, such as student surveys, peer observations, etc.

Warranting of Practice

A Cycle for Professional Apprenticeship

3. Explore

I engage in analysis, evaluation and refinement of the model for my practice in the light of developments in research, professional knowledge and evidence from the monitoring of practice, including valuable feedback from all students on their progress towards agreed graduate outcomes.

In addition to honing and tweaking, there comes a point when we more formally gather and consult professional literature, participate in relevant professional learning or development opportunities, and gather and more thoroughly and systematically evaluate the evidence from artefacts of all students’ progress and success in meeting the outcomes. Based on what we have learned through this process, the “warranting cycle” is then repeated.

2. Reflect

I continuously monitor my practice in this area, checking to see if what I intend is what I accomplish, taking into account different types of relevant evidence generated, involving colleagues in discussion, observation and reflection about what I am doing, and considering the progress of all students against expectations and standards.

In this step, we “monitor” the case we have made. This could involve ongoing observations, study of assessments, discussions with peers, etc. This “monitoring mindset” is a kind of continuous reflective process leading to honing of practice.

Figure 1.21: The a School for tomorrow. Model for Warranting of Practice

Leadership on the Journey to Becoming High Performing Schools

Explicitly and implicitly, the quality of school leadership was under intense scrutiny across all the performance standards. As we suggest in the detailed analysis, those with the most positive things to say about this identified set of leadership competencies and practices – especially tuned to the needs of schools embarking on fundamental change – and in that process setting high ambitions and standards for excellence for the work of leaders. The second performance standard on “leadership of the educational program” gave survey respondents opportunities to contribute, as it were, to that “profile of a leader” with the experienced vision and skills to direct, animate, and empower a school community on its trajectory towards consistent and sustainable high performance. And at other times and often with brutal honesty, respondents dissected the leadership capacities and vision of leaders in other schools that seem fixed and mired in reactive and transactional practices, responding to the repeated and predictable demands, pressures, and external stimuli.

Recommendation 1: Strategic Educational Development

Transformation of the heart and soul of a country starts with the commitment of the individuals in it to a lifetime process of becoming. The establishment of systems and structures of ongoing evaluation and review that encourage the prevalence of growth-minded change culture is essential in this if transformation of both society and the economy is to occur.

Schools lead the way in this respect; school leaders take the first steps. Messages have to be backed up by action. But without a powerful narrative that acknowledges the truth of the story of yesterday, today, and tomorrow, those polarising and divisive human instincts – either to cling to the past or to shed everything in pursuit of the future – will not heal wounds nor will they bring people together with intentional purposefulness.

Excellence, in an educational setting, may well translate into a scope and sequence of outcomes that can contribute towards socio-economic transformation. What will preserve the progress made towards these transformative products is a transformative process that acts to motivate and engage resistance to institutional intransigence and build organisational maturity through a continuum of strategic educational development of their learning capacity:

- 1. **Demonstrates individual practice:** We permit community members to pursue their own interests and activity in an educational program with little authentic connection to each other’s practice beyond a base level of compliance to regulatory or broad community expectations.
- 2. **Demonstrates strategic awareness:** We begin to compare practice and develop a collective sense of our shared and individual purposes in an education for future-fit character, competency, and wellness.
- 3. **Demonstrates strategic intent:** We draw on our understanding of our community to design school life and the education for future-fit character, competency, and wellness that occurs within it around an ethos of serving others.
- 4. **Demonstrates strategic judgment:** We increasingly use evidence, particularly of the strategic markers and performance standards to make good strategic decisions about how best to pursue, recognise and celebrate educational goals and strategies.
- 5. **Demonstrates strategic coherence:** We can demonstrate consistency and quality of education for future-fit character and competency that allow many in our community to live a values-rich life of contribution and leadership within a learning community.
- 6. **Demonstrates fit for purpose capacity:** We achieve significant impact for the benefit of all within a genuine community of inquiry and practice focused on future-fit outcomes that prepare our students to thrive in the world of tomorrow.

The task of leadership in high performing schools is to provide the impetus by which existing systems for the provision of learning and the promulgation of culture might be transformed in purpose and practice to reflect the needs of people and place and planet. In the accounts of leaders in this study, we can sense something of this “fit for purpose” leader using the performance standards to pursue excellence. We also see how they claim responsibility for working with their communities towards:

- Personalisation
- Voice & Agency
- Advocacy
- Character Apprenticeship
- Warranting of Practice

Recommendation 2: Communication

In Phase 1 of the research most commentators focused on the practical and operational dimension of “communication” of the strategic educational direction of the school as well as of the quality of day-to-day communication with parents, students, and staff. Communicating and “showing” what performance towards a high standard of excellence looks like were also attributes of effective mission-driven leadership. We recommend that South African boys’ schools develop a sound communication strategy that clearly articulates a compelling narrative of the school’s mission, shared purpose, and direction. This needs to include a step-by-step implementation strategy that incorporates frequent in-person, online and in-print communications, intentionally targeted for the school’s diverse stakeholders, regarding incremental milestones, challenges, and progress. The tone and content of any communication strategy needs to move beyond simply reporting the transactional shifts within a school community but has an emphasis on the transformational effects of the articulated vision and the types of lived practices that will realise desired outcomes. We believe this more transparent approach will lead to improved trust and currency across all aspects of a school’s community.

One thing that to me I'm absolutely resolute on is that schools have a role to play in building character.

Nathan Chisholm
Principal, Prahran High School





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character, culture, climate

In the second article, we report on the CIRCLE Association of Boys' Schools of New Zealand High-Performance Education Project

words by Dr Philip SA Cummins

Over 2017-19, CIRCLE - the Centre for Innovation, Research, Creativity and Leadership in Education (the research institute for a School for tomorrow.) conducted research on excellence in boys' education to better explain the achievement and quality of member schools of the Association of Boys' Schools of New Zealand (ABSNZ). From that research, six key performance standards for excellence in education were established:

1. School Character, Climate, & Culture
2. Leadership of the Educational Program
3. Growing the Whole Person
4. Student Experience & Outcomes
5. Strategic & Operational Alignment
6. Teacher Professionalism in a Community of Inquiry & Practice

Elsewhere in this edition, we provide confirmation of and commentary on the granular explanation of the articulation of each of these standards into a series of measurable phenomena that, combined with the continuum of our a School for tomorrow. organisational maturity model, might allow for the tracking of excellence in education in a school setting.

In this instance, we report back on the findings of our deep dive into school character, climate and culture. This has always been the most significant and powerful of our standards of excellence. In our original survey conducted in 2017-2018 and reported on for the ABSNZ in 2019, we demonstrated how the climate, climate and culture of the school was foremost in the minds of thousands of stakeholders across New Zealand boys' schools in explaining how and why great schools did what they did.

Further to this, we will see from the body of this report that there are four significant vehicle for the agency of transformation in a school that we have confirmed as a result of this and other research activity in 2020-2021:

- Students
- Systems
- Culture
- Adults

Of these, school culture consistently rates highly in the estimation of student and staff stakeholders about the boosters and detractors of excellence in a future-fit education. It should be noted that while students were able to see into their own agency within school-life, staff routinely looked to explanations with respect to systems, culture, or adults and did not seem to notice or listen to the voice of students in this respect.

The broader implications of this bear some consideration. In many ways, schools are the engine room of robust, resilient and inclusive democracy. They are, for most people, one of the key formative experiences of the broader marketplace for the exchange of values and value in a society that wants its citizens to thrive. Within schools, as we will see from the body of the report, culture (perhaps most simply articulated as "the way we do things here") is the driver of this values and value proposition. In any contemporary setting, greater attention needs to be paid to equipping, empowering, and enabling the voice, agency, and advocacy of students.

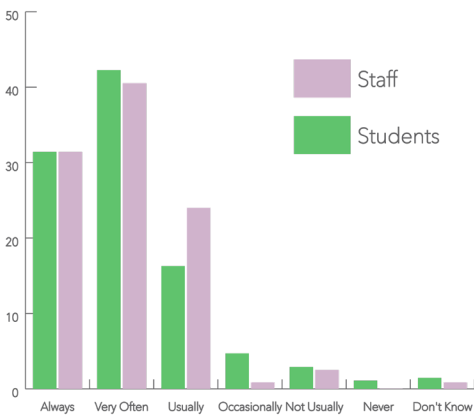
1. Findings & Recommendations

Educational Purpose

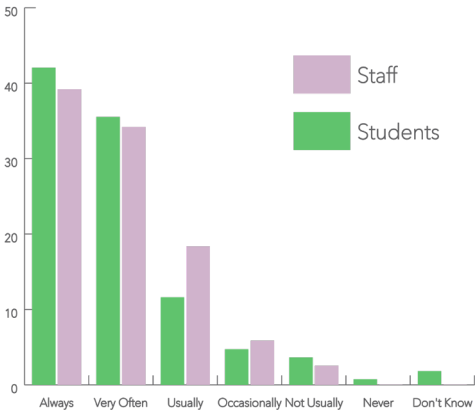
This category attracted significant responses (272-277 student responses and 118-121 staff responses).



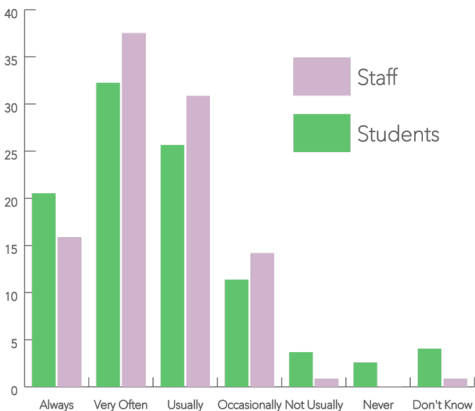
Student and staff responses across all question areas



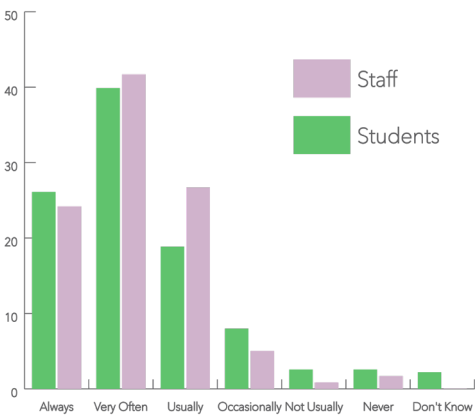
Q1: The school community is very disciplined in its focus on each boy's success, growth and thriving at the schools.



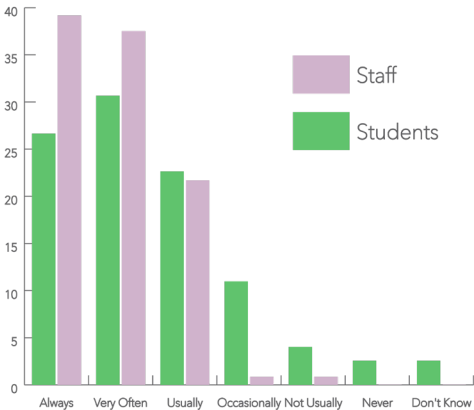
Q2: There is a high standard of professionalism in the pursuit of excellence at the school.



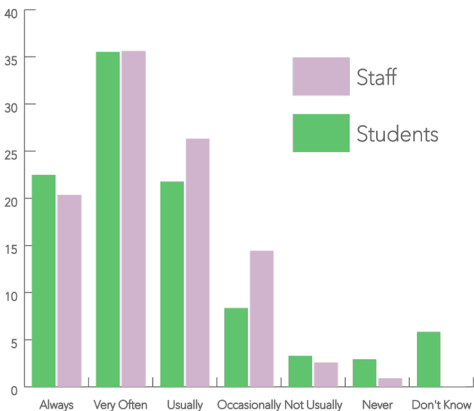
Q3: The school has a special knack for unlocking the sense of purpose, interests and motivation in each boy.



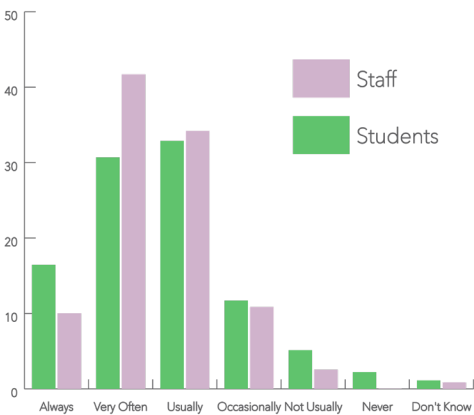
Q4: The school community aims for and celebrates each boy's developing mastery of new knowledge, skills, character and learning habits on his pathway to excellence.



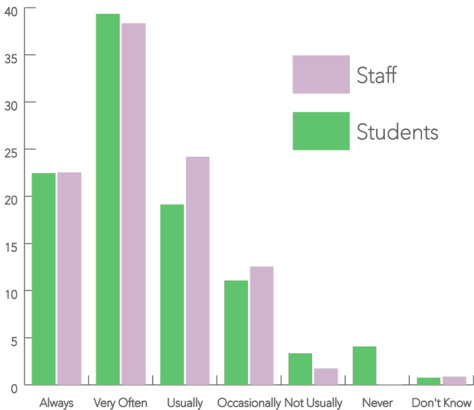
Q5: Teachers, staff and leaders at this school never give up on a boy and instead go the extra mile to support him.



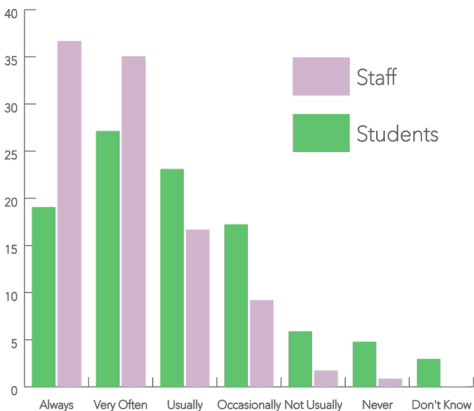
Q6: The entire school community contributes to national educational goals for biculturalism in a multicultural country.



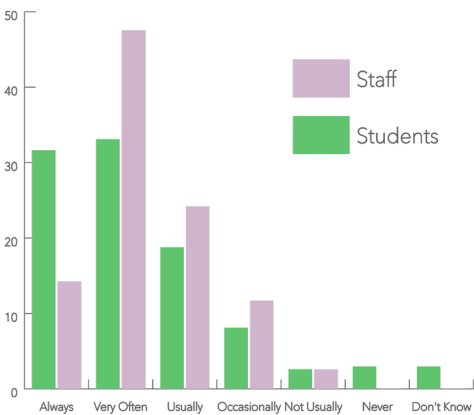
Q7: At this school, everyone strives to get better by building up their own and each other's adaptive expertise and self-efficacy.



Q8: People at this school take the initiative and step up in the face of challenges, seeing these as opportunities to improve practices for the benefit of boys' achievement.

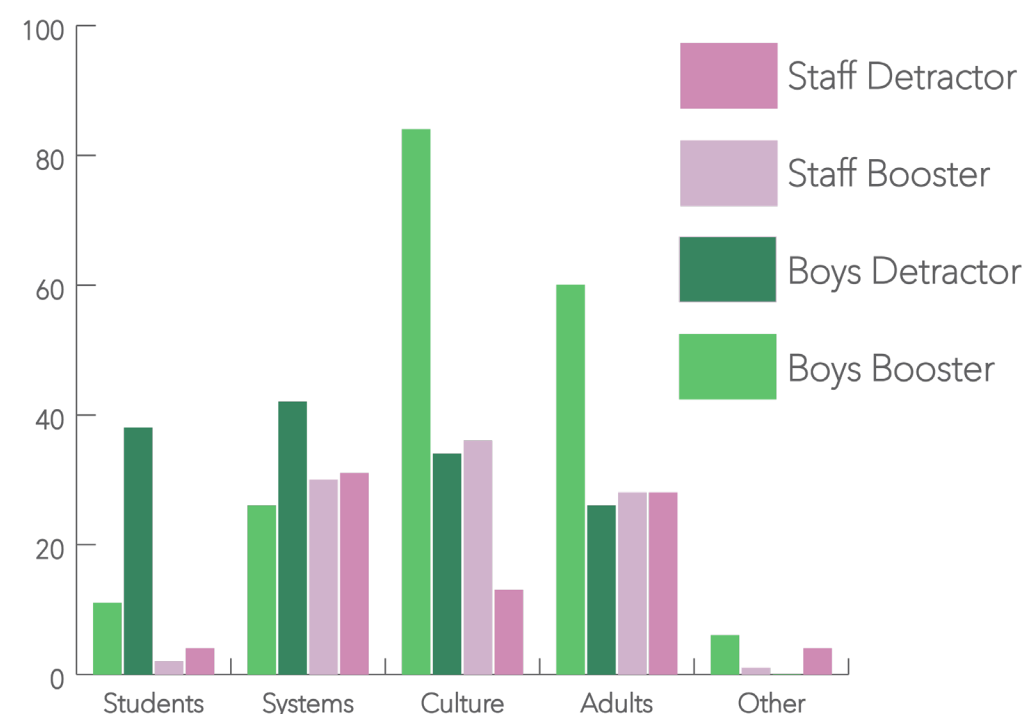


Q9: Boys are routinely asked for their perspective on their own success, and on the success of the means chosen to best achieve the educational purpose of the school.



Q10: This is a place where we learn and apply critical inquiry and creative problem-solving skills.

Figure 2.1: Stakeholder Ratings for Educational Purpose



Student-Nominated Boosters			Staff-Nominated Boosters		
Students	11	6%	Students	2	2%
Systems	26	14%	Systems	30	31%
Culture	84	45%	Culture	36	38%
Adults	60	32%	Adults	28	29%
Other	6	3%	Other	0	0%
Student-Nominated Detractors			Staff-Nominated Detractors		
Students	38	27%	Students	4	5%
Systems	42	30%	Systems	31	39%
Culture	34	24%	Culture	13	16%
Adults	26	18%	Adults	28	35%
Other	1	1%	Other	4	5%

Figure 2.2: Stakeholder Written Responses for Educational Purpose

Analysis

Excellent Performance Always or very often as most frequent rating by students or staff; < 10% in student and/or staff critic category (occasionally, usually, never); < 5% disparity between total student and staff critics	1. Focus on Student Thriving and Success: The school community is very disciplined in its focus on each boy's success, growth and thriving at the school.
	2. Staff Professionalism: There is a high standard of professionalism in the pursuit of excellence at the school.
Good Performance Always or very often as most frequent rating by students or staff; < 20% in student and/or staff critic category; 5-15% disparity between total student and staff critics	4. Aspiration for Student Mastery and Excellence: The school community aims for and celebrates each boy's continuing mastery of new knowledge, skills, character and learning habits on his pathway to excellence.
	8. Accepting Challenge to Lift Student Achievement: People at this school take the initiative and step up in the face of challenges, seeing these as opportunities to improve practices for the benefit of boys' achievement.
	10. Critical and Creative Inquiry: This is a place where we learn and apply critical inquiry and creative problem-solving skills - these are hallmarks / The school brings critical inquiry and creative problem-solving to bear in order to use the best means possible to achieve the desired outcomes for boys.
Area for Attention Usually as most frequent rating by students or staff; < 30% in student and/or staff critic category; 15-25% disparity between staff and student critics	3. Personalising Student Purpose: The school has a special knack for unlocking each boy's sense of purpose, interests, and motivation of each boy.
	5. Tenacious Support For Students: Teachers, staff, and school leaders never give up on a boy and instead go the extra mile to support him.
	6. Social Justice Goals: The entire school community contributes to national educational goals for biculturalism in a multicultural country.
Area for Concern Critic rating as most frequent rating; > 30% in student and/or staff critic category; > 25% disparity between total staff and student critics	7. Collaboration Towards Growth: At this school, everyone strives to get better by building up their own and each other's adaptive expertise and self-efficacy.
	9. Continuous Improvement With Student Input: Boys are routinely asked for their perspective on their own success, and on the success of the means chosen to best achieve the educational purpose of the school / This is a community that continuously evaluates how well it does in educating boys, gathering and analysing good evidence to do so.

Figure 2.3: Performance Analysis for Educational Purpose

There was a disparity between the reported experiences of students and staff in this area. Schools routinely demonstrated elements of high-performance culture in their performance relative to educational purpose according to 70-85% of students. On the other hand, 85-95% of staff typically reported a high incidence of high-performance culture in this area.

There is evidence of high-performance culture across schools in 5 of 10 question areas:

- Focus on Student Thriving and Success
- Staff Professionalism
- Aspiration for Student Mastery and Excellence
- Accepting Challenge to Lift Student Achievement
- Critical and Creative Inquiry

There is evidence of a need for greater focus across schools in 1 of 10 areas:

- Continuous Improvement With Student Input

Students indicated strengths in professional standards and focus on student thriving and success. They indicated concern connected to areas that were directed towards personalising the journey of each boy, and especially the use of student perspective to evaluate the school's success in helping them to achieve their potential. There were over 20% critics in 5 out of 10 questions. Students recognised the contribution of culture and adults as boosters of the attainment of educational purpose in particular. They attributed critics fairly evenly among all four sources of agency: students, systems, culture, and adults.

Staff were more generous in their assessment of their school's educational purpose and its implementation. Staff indicated strengths in professional standards, focus on student thriving and success, and supporting each boy and his growth. They are less likely to give a critic rating – no question exceeded 20% critics. Staff downplay the agency of students significantly as boosters or detractors.

Recommendations Towards High-Performance

Schools need to consider the gap between intention, perceived performance according to staff and perceived performance according to students with respect to listening for, encouraging and supporting the voice and agency of students, and creating personalised learning for them. Schools are not uniform in attending to the individual experience of boys (especially those around the margins of mainstream school culture) in maintaining systems and building culture.

Measuring Educational Purpose

Key Question: Does your school aim to equip all students with the knowledge, skills, dispositions, and learning habits they will need for success in their next educational endeavours and beyond?

1. **Focus on Student Thriving and Success:** The school community is very disciplined in its focus on all students' success, growth and thriving at the school and beyond.

2. **Staff Professionalism:** There is a high standard of professionalism in the pursuit of excellence at the school.
3. **Personalising Student Purpose:** The school has a special knack for unlocking the sense of purpose, interests, and motivations of all students.
4. **Aspiration for Student Mastery and Excellence:** The school community aims for and celebrates all students' continuing mastery of new knowledge, skills, character and learning habits on their pathways to excellence.
5. **Tenacious Support For Students:** Teachers, staff, and school leaders never give up on students and instead go the extra mile to support them.
6. **Social Justice Goals:** The entire school community contributes to a climate of inclusion, belonging, citizenship and stewardship in pursuit of excellence including national educational goals for biculturalism in a multicultural country.
7. **Collaboration Towards Growth:** At this school, everyone strives to get better by building up their own and each other's adaptive expertise and self-efficacy.
8. **Accepting Challenge to Lift Student Achievement:** People at this school take the initiative and step up in the face of challenges, seeing these as opportunities to improve practices for the benefit of all students' achievement.
9. **Continuous Improvement With Student Input:** This is a community that continuously evaluates how well it does in educating all students, gathering and analysing good evidence to do so and students are routinely asked for their perspective on their own success, and on the success of the means chosen to best achieve the educational purpose of the school.
10. **Critical and Creative Inquiry:** This is a place where all students learn and apply critical inquiry and creative problem-solving skills – these are also hallmarks of how the school seeks to use the best means possible to achieve the desired outcomes for all students.

The Voices of Students & Staff

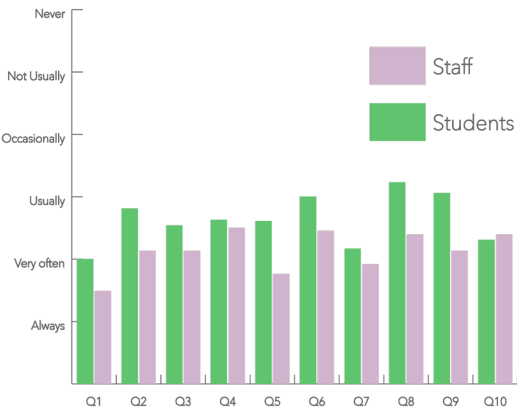
Does your school aim to equip all students with the knowledge, skills, character and learning habits they will need for success in their next educational endeavours and beyond?

	Students	Staff
Students	<p>"I believe that it is the brotherhood at our school that enables us to have this culture of helping one and other to become the best they can be."</p> <p>"Some of the younger year groups don't get as involved in the multicultural sort of stuff."</p>	<p>"Striving to be the best you can be is the Mantra."</p> <p>"Not all staff actively try and support students to be the best they can be."</p>
Systems	<p>"We have very strong goals and morals to create a good strong environment for boys to grow."</p> <p>"Don't feel like it individually caters to an individual it just caters for the masses."</p>	<p>"There is a constant emphasis on celebrating boys and their achievements and goals."</p> <p>"As in all schools, there are those who are not reflective practitioners and are happy to stick with the status quo, regardless of the impact on the student."</p>
Culture	<p>"Good at promoting bi-culturalism and making boys aware of these kinds of things."</p> <p>"Sometimes the staff can be culturally insensitive, and respect is seen as something we need to prove."</p>	<p>"The boys know that when representing the school, they need to do so in a professional manner, this culture is embedded into the boys on the first day of school and becomes the norm as they settle in."</p> <p>"We still have a lot of work to do in relation to our bicultural objectives, and this may be because of the history of the school as having very small numbers of Maori in their cohort."</p>
Adults	<p>"In almost all aspects of the school teachers and staff approach situations with high levels of professionalism which adds to the atmosphere of excellence."</p> <p>"Sometimes teachers focus on the excelling students and give them extra work instead of supporting the others."</p>	<p>"Teachers will provide multiple opportunities for boys to show learning and achieve success."</p> <p>"Some staff do only what is required rather than get involved in all aspects of the school. There is still a tendency among some to judge boys based on past experience not where they are at today."</p>

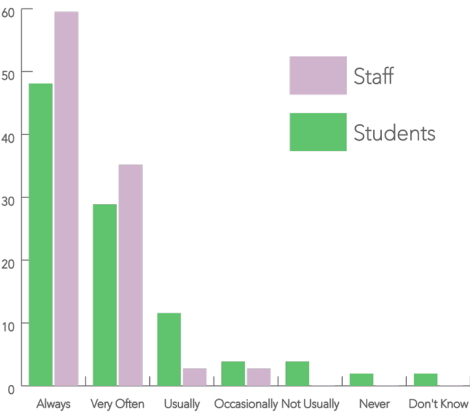
Figure 2.4: The Voice of Students & Staff for Educational Purpose

Shared Language

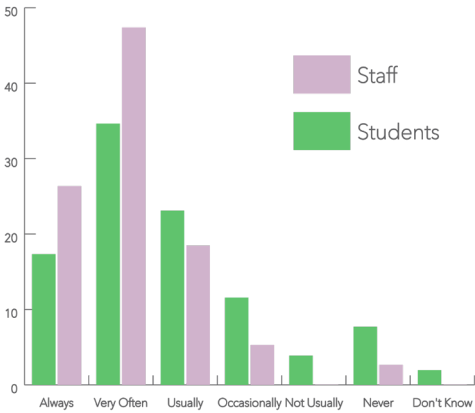
This category attracted limited responses (52 student responses and 38 staff responses).



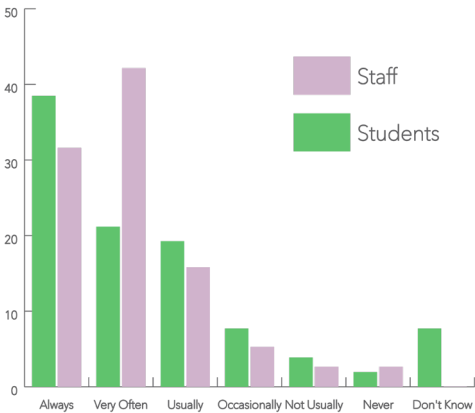
Student and staff responses across all question areas



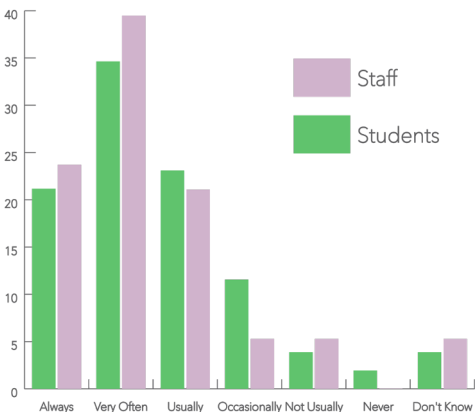
Q1: The mission and core values of the school are clearly defined, well communicated and known by everyone in the school community.



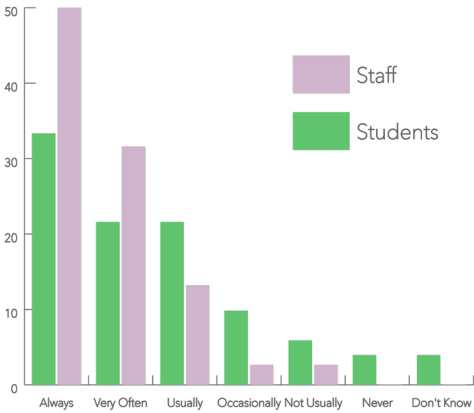
Q2: Everyone is aligned with, connects to, and supports the school’s strategic direction and goals.



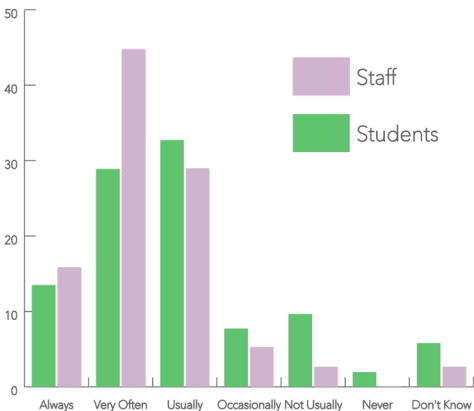
Q3: The mission and values of the school live in tangible and accountable ways across all programs, activities and interactions that impact on boys’ learning and development.



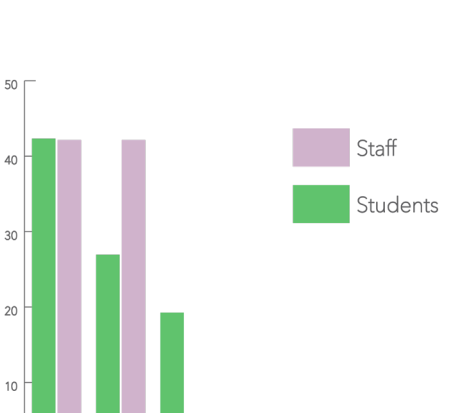
Q4: Across all his endeavours, each boy receives a variety of timely, effective and tailored feedback about his growth in his sense of belonging, the achievement of his potential, and the doing of what is good and right.



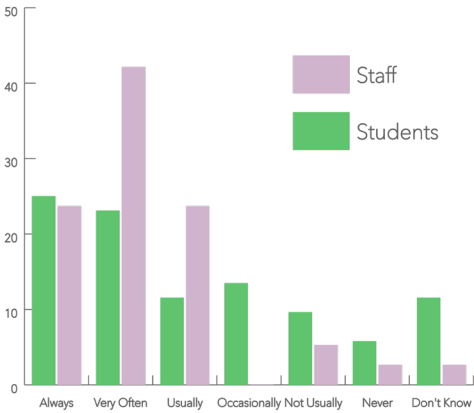
Q5: There is a consistent, coherent and balanced approach in the way the school recognises and celebrates boys’ achievements across all endeavours.



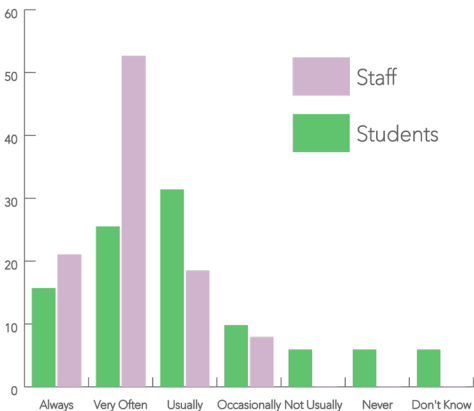
Q6: Boys live out the core values of the school and support one another in doing so.



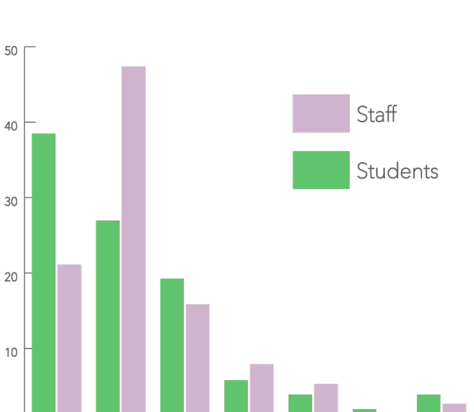
Q7: Artefacts in the spaces and on the walls of the school symbolise the school’s purpose, values and aspirations for boys’ multiple achievements across many endeavours.



Q8: Each day when I come to school, I pick up the story of the school’s yesterday, today and tomorrow, and my place in that story.

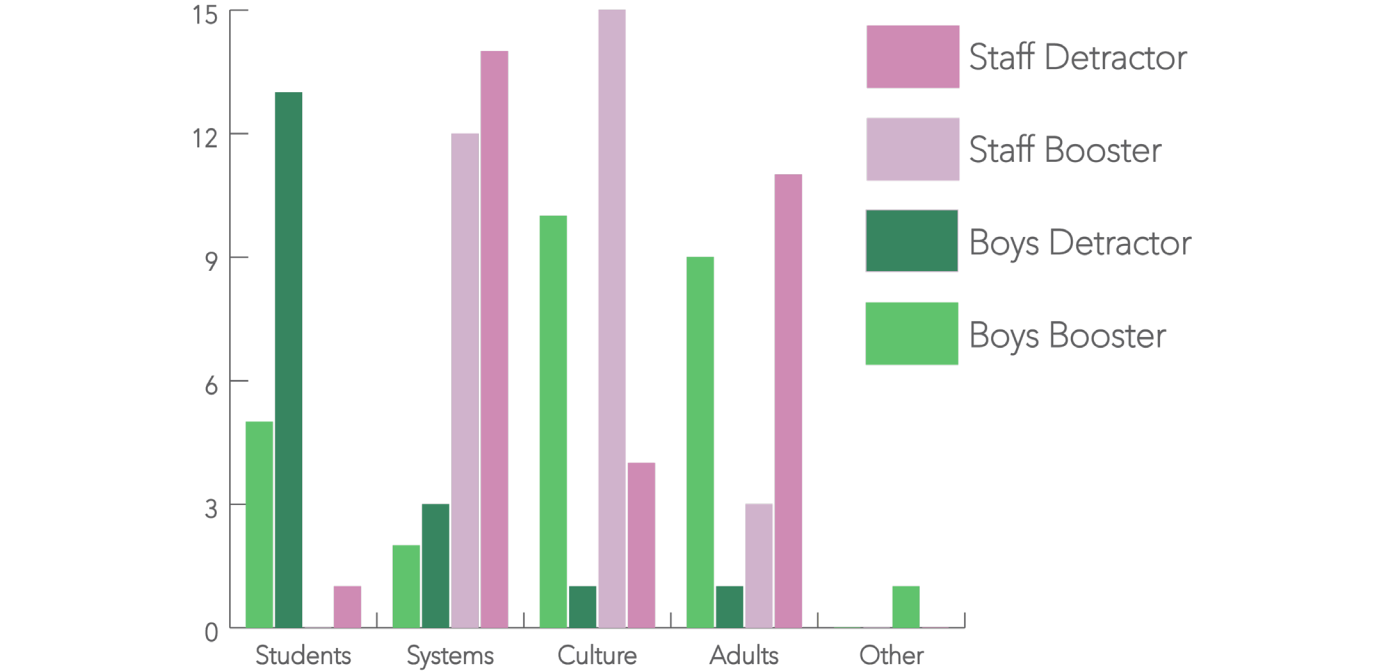


Q9: Everyone at the school takes ownership of their responsibility to represent and act on the school’s mission and core values.



Q10: Through my progress at the school, I can see that teachers use a common language and approach when they design lessons and assessments for us.

Figure 2.5: Stakeholders Ratings for Shared Language



Student-Nominated Boosters			Staff-Nominated Boosters		
Students	5	19%	Students	0	0%
Systems	2	8%	Systems	12	39%
Culture	9	38%	Culture	15	48%
Adults	10	43%	Adults	3	10%
Other	0	0%	Other	1	3%
Student-Nominated Detractors			Staff-Nominated Detractors		
Students	13	72%	Students	1	3%
Systems	3	17%	Systems	14	47%
Culture	1	6%	Culture	4	13%
Adults	1	6%	Adults	11	37%
Other	0	0%	Other	0	0%

Figure 2.6: Stakeholder Written Responses for Shared Language

Analysis

Excellent Performance Always or very often as most frequent rating by students or staff; < 10% in student and/or staff critic category (occasionally, usually, never); < 5% disparity between total student and staff critics	N/A
Good Performance Always or very often as most frequent rating by students or staff; < 20% in student and/or staff critic category; 5-15% disparity between total student and staff critics	1. Public Ethos: The mission and core values of the school are clearly defined, well communicated and known by everyone in the school community.
	7. Visible Evidence of Culture: Artefacts in the spaces and on the walls of the school symbolise the school's purpose, values and aspirations for boys' multiple achievements across many endeavours.
	10. Common Language of Learning: Through my progress at the school, I can see that teachers use a common language and approach when they design lessons and assessments for us. / There is agreement and common language about how we build curriculum, carry out assessment, and develop the best ways to teach boys to achieve the desired outcomes.
Area for Attention Usually as most frequent rating by students or staff; < 30% in student and/or staff critic category; 15-25% disparity between staff and student critics	2. Strategic Alignment: Everyone is aligned with, connects to and supports the school's strategic direction and goals.
	3. Values-Rich Education: The mission and values of the school live in tangible and accountable ways across all programs, activities and interactions that impact upon boys' learning and development.
	4. Personal Feedback on Character Growth: Across all his endeavours, each boy receives a variety of timely, effective and tailored feedback about his growth in his sense of belonging (his civic character), the achievement of his potential (his performance character), and the doing of what is good and right (his moral character).
	5. Balanced and Consistent Recognition of Student Achievement: There is a consistent, coherent, and balanced approach in the way the school recognises and celebrates boys' achievements across all endeavours.
Area for Concern Critic rating as most frequent rating; > 30% in student and/or staff critic category; > 25% disparity between total staff and student critics	9. Responsibility for School Reputation: Everyone at the school takes ownership of their responsibility to represent and act on the school's mission and core values. / Everyone at the school shows a personal and professional responsibility to model and promote the school's mission and core values.
	6. Ethical Student Culture: Boys live out the core values of the school and support one another in doing so.
	8. Connection to School Narrative: Each day when I come to school, I pick up the story of the school's yesterday, today and tomorrow, and my place in that story. / Each day when I come to school, I enter the story of the school's "yesterday, today and tomorrow", and can easily locate my place in that story.

Figure 2.7: Performance Analysis for Shared Language

Again, there was a significant disparity between the reported experiences of students and staff in this area. Schools routinely demonstrated elements of high-performance culture in their performance relative to their use of shared language in their culture according to 60-75% of students. On the other hand, 85-95% of staff typically reported a high incidence of high-performance culture in this area.

There is evidence of high-performance culture across schools in 3 of 10 question areas:

- Public Ethos
- Visible Evidence of Culture
- Common Language of Learning

There is evidence of a need for greater focus across schools in 2 of 10 areas:

- Ethical Student Culture
- Connection to School Narrative

Students indicate strengths in public ethos, visible evidence of culture and common language of learning. Nonetheless, while typically reporting high frequency ratings, there were over 20% critics in 7 out of 10 questions which draws attention to the experience of individuals, particularly those at the margins of schools. There is a less homogenous experience of shared language. Students recognised the contribution of culture and adults as boosters of the attainment of shared language in particular. They attributed critics most significantly to student agency. They were particularly strong in their critique of those of their peers who did not meet the standards expected of them by their school community; this may have clouded their judgment as a whole in this area. Subsequent questions on honourable stewardship of traditions in Community Focus show their self-reportage of their own behaviour in a different light.

Staff are much more generous in their assessment of their school's use of shared language. Staff indicate strengths across the board. They are much less likely to give a critic rating - no question exceeded 16% critics. Staff disregard the agency of students as boosters or detractors.

Recommendations Towards High-Performance

Schools need to consider the gap between explicit stated and visible culture on the one hand, and the implicit culture of experiences and daily life. The individual experience of boys, particularly those around the margins of school culture, is not sufficiently at the forefront of school thinking in maintaining systems and building culture with respect to shared language for there to be a consistent experience of high-performance culture in this area across schools. Schools also need to interrogate the significant difference between student and staff reportage in this area.

Measuring Shared Language

Key Question: *Do members of the school community share vocabularies that strengthen the values, vision, strategy, and desired culture required to enact the educational purpose of the school?*

- 1. Public Ethos:** The mission and core values of the school are clearly defined, well communicated and known by everyone in the school community.
- 2. Strategic Alignment:** Everyone is aligned with, connects to and supports the school's strategic direction and goals.
- 3. Values-Rich Education:** The mission and values of the school live in tangible and accountable ways across all programs, activities and interactions that impact upon all students' learning and development.
- 4. Personal Feedback on Character Growth:** Across their endeavours, all students receive a variety of timely, effective and tailored feedback about their growth in their sense of belonging (civic character), the achievement of their potential (performance character), and the doing of what is good and right (moral character).
- 5. Balanced and Consistent Recognition of Student Achievement:** There is a consistent, coherent, and balanced approach in the way the school recognises and celebrates all students' achievements across all endeavours.
- 6. Ethical Student Culture:** All students live out the core values of the school and support one another in doing so.
- 7. Visible Evidence of Culture:** Artefacts in the spaces and on the walls of the school symbolise the school's purpose, values and aspirations for all students' multiple achievements across many endeavours.
- 8. Connection to School Narrative:** Every day, members of our community can pick up and enter the story of the school's "yesterday, today and tomorrow", and can easily locate their places in that story.
- 9. Responsibility for School Reputation:** Everyone at the school takes ownership of their responsibility to represent and act on the school's mission and core values.
- 10. Common Language of Learning:** Everyone at the school can see that teachers use a common language and approach when they design learning and assessments, and develop the best ways to teach all students to achieve the desired outcomes.

The Voices of Students & Staff

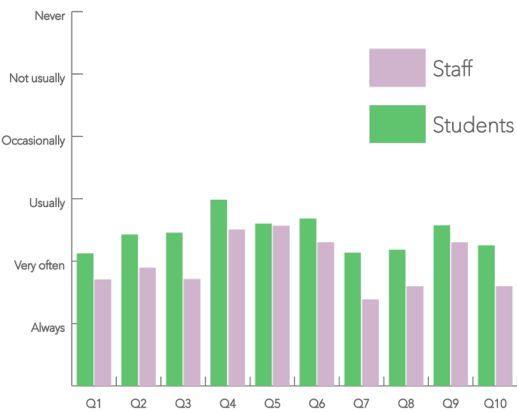
Do members of the school community share vocabularies that strengthen the values, vision, strategy, and desired culture required to enact the educational purpose of the school?

	Students	Staff
Students	<p><i>"Every boy gets along with each other here, we remark ourselves as 'brothers'; there is not time for bullying."</i></p> <p><i>"Some students are not following the respect code of the school."</i></p>	<p><i>"Boys live out the core values of the school and support one another in doing so. - there are many times boys role model our core values of honour, integrity, belief and service."</i></p> <p><i>"Although we celebrate the boys' successes and have a high 'buy in' in terms of school pride and culture, we are not intentional about our whakapapa and sense of belonging to a larger journey."</i></p>
Systems	<p><i>"The mission and core values of the school are clearly defined, well communicated and known by everyone in the school community."</i></p> <p><i>"There is no useful change between yesterday, today and tomorrow."</i></p>	<p><i>"We recognize our boy's achievement consistently across all areas."</i></p> <p><i>"There is very little collaboration across curriculum levels and subjects and little agreement in how best to teach boys in a systematic layout of the curriculum."</i></p>
Culture	<p><i>"I have also seen multiple teachers and students use appropriate language and culture by using Maori in their speeches."</i></p> <p><i>"I still feel like most boys understand at the surface level of what the school message and ethos is but if they were questioned further into how it actually helps them, I feel most boys would struggle to answer this."</i></p>	<p><i>"We have a clearly defined approach to building positive characters within our students. We call it our DNA and the boys are made aware of it on a regular basis."</i></p> <p><i>"The balance between pass rates and developing good men is sometimes skewed."</i></p>
Adults	<p><i>"The values and beliefs of this school are made clear to us by the staff."</i></p> <p><i>"More social and emotional learning should be made available to students as male vulnerability and mental illness is a big problem."</i></p>	<p><i>"We have a clearly defined approach to building positive characters within our students. We call it our DNA and the boys are made aware of it on a regular basis."</i></p> <p><i>"The balance between pass rates and developing good men is sometimes skewed."</i></p>

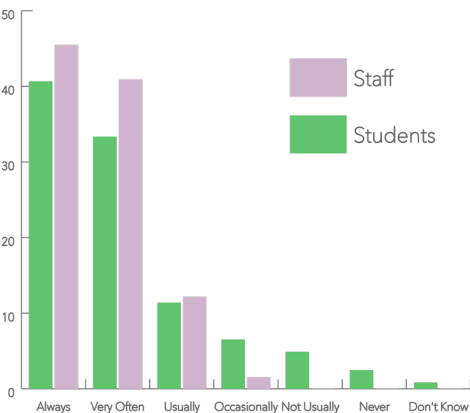
Figure 2.8: The Voices of Students & Staff for Shared Language

Community Focus

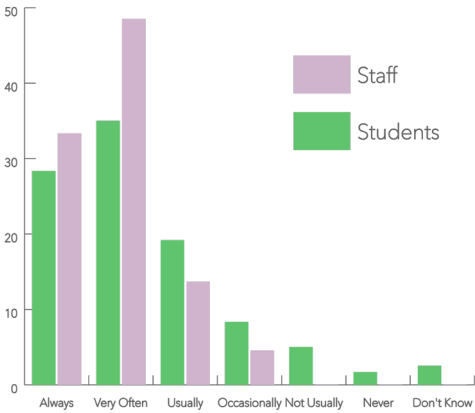
This category attracted a strong range of respondents (120-123 student responses and 66 staff responses).



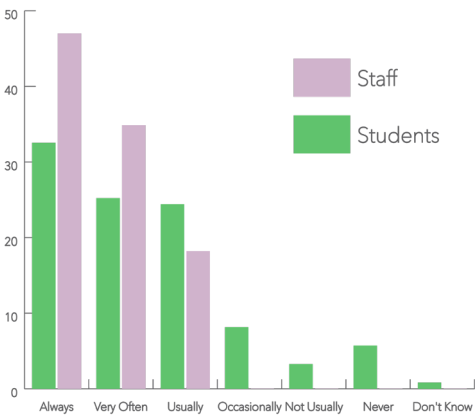
Student and staff responses across all question areas



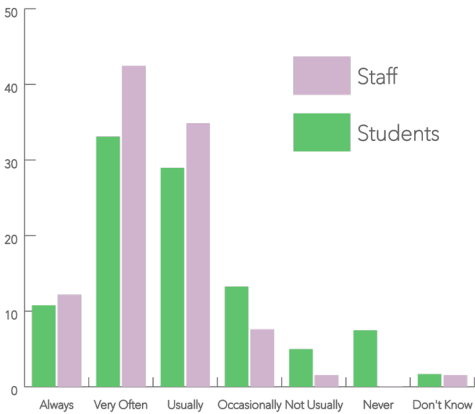
Q1: There is a strong sense of belonging that welcomes and includes each boy.



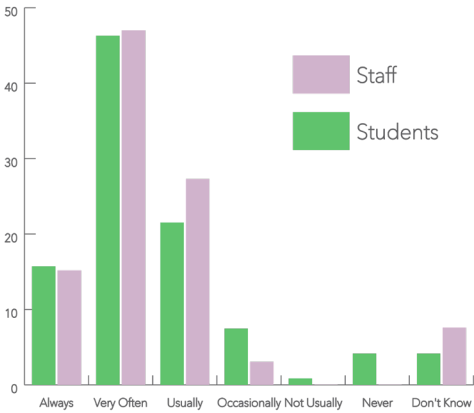
Q2: The school connects meaningfully and effectively with whanau.



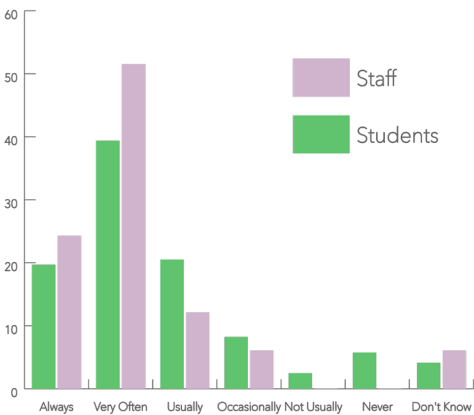
Q3: Each boy is valued and respected equally, and, regardless of personal background, culture, religion, language, sexual orientation, appearance or ability



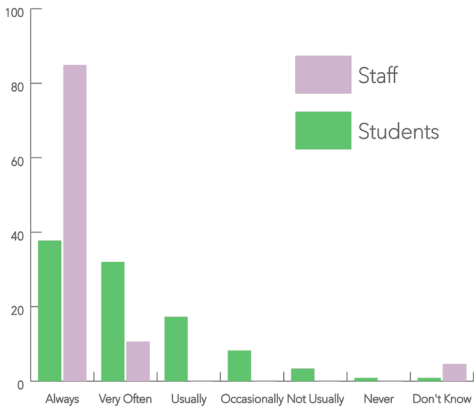
Q4: At my school, boys pull each other up rather than put each other down.



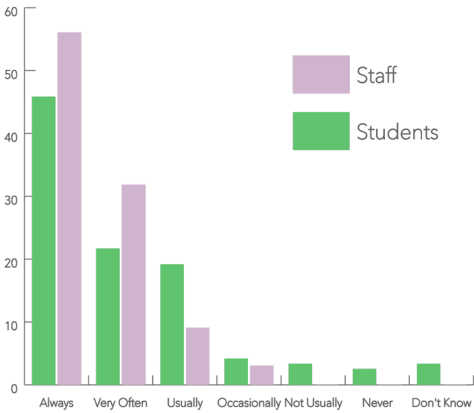
Q5: At my school, boys learn better when they embrace cultural sensitivity and diversity of outlook, opinion, and expertise.



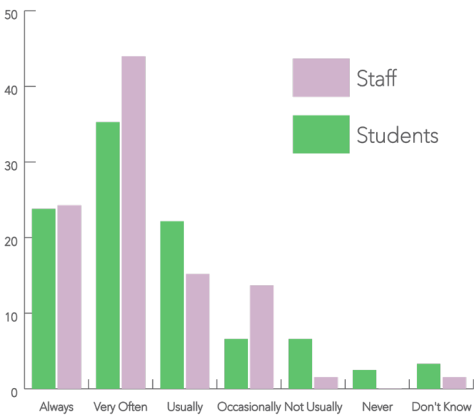
Q6: In this school, we are constantly gathering evidence about, testing and reflecting on this evidence, and setting goals and action plans that improve the quality of our community.



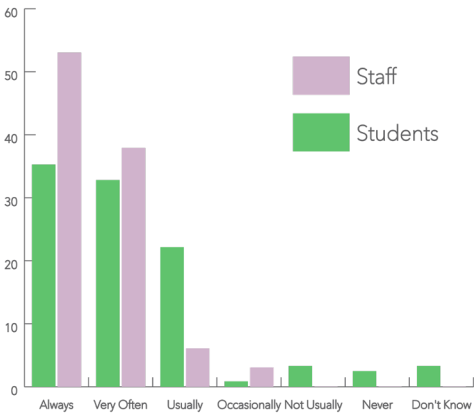
Q7: If I saw someone who is upset or in distress, I would approach that person to offer help.



Q8: This school community teaches boys to lead in service for others.

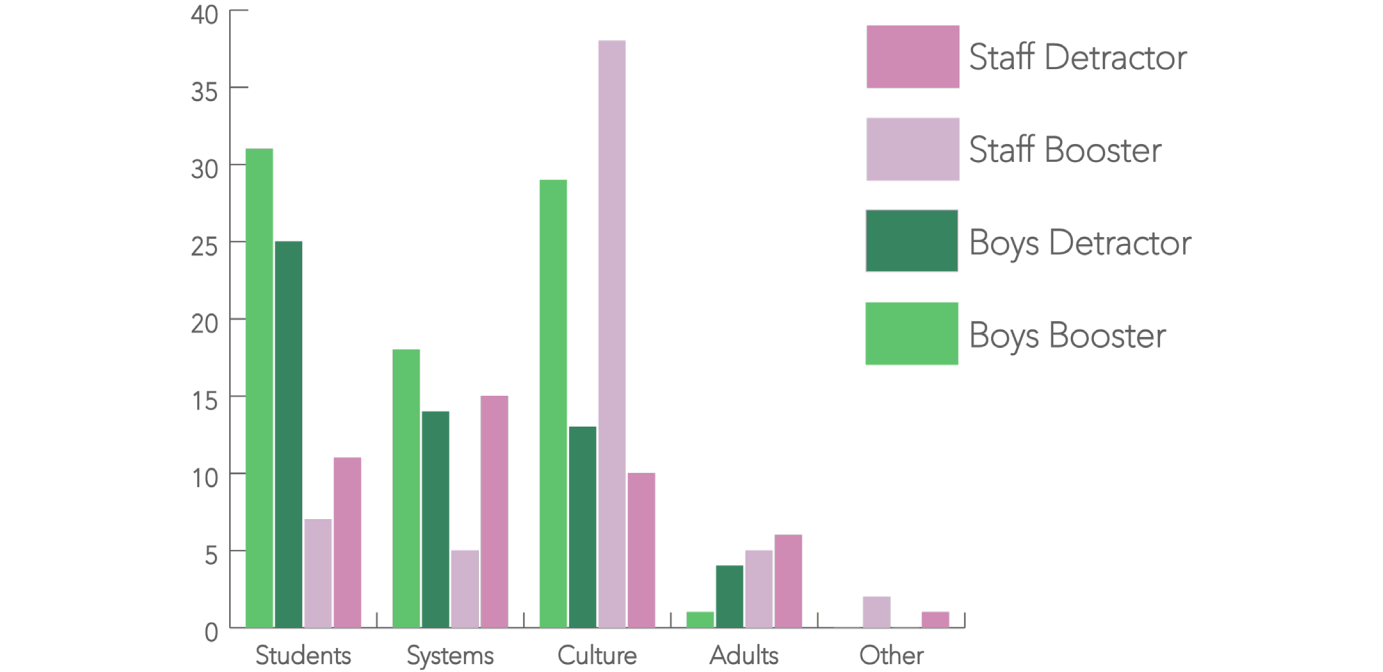


Q9: There is an emphasis at my school in our learning about being effective in collaboration, how to resolve conflicts constructively, and our social-emotional intelligence.



Q10: We are stewards of honourable traditions and innovators in creating and sustaining a positive culture at the school

Figure 2.9: Stakeholder Ratings for Community Focus



Student-Nominated Boosters			Staff-Nominated Boosters		
Students	31	39%	Students	7	13%
Systems	18	23%	Systems	15	9%
Culture	29	37%	Culture	38	69%
Adults	1	1%	Adults	5	9%
Other	0	0%	Other	0	0%
Student-Nominated Detractors			Staff-Nominated Detractors		
Students	25	43%	Students	11	26%
Systems	14	24%	Systems	15	35%
Culture	13	22%	Culture	10	23%
Adults	4	7%	Adults	6	14%
Other	2	3%	Other	1	2%

Figure 2.10: Stakeholder Written Responses for Community Focus

Analysis

Excellent Performance Always or very often as most frequent rating by students or staff; < 10% in student and/or staff critic category (occasionally, usually, never); < 5% disparity between total student and staff critics	10. Cultural Stewardship: We are stewards of honourable traditions and innovators in creating and sustaining a positive culture at the school.
Good Performance Always or very often as most frequent rating by students or staff; < 20% in student and/or staff critic category; 5-15% disparity between total student and staff critics	1. Belonging: There is a strong sense of belonging that welcomes and includes each boy.
	2. Connection With Whanau: The school connects meaningfully and effectively with whanau.
	5. Diverse Perspective: At my school, boys learn better when they embrace cultural sensitivity and diversity of outlook, opinion, and expertise.
	7. Good Samaritan: If I saw someone who is upset or in distress, I would approach that person to offer help.
	8. Servant Leadership: This school community teaches boys to lead in service for others.
Area for Attention Usually as most frequent rating by students or staff; < 30% in student and/or staff critic category; 15-25% disparity between staff and student critics	9. Cooperation: There is an emphasis at my school on our learning about being effective in collaboration, how to resolve conflicts constructively, and our social-emotional intelligence.
	3. Student Inclusion: Each boy is valued and respected equally, and, regardless of personal background, culture, religion, language, sexual orientation, appearance, or ability.
	4. Peer Support: At my school, boys pull each other up rather than put each other down. / A mark of this school is that boys pull each other up rather than put each other down.
Area for Concern Critic rating as most frequent rating; > 30% in student and/or staff critic category; > 25% disparity between total staff and student critics	6. Community Evaluation: In this school, we are constantly gathering evidence about testing and reflecting on this evidence, and setting goals and action plans that improve the quality of our community.
	N/A

Figure 2.11: Performance Analysis for Community Focus

This is an area of strength in high-performance culture in schools. The disparity between students and staff was also reduced to 5-15% in 7 question areas where the incidence of high-performance culture was evident:

- Cultural Stewardship
- Connection With Whanau
- Belonging
- Student Inclusion
- Diverse Perspective
- Good Samaritan

- Servant Leadership
- Cooperation

There is evidence of a need for greater focus across schools in 3 of 10 areas:

- Student Inclusion
- Peer Support
- Community Evaluation

While staff were consistently more generous in their ratings, students and staff both returned

positive reportage across the board in Community Focus. All of the most frequent ratings were in the Always or Very Often ranges for all responses by students and staff. There was a very low or low percentage of student critics in all question areas bar 2 (Peer Support and Evaluation).

Students and staff both report that Adults are not decisive in agency in this category. Culture and systems were recognised as influential by both stakeholder groups. Staff acknowledged greater agency of students in this category; students recognised their peers as holding significant agency.

Recommendations Towards High-Performance

Schools need to reflect on the work that has been done in the area of Community Focus which has been recognised by both students and staff as consistently of high-performance. Problems connected with wider social issues of inclusion and belonging still arise, but their incidence is significantly less than in other categories according to the respondents. There may well be transferable lessons that could help promote high-performance in other areas of school character, climate and culture. A stronger routine of rigorous and evidence-informed processes of evaluation may assist with this.

Measuring Community Focus

Key Question: *Is there a strong sense of belonging and community that enhances the dignity, value and worth of every boy?*

- 1. **Belonging:** There is a strong sense of belonging that welcomes and includes all students.
- 2. **Connection With Whanau:** The school connects meaningfully and effectively with whanau.
- 3. **Student Inclusion:** All students are valued and respected equally, and, regardless of personal background, culture, religion, language, sexual orientation, appearance, or ability.
- 4. **Peer Support:** A mark of this school is that all students pull each other up rather than put

- each other down.
- 5. **Diverse Perspective:** A mark of this school is that all students learn better when they embrace cultural sensitivity and diversity of outlook, opinion, and expertise.
 - 6. **Community Evaluation:** In this school, we are constantly gathering evidence about testing and reflecting on this evidence, and setting goals and action plans that improve the quality of our community.
 - 7. **Good Samaritan:** If I saw someone who is upset or in distress, I would approach that person to offer help.
 - 8. **Servant Leadership:** This school community teaches all students to lead in service for others.
 - 9. **Cooperation and Respect:** There is an emphasis at this school in our learning about our social-emotional awareness, how to be effective in collaboration, how to resolve conflicts constructively, and how to respect each of us.
 - 10. **Cultural Stewardship:** We are stewards of honourable traditions and innovators in creating and sustaining a positive culture at the school.

The Voices of Students & Staff

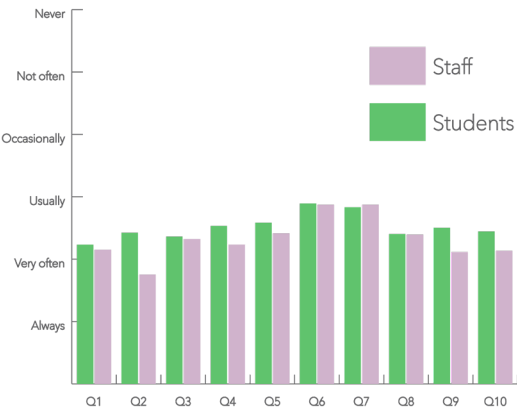
Is there a strong sense of belonging and community that enhances the dignity, value and worth of all students?

	Students	Staff
Students	<p>“Each boy is assigned a house before they come to school, my house is very good at making the boys feel welcomed and have a sense of belonging.”</p> <p>“Boys are very supportive of each other whatever we are doing however like any school there is a lot of teasing and banter that some might see as put downs.”</p>	<p>“Boys are encouraged to look beyond themselves to others less fortunate than themselves.”</p> <p>There is still an element of put down with some of the boys.”</p>
Systems	<p>“There is a big emphasis on accepting all cultures - the school pushes students to have a modern mindset when it comes to biculturalism.”</p> <p>“The culture at our school can make others with cultural beliefs feel like they have to change to be a part of the school.”</p>	<p>“The school is very intentional and genuine in its desire to be respectful and inclusive of diversity.”</p> <p>“In terms of collaboration, it appears that for example staff are consulted and listened to but then decisions are made that contradict the majority.”</p>
Culture	<p>“The culture of the school brings a safe environment to learn in.”</p> <p>“Being in a community where there is little difference in culture and ethnicity, it is hard for students to be able to not see difference in skin colour as they aren’t exposed to much difference themselves.”</p>	<p>“There is a strong culture of service to others, and a sense of with great privilege comes great responsibility.”</p> <p>“I suppose we could improve at reinforcing the educational benefits of cultural sensitivity.”</p>
Adults	<p>“Teachers and staff always make sure every boy in the school feels as though they belong here and want to help.”</p> <p>“The teachers don’t check up on you.”</p>	<p>“We as a school try to look out for and care for and treat everyone equally.”</p> <p>“The students clearly are of higher character. It is unclear whether this is a result of what teachers do.”</p>
Other	<p>“Our school rally drives service into our character. Service is helping the community and doing as much as you can.”</p> <p>“Our school does do goal settings, however that is focused on academic success, and less so on how we can build up our community.”</p>	

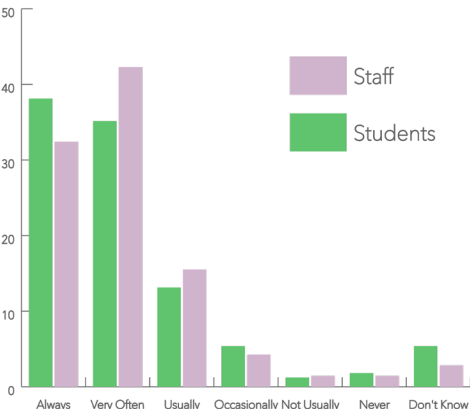
Figure 2.12: The Voices of Students & Staff for Community Focus

Character Apprenticeship

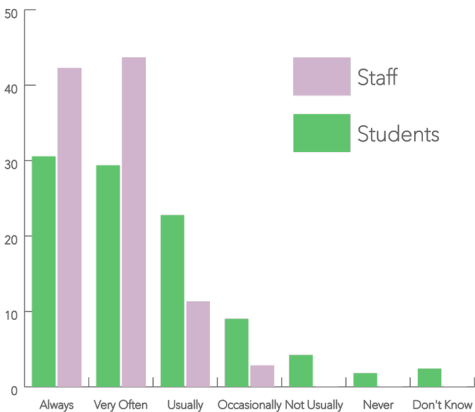
This category attracted a very strong range of respondents (164-167 student responses and 70-71 staff responses).



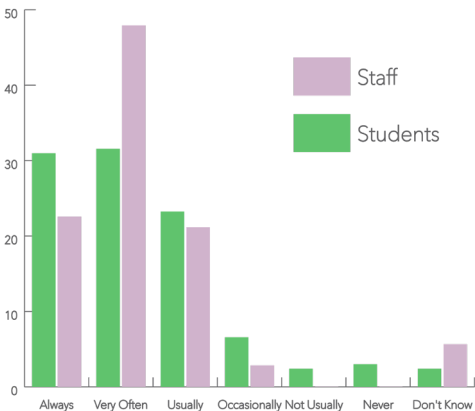
Student and staff responses across all question areas



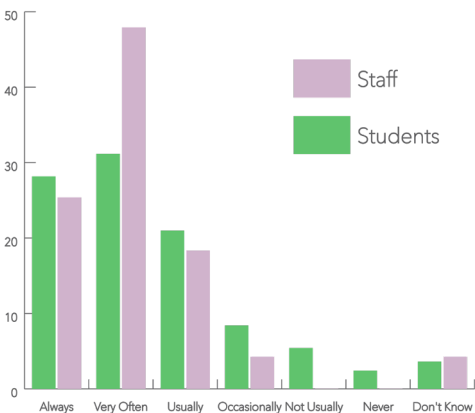
Q1: At this school, student activities across the curriculum are opportunities for learning towards mastery and expertise in character, competency and wellness.



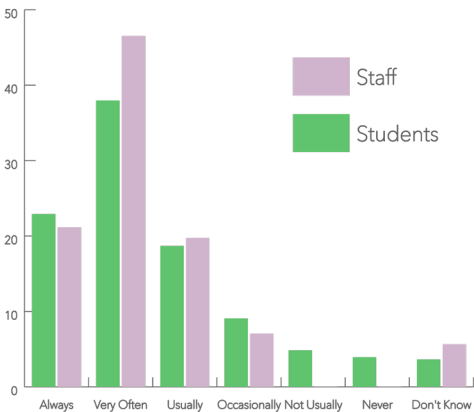
Q2: In each boy's life at the school, there is a circle of care and concern comprised of adults and trusted peers who guide him on his pathway to excellence.



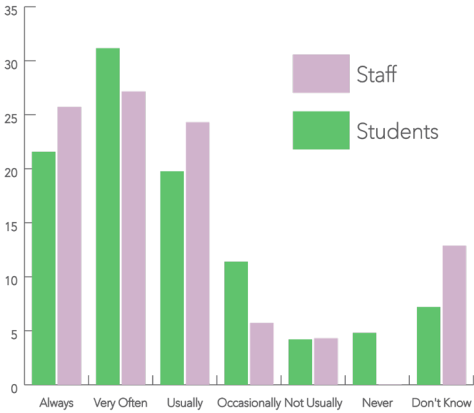
Q3: Teachers are attentive, attuned listeners to boys' explanations of their learning, helping them to integrate new perspectives and develop new skills.



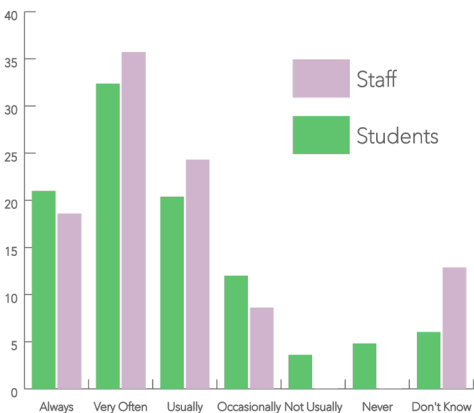
Q4: Teachers foster environments in which boys work well, show care for one another, and achieve goals for their learning.



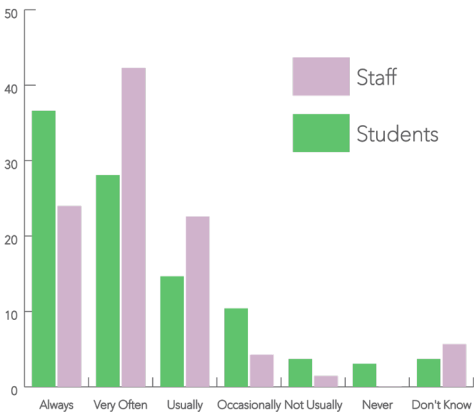
Q5: Teachers develop and share expertise about how to build productive relationships with boys and foster their learning.



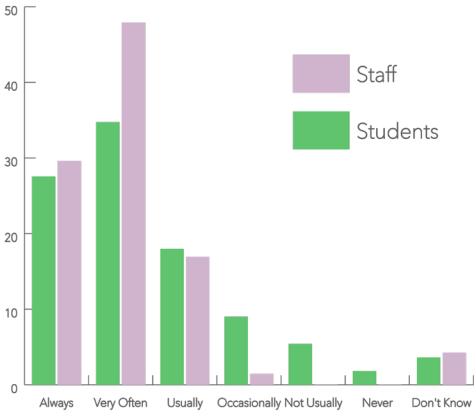
Q6: In this school we are constantly gathering evidence about the quality of relationships in the community, testing and reflecting on this evidence, and setting goals and actions plans that enhance the relational school.



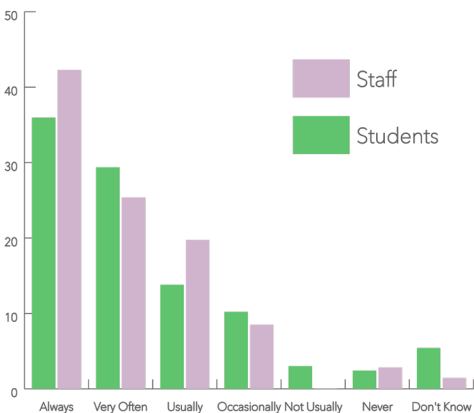
Q7: Expert craft and sensitive judgement in fostering each boy's sense of agency, voice and self-efficacy are at the heart of the teaching and learning relationship.



Q8: Each boy brings his unique gifts and character to contribute to the learning environment.

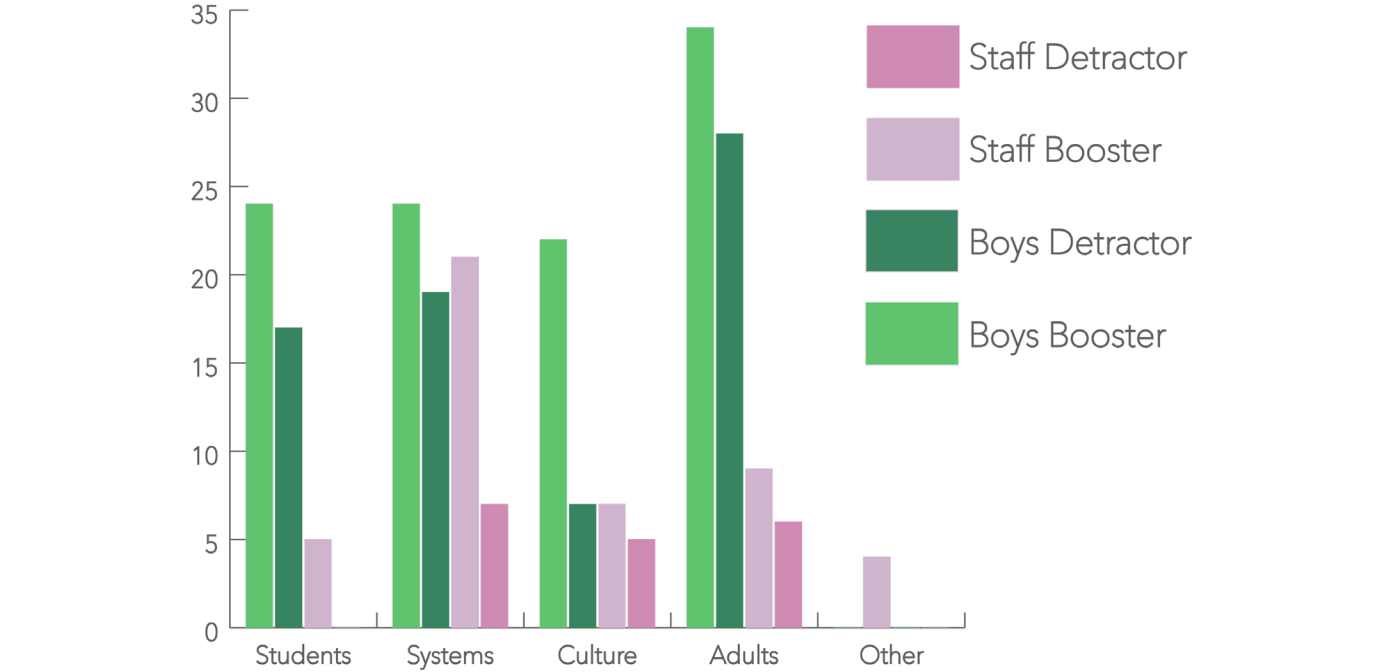


Q9: We pay attention to building and sustaining a high degree of trust between teacher and student.



Q10: As they mature in their mastery of knowledge and skills, older boys are expected to tutor, coach and help younger boys on their own journey to mastery.

Figure 2.13: Stakeholder Ratings for Character Apprenticeship



Student-Nominated Boosters			Staff-Nominated Boosters		
Students	24	23%	Students	5	12%
Systems	24	23%	Systems	21	50%
Culture	22	21%	Culture	7	17%
Adults	34	33%	Adults	9	21%
Other	0	0%	Other	0	0%
Student-Nominated Detractors			Staff-Nominated Detractors		
Students	17	23%	Students	0	0%
Systems	19	25%	Systems	7	39%
Culture	7	9%	Culture	5	28%
Adults	28	37%	Adults	6	33%
Other	4	5%	Other	0	0%

Figure 2.14: Stakeholder Written Responses for Character Apprenticeship

Analysis

Excellent Performance Always or very often as most frequent rating by students or staff; < 10% in student and/or staff critic category (occasionally, usually, never); < 5% disparity between total student and staff critics	N/A
Good Performance Always or very often as most frequent rating by students or staff; < 20% in student and/or staff critic category; 5-15% disparity between total student and staff critics	1. Mastery Through Character Learning: At this school, student activities across the curriculum are opportunities for learning towards mastery and expertise in character, competency and wellness.
	2. Supportive Personal Network: In each boy's life at the school, there is a circle of care and concern comprised of adults and trusted peers who guide him on his pathway to excellence.
	3. Teaching Through Listening: Teachers are attentive, attuned listeners to boys' explanations of their learning, helping them to integrate new perspectives and develop new skills.
	4. Positive Teaching Environment: Teachers foster environments in which boys work well, show care for one another, and achieve goals for their learning.
Area for Attention Usually as most frequent rating by students or staff; < 30% in student and/or staff critic category; 15-25% disparity between staff and student critics	9. Student-Teacher Trust: We pay attention to building and sustaining a high degree of trust between teacher and student.
	5. Teacher Relational Expertise: Teachers develop and share expertise about how to build productive relationships with boys and foster their learning.
	6. Relational School Evaluation: In this school we are constantly gathering evidence about the quality of relationships in the community, testing and reflecting on this evidence, and setting goals and actions plans that enhance the relational school.
	7. Foster Student Voice: Expert craft and sensitive judgement in fostering each boy's sense of agency, voice and self-efficacy are at the heart of the teaching and learning relationship.
Area for Concern Critic rating as most frequent rating; > 30% in student and/or staff critic category; > 25% disparity between total staff and student critics	8. Unique Student Contribution: Each boy brings his unique gifts and character to contribute to the learning environment.
	10. Cross-Age Student Apprenticeship: As they mature in their mastery of knowledge and skills, older boys are expected to tutor, coach and help younger boys on their own journey to mastery.
	N/A

Figure 2.15: Performance Analysis for Character Apprenticeship

This is a category with some strength in high-performance culture in schools. Staff were more critical in this category than in others, and the disparity between staff and students did not exceed 15% in any area, with most being much closer. This indicates that both students and staff are better calibrated with their understanding and judgment of character apprenticeship

There were 5 question areas where the incidence of high-performance culture was evident:

- Mastery Through Character Learning
- Supportive Personal Network
- Teaching Through Listening
- Positive Teaching Environment
- Student-Teacher Trust

There is evidence of a need for greater focus across schools in 5 of 10 areas:

- Teacher Relational Expertise
- Relational School Evaluation
- Foster Student Voice

- Unique Student Contribution
- Cross-Age Student Apprenticeship

All of the most frequent ratings were in the Always or Very Often ranges for all responses by students and staff. Students were significantly more critical than teachers with Supportive Personal Network and Student-Teacher Trust. Students tend to be balanced in their apportionment of booster and detractor agency in this category. Culture and systems were recognised as influential by both stakeholder groups. Staff and students both acknowledge the influence of adults in this space; staff tend to point to systems most significantly.

Recommendations Towards High-Performance

Schools have developed an existing body of work in character apprenticeship (which is the most significant pedagogy of character learning). Schools can aim for greater consistency in fostering the elements that create the optimal conditions for designed and purposeful relationships to thrive in an emotionally adept and high trust environment.

Measuring Character Apprenticeship

Key Question: *Are all boys supported by learning relationships that encourage them to set challenging goals, to build adaptive expertise, and to work well on the pathway to excellence?*

1. **Mastery Through Character Learning:** At this school, student activities across the curriculum are opportunities for learning towards mastery and expertise in character, competency and wellness.
2. **Supportive Personal Network:** In the lives of all students at the school, there is a circle of care and concern comprising adults and trusted peers who guide them on their pathways to excellence.
3. **Teaching Through Listening:** Teachers are attentive, attuned listeners to all students' explanations of their learning, helping them to integrate new perspectives and develop new skills.
4. **Positive Teaching Environment:** Teachers

- foster environments in which all students work well, show care for one another, and achieve goals for their learning.
5. **Teacher Relational Expertise:** Teachers develop and share expertise about how to build productive relationships with boys and foster their learning.
 6. **Relational School Evaluation:** In this school we are constantly gathering evidence about the quality of relationships in the community, testing and reflecting on this evidence, and setting goals and actions plans that enhance the relational school.
 7. **Foster Student Voice:** Expert craft and sensitive judgement in fostering all students' sense of voice, agency, and advocacy are at the heart of the teaching and learning relationship.
 8. **Unique Student Contribution:** All students bring their unique gifts and character to contribute to the learning environment.
 9. **Student-Teacher Trust:** We pay attention to building and sustaining a high degree of trust between teacher and student.
 10. **Cross-Age Student Apprenticeship:** As they mature in their mastery of knowledge and skills, older students are expected to tutor, coach and help younger students on their own journey to mastery, self-efficacy and adaptive expertise.

The Voices of Students & Staff

Are all students supported by learning relationships that encourage them to set challenging goals, to build adaptive expertise, and to work well on the pathway to excellence?

	Students	Staff
Students	<p><i>"There is a strong sense to great good men who contribute to society once they leave."</i></p> <p><i>"In the school there is not much of a connection between year groups. as you progress through the school you will stay with your set class and maybe your year level but there is not much interaction between other years."</i></p>	<p><i>"The older boys look out for the younger students and build good relationships within tutor groups."</i></p>
Systems	<p><i>"The school is very focused on building relationships between each student."</i></p> <p><i>"There isn't currently a system set up where older boys can tutor younger boys, leaving a bit of a divide between the older and younger years."</i></p>	<p><i>"The pastoral system at the school is designed to help failing relationships, by encouraging dialogue and empathy between the parties involved."</i></p> <p><i>"More clarity about the rights of passage and the importance of the Maori rights of passages are needed to be clearly articulated to the staff, students and community."</i></p>
Culture	<p><i>"At this school, student activities across the curriculum are opportunities for learning towards mastery and expertise in character, competency and wellness."</i></p> <p><i>"Often boys with hidden talents are unknown to the teaching staff or students. This is likely due to the favouring of 'mainstream talents' such as large sports with a great following and support system, or subjects which are more popular than others."</i></p>	<p><i>"One of the strengths at our school is the relationship that is fostered between student and teacher."</i></p> <p><i>"The Staffroom isn't the most supportive environment for everyone."</i></p>
Adults	<p><i>"Teachers develop and share expertise about how to build productive relationships with boys and foster their learning."</i></p> <p><i>"There sometimes isn't great relationship that build trust between students and teachers."</i></p>	<p><i>"We encourage our students to communicate with us. They set goals at the start of the year, and we have tutor groups where you can have fun with them as well as notice and talk about any problems they may be having."</i></p> <p><i>"The reluctance of some staff members to be team players and do their job as well as their peers."</i></p>

Figure 2.16: The Voices of Students & Staff for Character Apprenticeship

2. Conclusions

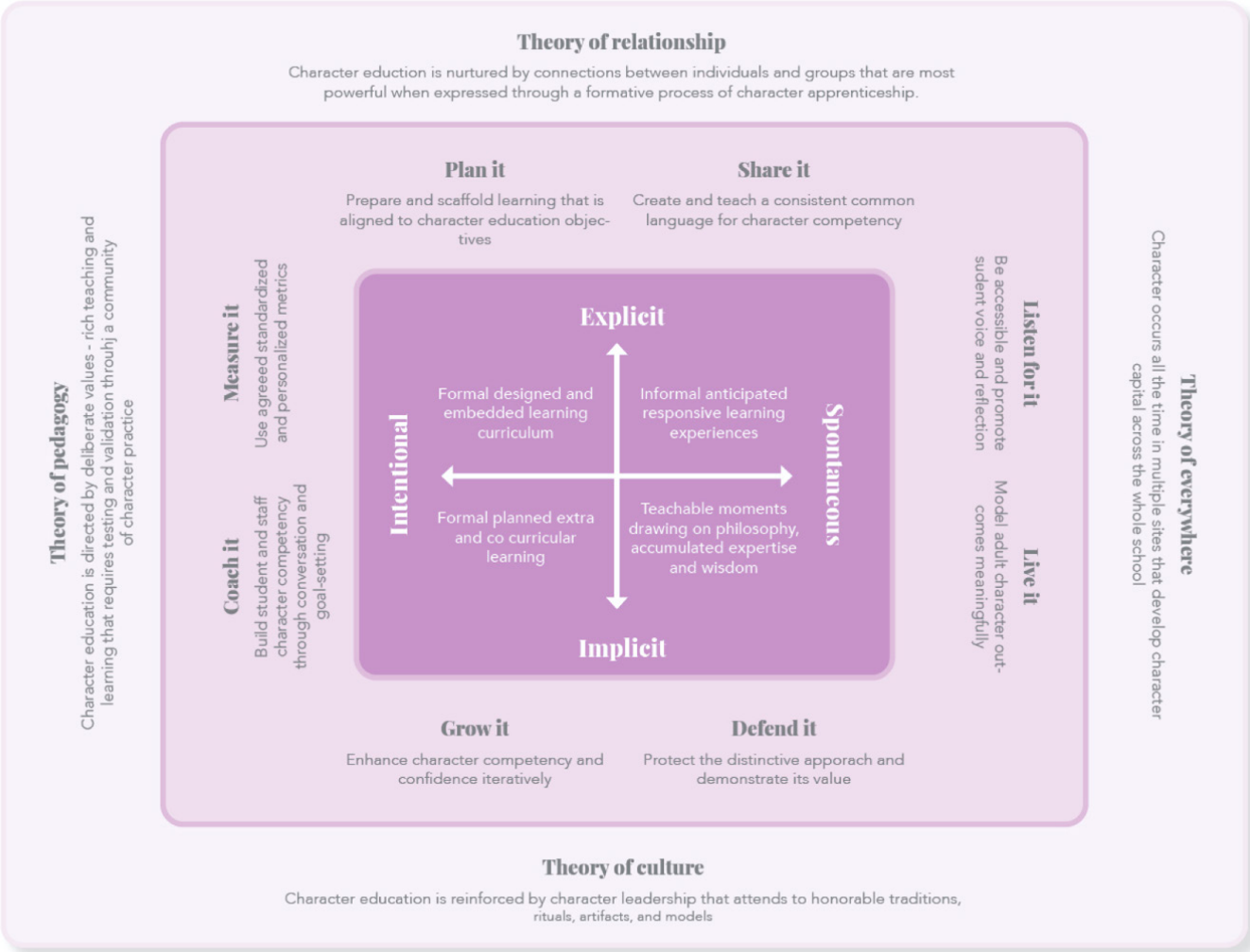


Figure 2.17: The Whole of Learning - The a School for tomorrow. Model of Character Education

In our report to the International Boys' Schools Coalition on Character Education in Schools for Boys (IBSC 2018), we identified how this values and value proposition of character plays out across the whole of learning in a school. We noted that:

Character is the whole work of a school. How we think about our character practice and connect this to the context, design, and experiences of

character learning across all aspects of a school helps us to locate and assess our work through a coherent model of character education. This model describes how learning occurs within a community of inquiry and practice that is dedicated to the attainment of a clear set of desired graduate outcomes based on civic, performance, and moral character and related competencies.

We proposed a model (seen in Figure 2.17) that sees a set of explicit and implicit, planned and spontaneous pedagogies that govern the experiences of character learning, housed within a set of eight design principles and formed within four contextual theories:

- **Theory of relationships:** Character education is nurtured by connections between individuals and groups that are most powerful when formed through a formative process of character apprenticeship.
- **Theory of pedagogy:** Character education is directed by deliberate values-rich teaching and learning that requires testing and validation through a community of inquiry and practice.
- **Theory of everywhere:** Character education occurs all the time in multiple sites that develop character capital across the whole school.
- **Theory of culture:** Character education is reinforced by character leadership that attends to honourable traditions, rituals, artefacts and models.

It is the Theory of Culture that acts as the social glue that holds the other theories together and indeed binds all of the components of any model for character education. Within this, what we are increasingly learning is that schools need to aim for a fair balance of the voice, agency and advocacy of students, staff and other stakeholders in future-fit schools, especially if we want them to be sites for the transformation of individuals as opposed to transaction of content.



Figure 2.18: The secret sauce of high-performance culture in schools

This becomes particularly important when we consider the way in which high-performance culture is established and maintained through the "secret sauce" how we equip, empower and enable students with this voice, agency and advocacy (see Figure 2.18).

The aim of the research initiative of 2020-2021 was to create, test, refine and validate a professional instrument called The Character, Climate and Culture of High Performing Schools for Boys: A Tool for Evaluation and Reflection. The instrument was designed to provide educators of boys with a means by which to gather evidence about and to reflect on the character, culture and climate of the school as an important performance indicator.

In the data gathered from New Zealand boys' schools across 2020-2021 using the draft tool, all four categories of character, climate and culture that were investigated (educational purpose, shared language, community focus and character apprenticeship) reveal consistent reportage by student and staff stakeholders of positive character, climate and culture and the secret sauce that holds this together across the board.

- Performance in Community Focus is very strong.
- Performance in Educational Purpose is strong
- Performance in Shared Language and Character Apprenticeship is solid with room for improvement.

Staff tend to be very positive on the whole, while students are significantly not quite as uniformly positive. While in almost every area of the forty investigated, students and staff alike gave Always or Very Often as their most frequent rating, and no area showed evidence of poor culture, there was a significant disparity - students were able to see and identify parts of culture that teachers either did not see or did not want to see. The majority of students were very supportive of their school's culture - it's the experience around the margins for individuals, especially where more than 1 in 5 students were routinely reporting concerns. In addition, when seeking to analyse the nature of school culture, staff tend to overlook student voice and agency. There is very strong evidence of teacher care for students, but we wonder if that might be matched in the future by an approach which is less teacher-directed and more personalised to the learning and needs of all students, particularly in the light of those future-fit competencies and Graduate Outcomes mentioned elsewhere in this edition.

Participating schools included:



Auckland Grammar School



Christ's College



Gisborne Boys' High School



Hamilton Boys' High School



Hutt International Boys' School



King's High School



King's School



Medbury School



Otago Boys' High School



Palmerston Boys' High School



Sacred Heart College



Southland Boys' High School



St Thomas of Canterbury College



Te Aute College



Timaru Boys' High School




Waitaki Boys' High School



Westlake Boys' High School

The researchers wish to acknowledge in particular the support of David Ferguson (Headmaster of Westlake Boys' High School and President of ABSNZ), the Executive of ABSNZ, the Headmasters and Principals of member schools, and all of our colleagues in boys' schools in New Zealand whose support, advocacy, and encouragement of this project did so much to make it possible. In addition, we wish to convey our appreciation for the many Kiwi students and teachers who participated and gave so freely of their thoughts and experiences to bring the world of excellence in education in schools for boys to life.

We continue to see evidence of much good learning and teaching that is being done currently in schools for boys in New Zealand; the possibilities for the development of a significant community of practice in these schools continue to excite and challenge us. We encourage the continuation of evidence-based evaluation processes to enable these communities of inquiry and practice to stay sharp in their focus on continuously improving their preparation of students to thrive in their world and the achievement of a wide range of graduate outcomes that might indicate this.



*I think that there's so much about one
having your own self-awareness about
your own story, and who you are, and how
you show up in the world.*

Aiko Bethea
Leadership Coach, Author, Social Advocate, & Attorney

rapid fire

A bite-size interview with Joanne McEachen

Joanne McEachen is the Founder / CEO of The Learner First and Founder of the Kia Kotahi Aka Trust. Her distinguished record of service to the global education community is grounded in a deep awareness of people and place and planet. Her groundbreaking work in the contributive curriculum has been recognised in numerous global awards including Edmund Hillary Fellowship and Salzburg Global Seminar Fellowships. She is a source of inspiration for learners and educators around the world, and is a good friend of the team at a School for tomorrow.

What does character mean to you?

Character encompasses the traits and dispositions that help us do “right” by ourselves and those around us. We’re all guided by an innate sense of what actions and decisions will improve people’s lives, and also of what actions or behaviors leave people worse off. Character refers to the ability to tap into and follow that sense of responsibility we feel for lifting up, not lowering, the people around us, and for staying committed to connection and kindness. If I think about character through my indigenous lens, that innate sense of character has been passed down through to me from my ancestors.

Why should we teach for character?

Teaching strictly for traditional academic knowledge ignores so much of what’s important and what we actually value, like students’ identities, where we come from and their personal goals. It’s harmful to students’ well-being, and it’s also potentially dangerous. When we pack students’ heads full of content and knowledge but don’t focus on outcomes like character or connection, then how can we expect they’ll use their knowledge for “good”? It’s not what they learn, but how they use it that matters. We want students to “add” to the world, not subtract. School should help them learn how to add to humanity and the planet in their way.

How should we teach for character?

We can teach for character through Contributive Learning—designing curricular learning that simultaneously develops academic knowledge alongside self-understanding, connection, competency, character, all of the outcomes that help us contribute and feel a true sense of meaning and fulfillment. For teachers who want to start teaching for character, the starting point is simple: have a chat with a student.

Get to know them, ask about their interests and goals, discover who they are—and then use what they tell you. Make a small change or a tiny enhancement so their learning connects to them, anything that will make their experience of learning more welcoming, engaging, and personally relevant.

How should we lead for character?

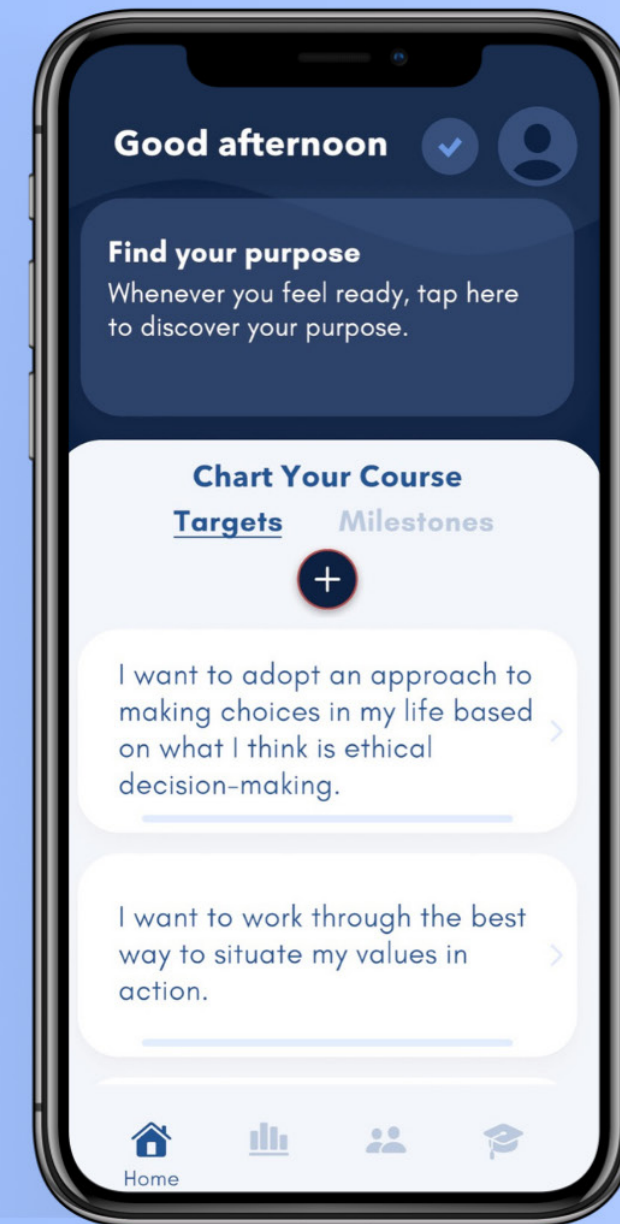
Leaders looking to create a more positive, healthier learning environment for their communities can start by doing everything in their power to prove that they care about much more than academic achievement alone. It starts with leaders’ own behaviors and decisions, not simply saying that character is valued but showing it by providing the support teachers need. Teachers want to teach for character, and they need to feel supported. As leaders, connect with your staff, engage in conversation, and help to develop the cultural conditions that enable a school to put well-being first. Then make the important measurable, not the measurable important.

Is there a memorable moment from your own character learning in the past 12 months?

With my mother’s recent passing, I’ve spent a lot of time thinking about her personal character, her influence on my life and my ancestors. She and they contributed so much to so many people and provided such a loving and supportive environment for helping me discover who I am and what I value. She and they reminded me and still remind me every day about what matters most. People matter most—who they are, and our connections with ourselves, our families, and our planet. We’re on the earth to make people’s lives better, not worse. It takes a special kind of character, like my mum’s, to meet the challenge.

Thank you, Joanne!

a
School
for
tomorrow.



voyage
life's an adventure...

COMING SOON



character education

In the third article, we report on the latest developments from our global research program in learning, teaching, and leading for character

words by Dr Philip SA Cummins

It seems almost unnecessary at the time of writing (November 2021) to state for the record that the conditions for schooling over the past two calendar years have tested the resilience of educators around the globe. As we have noted elsewhere, the response of the teaching profession to the requirement to alter practice according to new circumstances without the time and resources usually associated with significant changes in education has been an object lesson for many in education and beyond. A profession generally noted for coyness towards anything other than iterative change has been compelled to address step change and has demonstrated that the alignment of willpower and openness to experimentation has seen (at the very least) the maintenance of the fundamentals and (at their best) new learning about character education.

Character education can be defined in a broad sense, and refers to the incorporation of core values or virtues, and the related development of personal traits or strengths that promote well-being, purpose and success. Character education includes what happens across a school – in the curriculum, co-curricular activities, pastoral care, leadership, relationships and school culture more generally.

To build on the findings of the Character Education in Schools for Boys Project conducted by CIRCLE – The Centre for Innovation, Research, Creativity and Leadership in Education for the IBSC across 2016-2018 in future-fit character, competency and wellness, a School for tomorrow and its research institute CIRCLE created a research and consulting hub in character education comprising a group of contributing partner schools and other educational

organisations. The purpose of this hub has been to conduct further research in two specific areas: materials and tools to assist with the development and measurement of character; resources for family education in this context.

We report out at the end of 2021 on developments in theory and models of practice, frameworks for competency development and character education, and tools for measurement that have been tested by partner schools in:

- **Measuring the development of student character**
- **Assessing the whole of learning**
- **Leading through global standards for character education**

We are mindful that in seeking to model, scaffold, and coach in the manner of character apprenticeship (the primary pedagogy for character education), we end up inevitably proposing what might at first look like ‘one-size-fits-all’ descriptions and solutions for character. Schools rarely want such solutions or succeed in a quest to implement off-the-shelf character education solutions. The task of describing the character one might need to thrive in our world is one which our earlier research work has suggested should properly be generated from within the core of the ethos of a community. The a School for tomorrow. Framework and Graduate Outcomes have been generated less as a means of providing schools with ready-made answers to the questions of what it is that they want their graduates to become, and more as a prompt for conversation within a community about what matters to them, the needs for future and the related pathways and destinations for their students.

1. Measuring The Development of Student Character



We begin this article with what we have learned most recently about how we might measure and assess student achievement in terms of growth, progress, and success in the development of student character.

Character is how our students live their lives; it's how they apply their adaptive expertise and self-efficacy to claim and honour their purpose in everything they do to thrive in their world. Students build and measure character in at least three different ways: integrated, vertical growth of civic, performance and moral character elements that cannot be easily separated from each other; horizontal progress along a scope and sequence of learning that responds to the developmental phases of their lives; and achievement of success relative to social expectations defined by Graduate Outcomes.

Let's begin by looking at how we might measure the vertical growth of civic, performance, and moral character. There is a complicated relationship between all three of these elements. We have learned from our research that any behaviour that places values into action combines elements of all three of civic, moral, and performance character at the same time. We seek to belong, achieve our potential and do good and right at the same time. There is also a sequence to the pattern of their development that suggests a causal relationship between civic, performance, and moral character. The more you feel as though you belong, the more you are likely to fulfil your potential. If you feel as though you belong and are fulfilling your potential, then you are more likely to be doing good and right in your world.

Yet the ways we measure personal growth in the three co-existing elements are different, not the least because agency is different for each and the

way we make judgments about each is different. So, let's consider this difference in measurement of personal growth in each of civic, performance, and moral character.

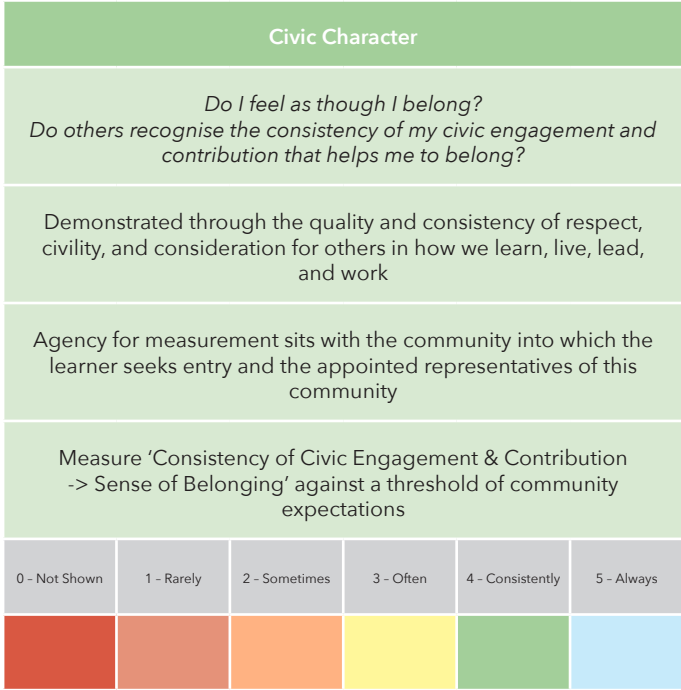


Figure 3.1: Measuring Student Civic Character

Assessing personal growth in student civic character (see Figure 3.1) means measuring students' civic engagement, activity and contribution in developing a sense of belonging. Learners can't force their way into belonging; they need to be accepted into relationships with others. Agency for the measurement of civic character, therefore, sits with the community into which the learner seeks entry and the appointed representatives of this community. Learners can show their belonging by the quality and consistency of respect, civility, and consideration for others. These behaviours are best measured against a threshold test that asks two important

questions: "Do I have a sense of belonging?" and "Do others recognise my civic engagement and contribution that is helping me to belong?"

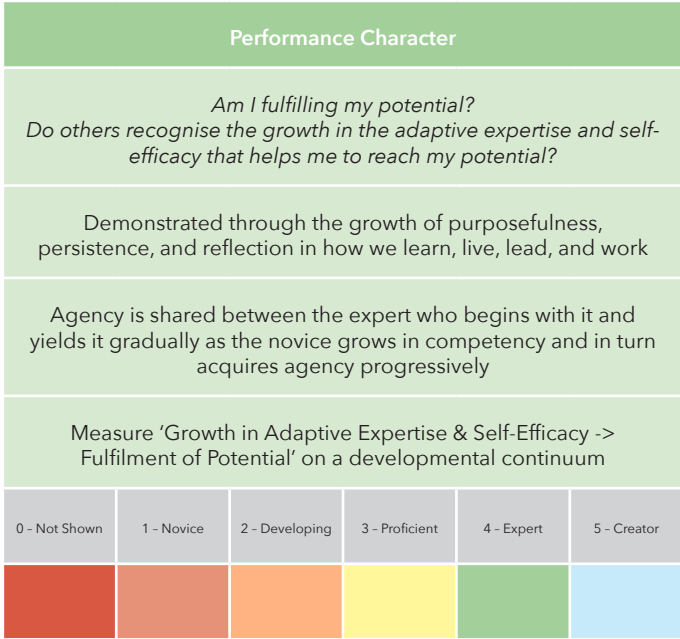


Figure 3.2: Measuring Student Performance Character

Assessing personal growth in student performance character (see Figure 3.2) is about determining how their growth in adaptive expertise and self-efficacy is helping them to reach their potential. Students can exhibit this by improving their capacity to learn, live, lead, and work with greater purpose, persistence, and reflection. Agency for the measurement of performance character is shared between the expert who exercises judgment to begin with but yields authority gradually as the novice grows in competency and, in turn, acquires agency progressively. The novice, in turn, then passes on both expertise and agency to others in the same way, honouring the reciprocity of the social contract of education. Novices and experts can measure their progress and their rate of improvement along a developmental continuum from novice to expert, then creator. They can use two key questions to help them to do this: "Am I living up to my full potential?" and "Do others notice the increase in adaptive expertise and self-efficacy that is helping me to fulfil my potential?"

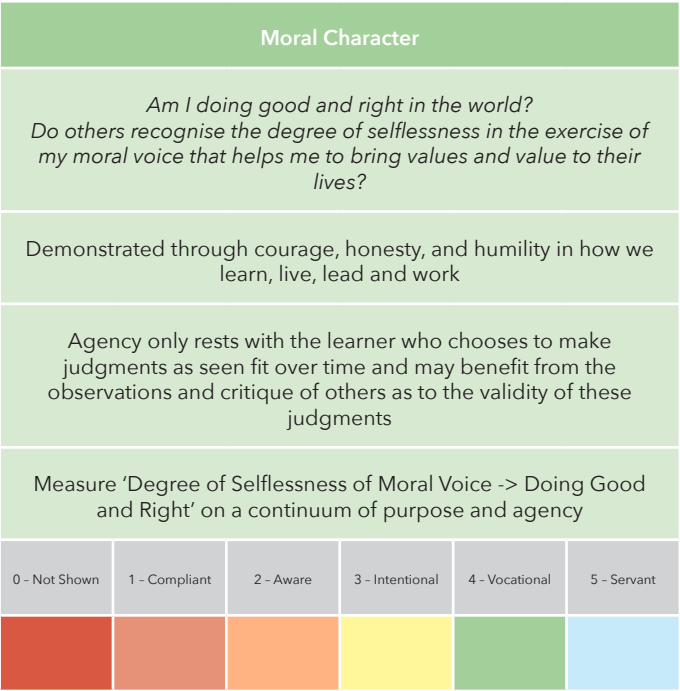


Figure 3.3: Measuring Student Moral Character

Assessing personal growth in student moral character (see Figure 3.3) is about measuring the degree of the selflessness of our students' voice, agency, and advocacy. They will demonstrate this through the courage, honesty, and humility they show in how they learn, live, lead, and work. Agency for the measurement of moral character properly rests with learners who exercise choice to make judgments about themselves and their actions over time. Nonetheless, learners can and will benefit from the observations and critique of others as to the validity of these judgments. They can measure their selflessness on a developmental scale from compliance to vocation to servanthood. They can use two questions to help them to do this: "Am I doing good and right in the world?" and "Do others recognise the degree of selflessness that is helping me to bring values and value to them and their lives?"

Learners do not have to measure everything about the personal growth in their civic, performance, and moral elements of their character, neither at one time or continually on the learner journey. This is because there is a natural and normal developmental process that learners will follow that should define the scope and sequence of the focus for assessment according to stages of

learning. These stages of learning are explored elsewhere in this edition of the Monday Quarterly both in terms of the reflective inquiry of The Pathway to Excellence and the developmentally-appropriate Journey from Me to You to Us.

Similarly, as students’ personal journeys of exploration, encounter, and discovery continue, they will also grow in each of the competencies to learn, live, lead, and work. A competency is the capacity to reveal growth, progress, and success in the development of character by demonstrating adaptive expertise and self-efficacy and applying these in a social setting. When a competency is mastered by learners, the knowledge, skills, dispositions, and habits that are cultivated during the social and educational processes they have experienced are reflected in the congruence of their values, qualities, actions, and outcomes. We will also explore the measurement of these competencies per se elsewhere in this report.

In addition, we have already noted in a previous edition of the Monday Quarterly that students will need to ground their growth in character and competency on a foundation of their wellness. How successfully learners develop and how well they believe they are learning both have a significant impact on how they conduct their lives and who they become. They (and we) must prioritise their health in all they do: they will not be able to thrive, succeed, attain their goals or care for others properly unless they are in good health. Therefore at a School for tomorrow., we believe that realising and replicating the character of belonging, performance, and doing what is good and right through the competencies of learning, living, leading, and working are inextricably linked to the robustness and resilience of learner wellness. They (and we) need to track their wellness in three ways. Firstly, we must assess their state of health including their physical, psychological, intellectual, emotional, and spiritual wellness. Secondly, we need to acknowledge their satisfaction with the life they are leading. Finally, we need to assess the strength of their purpose and connectedness. There is much more to be said as to how best to conduct this type of measurement, but in this context, we will focus on the measurement of character.

Let’s return to the measurement of character to consider the measurement of progress.

While it’s natural for students (and us) to measure their own personal growth and compare how they are doing relative to their own standards or personal bests, it’s also important for them to gain a sense of who they are and who they are becoming as individuals by measuring themselves against themselves using a developmental model with external benchmarks. They can measure the cumulative and collective measure of the progress of their character development using a developmental model. This can allow them to judge themselves by what they do with their character and therefore its impact on the world more effectively than simply scoring how often they behave in a particular way or how often they can see certain patterns within their behaviours.

How might we apply a model of measurement to assess this horizontal progress in the application of civic, performance, and moral character in a social context over time?

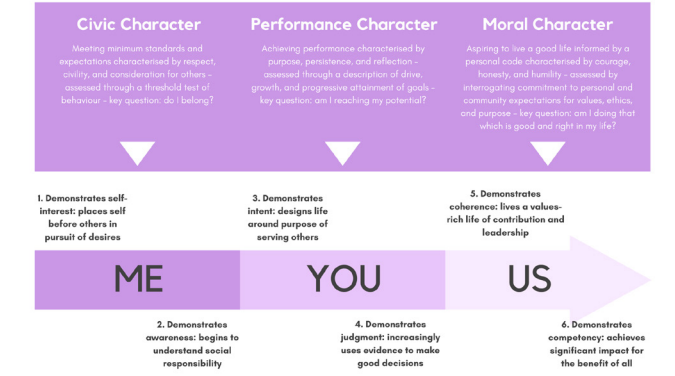


Figure 3.4: Measuring Character Development: From Me to You to Us

We have discovered that the measurement of progress in development of civic character can begin by using a threshold test. If students reach an acceptable standard, then they are deemed to belong. This might suggest that if they do something often enough then they might ‘join the club’, as it were. The challenge with this is that this is what applies easily to the lesser rules – if you wear the right uniform and wear it correctly, then you’re in, so to speak. For these types of rules, we would probably veer towards defining each

strength and then using a frequency scale that measures consistency of demonstration of those strengths. What happens, though, when a student breaks a big rule? What happens if, for example, the student visits significant violence on another person? Frequency of occurrence most likely will not govern the judgment of consequence under these circumstances, as if a student breaks a big enough rule then the civic code will clearly have been broken and the privileges or even membership of the group will be withdrawn, either temporarily or permanently. Thus, within civic character, we have a balance to take into account between the prevailing conditions and the measurement of compliance and transgression that apply to high-stakes rules and those rules that are deemed to be of less import. Civic character begins with meeting rules that can be easily measured through a threshold test. As this compliance subsequently becomes practice centred around a deeper and richer agency in, and responsibility for, community life and obligations.

We believe that we can exercise the measurement of progress in performance character against progressive attainment of competency standards and calibrate these against the setting and attaining of goals for performance. We can describe what these strengths of purpose, persistence, and reflection look like when they are exercised in both an individual and collaborative sense. In particular, in both the popular and academic literature, there is an abundance of reference to concepts such as grit, resilience, and drive that can sit easily within the notion of performance character (and elsewhere). We also believe that it is possible to chart a linear progression for a combination of purpose, persistence, and reflection through a combination of disposition and the exercise of skill:

- 1. Demonstrates Self-Interest:** We live with no clear goal or direction and act responsively and in pursuit of attractions that appear in the moment with little regard for the consequences of our actions for a preferred future.
- 2. Demonstrates Awareness:** We acquire an interest in an area, cause, or mission and begin to reject those choices available to us

- which conflict with this sense of mission.
- 3. Demonstrates Intent:** We begin to define broad goals and strategies to achieve our mission then apply these to our daily lives.
 - 4. Demonstrates Judgment:** We begin to gather evidence to test how successful we are with our goals and make judgments about how well we are working towards our mission and what we might need to do to make the achievement of our mission more likely.
 - 5. Demonstrates Coherence:** We successfully link our goals, activity, and achievement back to the cause we established for ourselves and use evidence with confidence to make fundamental decisions about whether we should continue or make changes to our course of action when necessary.
 - 6. Demonstrates Competence:** We consciously and consistently align our lives to our mission and use a deep understanding of the evidence available to us about what we are doing to shape the deployment of our actions, energy and resources to the fulfilment of this mission.

When it comes to the measurement of progress in development in moral character, many of us are troubled by the idea of grading a person’s morality. Our colleagues, internationally, (and we think we are with them on this) resist strongly, by and large, awarding grades for moral character qualities such as integrity, courage, honesty and so on. Many would argue, for example, that you can’t get a ‘B minus’ for integrity – you either have it or you don’t. Instead, we have said that we want to be able to comment on the quality of students’ interrogation of these concepts in their lives. We want to be able to identify how successfully they are able to align their values, intentions, actions, and impact. In other words, not only are we interested in integrity as a strength of character, but we are also interested in the structural integrity of how what they do aligns with what they believe, and the consequences of this for themselves and others. If we pursued this approach, we might be able to assess the following combination of qualities of courage, honesty, and humility accordingly:

1. **Demonstrates Self-Interest:** We make choices in our lives that are situated in a sense of right and wrong that is informed by a strong sense of personal ambition and of what we believe is in our own interests.
2. **Demonstrates Awareness:** We show an appreciation of the need to forego self-gratification and personal convenience and to build a set of personal moral values that are informed by the courage to do what is right, the honesty to reflect on ourselves with candour, and the humility to understand our true situation in our world.
3. **Demonstrates Intent:** We state a commitment to living a life based on a set of principles strengthened by our desire to show courage, honesty, and humility and can relate an appropriate narrative of how well and how consistently we do this in the company of others and when no one else is present.
4. **Demonstrates Judgment:** We design and implement processes to help us to evaluate how successful we are in creating tangible links between what we say and what we do to ensure that we can make a valid assessment about whether or not we are doing the right thing in our lives.
5. **Demonstrates Coherence:** We demonstrate our desire to become better people, to augment our contribution to the wellbeing of others, and to amend some of the choices we have made through brave, honest, and self-effacing self-reflection, by taking on the constructive feedback and advice of others, and by providing such feedback to others when it is our turn to do so.
6. **Demonstrates Competence:** We routinely interrogate the alignment of our values, intentions, actions, and impact on ourselves and others, and we challenge ourselves and others to become people whose lives add to the sum of our collective humanity and the good of our world.

So, understanding how to measure vertical growth in character, competency and wellness is important. Yet, learners will gain a much greater understanding about who they are now and who they are becoming if they assess their capacity to advance on a horizontal life journey

of progress. They will need to do this in terms of both their capacity to achieve personal best and their capacity to meet a benchmark of success that defines what is needed to contribute to the requirements of the task or circumstances at hand.

Ideally, the gap between personal bests measuring growth and progress against external benchmarks will diminish until mastery is demonstrated. In time, as they grow in adaptive expertise and self-efficacy, the frequency with which they demonstrate mastery will increase. Yet, so too will the challenges of life and the goals they set themselves to meet and exceed both what their inner drive calls them to do, and the standards expected of them by others. They shouldn't expect life to become easier, but they can have faith that at least in some ways, they can grow in the mastery needed to meet many of these challenges over time and that, therefore, life will gradually (and sometimes quickly) get better.

They will make progress (on occasion) and achieve some success. Improvement is likely to be incremental and will rarely move in a straight line. They won't have to measure everything at once. For them to know that they've improved, they'll need to gather some evidence about where they started and where they've reached so they'll know where they have reached on their journey. In this way, they'll need to take the opportunity to measure and warrant their contributions in a way that allows them to demonstrate and claim their purpose as the most compelling reason for their story.

So, in addition to these two proposed methodologies for the vertical and horizontal measurement of growth and progress in character, students and their families will also want to track this journey from yesterday to today to tomorrow against benchmarks of success relative to the exercise of voice, agency, and advocacy of young people who are thriving in the world.

One significant method for measuring success in character development is to assess progress and success relative to the achievement of graduate outcomes and the qualifications that may flow from these.

What do we mean by graduate outcomes?

We have learned from our global research that communities of inquiry and practice all around the world need their students to:

- Have the integrity to lead meaningful lives as **good people**
- Have the ability to manage complexity with authenticity as **future builders**
- Grow and transform themselves as **continuous learners and unlearners**
- Provide sustainable direction to the world as **solution architects**
- Balance the local, the regional, and the global with perspective as **responsible citizens**
- Work well in relationship with others, to bring success and fulfilment for all of us as **team creators**

Let's look at each of these in turn, how they speak to the demonstration of civic, performance, and moral character simultaneously, and how they can be parsed through the four competencies to learn, live, lead, and work.



Good People

- **Learn:** Good people want to be people of good character, competency, and wellness. Inspired by meaningfulness, they seek to demonstrate the mark and measure of a person of integrity who can navigate our world with civic behaviours characterised by respect, civility and consideration for others; performance comprising purpose, persistence, and reflection; and a moral code informed by courage, honesty, and humility.
- **Live:** They are committed to becoming virtuous people who have a coherent set of values and beliefs that guide them to do the right thing and to live a good life – their

ethics. They use honesty, responsibility, and courage to show the character required to stand strong in the face of adversity and place the needs of others before self-interest. They do their best to align their values, dispositions, actions, and their consequences.

- **Lead:** They work towards improving their character. They recognise that building their character involves demonstrating integrity through aligning the values, dispositions, and actions that are associated with civic character, performance character, and moral character. This relies on the capacity to demonstrate quality and consistency in the fulfilment of obligations to others, reaching potential, and acting in accordance with fundamental beliefs about what is good and right to do.
- **Work:** They have a coherent set of values and beliefs that guide them to do the right thing. They are grounded in learning about character that helps them acquire knowledge of how individuals and communities construct their sense of identity, values, and ethics; skills in encouraging character in themselves and others; a disposition towards building the duty and self-discipline required for a purpose-driven and virtuous life; and the capacity to reflect on the integrity of their character competency.



Future Builders

- **Learn:** Future builders want to be leaders for the future. Inspired by authenticity, they have the reflectiveness, sensitivity and strength to manage complexity by honouring the legacy of yesterday, attending to the needs of today, and looking forward to what tomorrow will require of us.

- **Live:** They are willing to become dedicated leaders who translate vision into a shared story of progress and human endeavour. While many leaders, including some in our schools and educational systems, just concentrate on the operational demands of the present, future builders dream of tomorrow. They honour yesterday and attend to today while simultaneously getting up onto a balcony and seeing beyond the immediacy of the horizon to what living, learning, leading, and working tomorrow might be. They use patience, judgment, and insight to build the narrative that helps us to forge a path towards this preferred future and bring others on the journey. They justify what we need to do and how and why we should do this.
- **Lead:** They seek to communicate effectively. They understand that communication competency involves explaining the complexity that is at the heart of leadership for the future through constructing compelling narratives for continuity and change over yesterday, today, and tomorrow. This relies on the capacity to address different audiences and purposes with a clear and accurate expression that is well-informed, reliable, and persuasive.
- **Work:** They are grounded in learning about a narrative that helps them acquire knowledge of how to motivate, influence and direct the actions of others towards willingly achieving a shared goal; skills in communicating with others about the object and subject of their leadership mission; a disposition towards maintaining a focus, or this notion of holding the line on long term vision; and the capacity to reflect on how they use their communication competency to speak to complexity.



Continuous Learners & Unlearners

- **Learn:** Continuous learners and unlearners prepare for a lifetime of learning, including the unlearning and relearning that will be required along their pathway to excellence. They also inspire others to grow within the context of the volume, pace, and intensity of our times.
- **Live:** They seek to be equipped to become dynamic learners who are committed to continuous growth and improvement throughout their lives. They use the power of harnessing their curiosity, resourcefulness, and adaptability to help us to transform gracefully from who we are today towards becoming the people we need to be in the future. They encourage others to become better at continually developing their competencies.
- **Lead:** They embrace change in their lives. They are aware that a change readiness competency involves acquiring ongoing personal growth and transformation through the adoption of a process of adaptive expertise and self-efficacy. This relies on the capacity to take responsibility for learning from all situations with a willing, open and agile mind that can assemble and master a dynamic and volatile body of knowledge and that is informed by past practice, current experience, and the anticipation of future needs.
- **Work:** They are grounded in learning about transformation that helps them acquire knowledge of approaches to learning that build self-efficacy and adaptive expertise; skills in successful research, development, and the implementation of new ideas; a disposition towards action, movement and taking positive steps towards progress;

the capacity to reflect on the relationship between their change readiness competency and their continuous personal growth.



Solution Architects

- **Learn:** Solution architects aim to design and generate effective solutions to emerging problems and issues. Inspired by the intention of sustainability, they are equipped to provide direction supported by successful answers to the questions of a world that seeks clarity and certainty in circumstances that are rapidly evolving and multi-dimensional.
- **Live:** They are motivated to become committed coaches who think carefully to generate practical and workable answers to challenging questions. They use grit, perseverance, and attention to detail to give others the confidence to meet expectations by thinking through options, and constructing, testing, implementing, and evaluating solutions to familiar and unfamiliar problems. They show others a better way forward by charting a course toward a better normal and a shared understanding of excellence.
- **Lead:** They think through problems with confidence. They know that creative and critical thinking competency involves eliciting direction through asking significant questions and developing solutions that meet expectations. This relies on the capacity to use conventional and innovative processes of reflection for the analysis of alternative arguments, the evaluation of evidence, and the creation of content.
- **Work:** They are grounded in learning

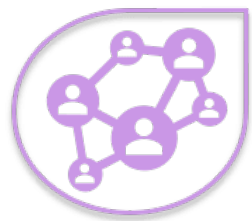
about expectation that helps them acquire knowledge of tangible models for achieving desirable process and product outcomes; skills in considering and evaluating a range of possible options; a disposition towards assessing the impact of solutions on the basis of both evidence and judgment; the capacity to reflect on the success of their critical and creative thinking competency in giving appropriate direction. Not every solution will be new, but all solutions will be crafted from an abiding curiosity about the world and an inclination to simply try new things. They never want to stand still and accept the status quo as the inevitable model or process of doing things.



Responsible Citizens

- **Learn:** Responsible Citizens are sincere contributors who are prepared to put the common interest and the needs of others before themselves. Inspired by service, they have a balanced perspective that is informed by their desire to create belonging, achieve potential, and do what is good and right in ways that bring both value and values to enterprises, including business, joint ventures, service entities, government, and not-for-profit organisations in local, regional, and global contexts.
- **Live:** They are dedicated to serving others. They use a positive approach, a sense of greater purpose, and a long-term vision to encourage us to drive our activity beyond our own immediate concerns to a shared intent. They give hope to others to discern and meet their responsibilities with assuredness.

- **Lead:** They contribute positively to their communities. They appreciate that citizenship competency involves balancing local, regional and global perspectives and intent through recognising, identifying with, and contributing to different communities. This relies on the capacity to appreciate the rights and responsibilities that flow from interconnected social, cultural, economic and environmental contexts.
- **Work:** They are grounded in learning about intent that helps them acquire knowledge of the needs of others and how best to meet them; skills in discerning pathways, systems and processes that grow others and nurture our environment on our journey towards a preferred future; a disposition towards promoting shared goals and culture over personal ambitions; the capacity to reflect on the balanced perspective of their citizenship competency.



Team Creators

- **Learn:** Team creators know how to build and work well within teams. Inspired by relationality, they have the ability to create human-centred, diverse collaboration meaningfully, compassionately, and productively in ways that bring out the best outcomes for all of us.
- **Live:** They are inspired to become honourable colleagues who recognise our common humanity and work to enhance it. They use respect, kindness, diversity, equity, inclusion and appreciation for individual enterprise and shared endeavour to give us the sense of team and generosity of spirit to conquer the sense of isolation and alienation that divides people and organisations. They

engage and work with others towards a common good through the strength of their empathy and competency to listen, a deep consciousness of the other, so to speak.

- **Lead:** They work well with people – all people – because they know representation matters. They realise that collaboration competency involves bringing a team of people together in a community of inquiry and practice through building coherent and relational systems and processes that respect all voices. This relies on the capacity to work effectively, responsibly, and respectfully for and within diverse teams towards the accomplishment of shared aspirations, goals, and learning.
- **Work:** They are grounded in learning about teams that help them acquire knowledge of how people live well in community with each other; skills that support positive interactions between individuals and groups within a community of inquiry and practice; a disposition towards achieving shared goals for wellness through processes that enhance collective connection and coherence; and the capacity to reflect on the relational quality of their collaboration competency.

What is key in thinking about how best to define and assess achievement of success against these Graduate Outcomes, therefore, is that there will be key points of graduation from one stage to another, at which holistic growth of all outcomes will be measured and reported. Learners can measure achievement through tracking the development of particular behaviours connected with each outcome and each competency at different times in the intervening spaces. In due course, the records of both formative and summative assessment against the stages of learning and the graduate outcomes can be entered as the stamps in an educational passport that learners can carry with them for a lifetime of study and qualification. They can provide an account of where a student has been and where they are going.

As a result, this educational passport and the thinking that lies behind it should be less about

erecting obstacles to the entrance for some, and more about recognising milestones on The Pathway to Excellence which are open to all. For us at a School for tomorrow., measurement and assessment of growth, progress, and success in character, competency, and wellness are not about limiting opportunities to a privileged or lucky few; it's about unlocking the possibility of a flourishing future with better outcomes for all learners, each of whom is home to a unique life. We need to do this in a way in which we can measure how the purpose and practice of leaders are deeply informed by growth, progress and success in self-awareness, relationship, service and vocation and their capacity to contribute to people and place and planet.

We are also concerned about the assembly of assessment tools such as those we have proposed into an over-arching standardised assessment regime. Wide research into such tools that have and are being developed elsewhere in the world suggests that they become decontextualised too easily. While some schools are able to use some of the collected data and analysis provided in a meaningful way in part, there seems to be limited systematic educational impact of such approaches. Some teachers find a way to help students grow and develop in character using off-the-shelf tools, but as is common with such approaches, the process is piecemeal in fashion. Additionally, the use of such tools for top-down "command and control" purposes associated with disciplinary systems and school marketing and promotions calls into question the reliability and validity of such measures. The research team also concluded that the use of student data for such purposes (and particularly when coupled with clandestine data-gathering referenced against external standards that are poorly understood and administered) provokes significant ethical concerns.

As such, we have developed the following design principles for assessing character and competency:

1. All courses, materials, and tools should be created to support narratives that are guided by a framework for an education for character, competency, and wellness.
2. The objective of an education for character,

competency, and wellness is to prepare students to thrive in their world, especially by encouraging the development of adaptive expertise and self-efficacy required to exercise voice, agency, and advocacy with success.

3. Assessment tools for character education are best deployed within pedagogical processes that are informed by principles that enhance student autonomy and self-determination.
4. Moral rights to data on character development collected within these educational processes properly sits with students and their families; the protocols associated with this suggest that students should have the capacity to exercise choice in both their own and others' participation in their process.

These principles have informed our approach to the development of the Voyage app and our first suite of character education courses for students, teachers and leaders, both of which are discussed elsewhere in this edition of the Monday Quarterly.

Game Changer Character Insight

“The world of work has changed. Kids need to be able to self regulate. They need to be experts in remote collaboration. They need to be able to think critically and solve complex problems that are connected to real world scenarios. They need to exhibit emotional intelligence. They need to be able to manage their time, and they have to be creative thinkers and doers.”

Eric Sheneringer
Global Educational Thought Leader

2. Assessing The Whole of Learning Through A Framework for Education



In this second section of this article on character education, we explore what our research has told us about the “Why?”, the “How?” and the “What?” of an education for character, competency, and wellness.

Let’s begin with the “Why?” We believe that a new social contract of education is emerging in our present context: today’s learning for tomorrow’s world. To enable this contract to take effect for all learners, we need a shared sense of purpose for the whole of learning that is connected to growing the character, competency, and wellness of students who are equipped, empowered, and enabled to thrive in their world.

From what we are seeing in schools all around the world, we are convinced that every community of inquiry and practice needs to be housed in an ecosystem that is human-centred, technologically enriched, and people and place and planet conscious, as well as being intentionally purposeful.

So, what does this mean for educational leaders and their practice? We need to be committed to meeting the challenges of preparing students to thrive in their world by building a future-fit learning community. A future-fit learning community steps forward and up together into a preferred future where: vision and vocabulary are shared; values and value propositions are agreed by the school community; the velocity, shape, and trajectory of change are designed and implemented to meet the needs of internal and external contexts. All learning journeys are formed within the context and culture of the school community. They are enhanced by a shared commitment to continuous learning and unlearning, a flexible online and offline approach to the design, development and delivery of learning and teaching that allows all to

access learning from their own location, in context and country. Continuous learning and unlearning in such a community does not prescribe particular pedagogies but shares a relational and purposeful pedagogical approach that has the potential to support personalised student-centred and student-led learning progress.

We can take these theoretical ambitions for a designed learning ecosystem and translate them into the practical realities of curriculum and pedagogy by taking the graduate outcomes of good people, future builders, continuous learners & unlearners, solution architects, responsible citizens and team creators, and making them the throughlines of a framework for education in a School for tomorrow.

This ecosystem also needs to be informed by an approach as to the “How?” of operations in such a future-fit learning community. We call this approach to the whole of learning, “The Way” (see Figure 3.5). This is a set of fundamental learnings about purpose and practice in character education that we have derived from our global research that can help us understand how we might learn, live, lead, and work in a future-fit school to build the learning, culture, leadership, and performance that honours the new social contract for education: today’s learning for tomorrow’s world.

This whole-of-learning way of embedding our educational purpose through our practice helps us all to design and deliver authentically personalised, aligned, and integrated educational programmes from pre-primary to tertiary level and beyond. The value proposition and content for this framework should be constructed using an evidence-based and research-driven educational DNA captured within by graduate outcomes that express a school’s understanding of how human

The Way

PURPOSE: Aspiration

We are called as educators to help others to strive for excellence and to develop their character, competency and wellness.

It starts with expectations. What makes an education excellent is the quality and consistency of the education for character, competency, and wellness that underpins it. In other words, when the character of an education is defined by, framed within, and aligned with a community’s aspirations for its graduates, then we begin to see what an education can really do. It’s more than just a series of learning activities pursued for their own sake. Our research seems to show that the fundamental purpose of an excellent education should be the development of the whole character of the learner.

PRACTICE: Achievement

A good school focuses on getting the fundamentals of the education of the whole person right – a great school assembles the ingredients of high-performance learning culture in delivering this education to achieve its Graduate Outcomes.

Our research has identified a ‘secret sauce’ with which great schools equip, empower, and enable their learners. These ingredients begin with aspiration, a sense of kinship, and pathways to success. Great schools blend these ingredients according to taste and apply this sauce liberally throughout all of their strategy and operations to inspire, challenge, and support learners to grow in the character, competency, and wellness they need to achieve their Graduate Outcomes and thrive in their world. This high-performance culture fosters the sense of belonging to and engagement in school, the fulfilment of potential through the pursuit of excellence by young people with adaptive expertise and self-efficacy, and the doing of what is good and right according to the ethos of the school community. As a consequence, it keeps learners in their groove through their practice and holds them to their educational purpose.

LEARN

PURPOSE: Teacher Agency

We teach who we are and what we believe is important.

Teachers are the most important agents for supporting the character development of their students. What teachers think and feel about character and its relationship to their educational purpose both shapes and directs the development, attainment, and measurement of civic, performance, and moral character, the expression of these in their related qualities and competencies, and the demonstration of their attainment in a set of desired Graduate Outcomes in a school.

PRACTICE: Character Apprenticeship

Character development relies on designed learning relationships.

The impact of character learning in a school is largely the product of both specific and broader learning relationships that are designed to promote growth in character, competencies and wellness. Character apprenticeships are the primary pedagogy of a school. We see character apprenticeship as a progression from articulation to reflection to exploration as a novice, then from modelling to coaching to scaffolding as an expert. Through these specifically designed relationships, learners begin as novices, acquire adaptive expertise and self-efficacy from their chosen mentors, teachers, and coaches, grow in voice, agency, and advocacy over time, and eventually take on their own novices to pass on what they have learned in turn. All learners should also be brought together and equipped, empowered and enabled by a community of inquiry and practice whose work should be sharply focused on improving the attainment of a school’s Graduate Outcomes.

LIVE

WORK

PURPOSE: Rationale

Character is why we do ‘school’.

We move next to think through the purpose of what we do at school in helping students to form the character they need to flourish in their world. The development of whole young people of character begins with how they wrestle with their own sense of who they should be (realisation) and what people expect of them (replication). As they do this, they begin to work out how they might belong more fully to their communities, fulfil their possibility, and live with the integrity of a set of beliefs about what is good and right is the most fundamental reason for any school to exist. We believe that this process of wrestling with and developing character is at the heart of the purpose of any school.

PRACTICE: Shared Model

Character is the whole work of a school.

As a community of inquiry and practice, we need to build a shared understanding of our character work individually and collectively. How we think about the reason for our practice in building student character and connect this to the context, design, and experiences of character learning across all aspects of a school can help us to locate and assess our work through a coherent and collaborative model of character education. This model, when shared among the members of the community, can be used to describe why, how and what learning occurs within our community of inquiry and practice towards the attainment of a set of agreed and desired Graduate Outcomes.

LEAD

PURPOSE: Strategy

An education for character, competency, and wellness works best when it’s deliberate, targeted, and intentional.

The quality and consistency of the attainment of a school’s Graduate Outcomes by its learners are a reflection of a school’s willingness to embrace the need for strategic educational development that embeds character, competency, and wellness into every facet of school life in a deliberate, targeted, and intentional way. This requires the adoption of a strategic approach to building the right learning culture. It also requires the collaborative development of a conceptual and documentary framework for education that will help a school move beyond being just intentional to becoming a school for tomorrow in every respect.

PRACTICE: Character Leadership

School leaders know the way, go the way, and show the way forward.

School leaders build character capital in a learning community through their character labour, especially through their own role modelling and demonstrating positive leadership in action in accordance with The Way to develop the character, competency, and wellness of their students, teachers, and school teams. Their educational efficacy results from their will and their capacity to embed a shared commitment to “what we want, why we want it, and how we do it” in articulating, reflecting, and exploring the embedding of shared purpose in practice. To this end, the leaders of our educational institutions need to be Game Changers who make real change in the culture, systems, and structures of their learning communities to realise an education for character, competency, and wellness.

Figure 3.5: The Way

beings grow and develop through and with purpose. It's all about establishing a consistent culture by making "how we do things here" explicit and demonstrable in our lexicon, as well as realising our vision through our collective voice and agency. It's how our purpose becomes our practice through a framework for education. What then are the key features of an educational framework?

A framework for education usually begins with a preamble. This preamble contains a rationale linked to the school's understanding of its traditions and history, culture, mission and aspirations for learning and the school's social purpose. This is followed by a graduate profile, a description of the desirable outcomes for graduates that captures the character, competencies, and wellness required to thrive in their world that will then direct the rest of the educational framework. These outcomes will be worked into a scope and sequence of learning objectives and desirable learner behaviours across the curriculum, co-curriculum, and extra-curriculum. These are embedded in the teaching and learning experiences of the school, and a series of exemplars are developed that will in turn guide other documents that will inform pedagogical practice, staff development, and community engagement.

As a result, this "purpose for purpose" of an education for character, competency, and wellness should become manifested in a designed landscape of learning that flows from the heart of a school's ethos into every area of learning.

Learning programs and courses, therefore, need to be grounded in the language and intentions and outcomes of a framework for education. Learners should be inspired, supported and challenged to grow in the civic engagement, consistency and quality, and selflessness of their voice, agency, and advocacy. They should be given the ability to grow in the self-awareness, relationship, service, and vocation needed to advance and succeed in their chosen fields while also giving back to their communities. This learning should be based on the self-determined, self-paced, and continuous learning of students within communities of inquiry

and practice dedicated to achieving better outcomes for more learners.

Deliberate delivery of this purposeful learning for character, competency, and wellness cannot be limited within the confines of a single flagship program or activity, even if that activity serves as a useful beacon for a community in terms of educational goals and lived experiences. We don't do "a life of purpose" once a week for forty minutes or twice a year for a few days. It's something we need to do and teach all the time.

So, how can we teach students about a life of purpose?

We teach character, competency and wellness through everything we do at a school. How well we do this is up to us. Firstly, as noted already, we need to design and build a human-centred, technologically enriched, people and place and planet conscious, and intentionally purposeful ecosystem to house a curriculum based on incremental attainment of graduate outcomes.

Secondly, we need to promote a variety of evidence-based and research-driven pedagogies that are both planned and spontaneous as well as explicit and implicit, and to insert a series of active immersive learning experiences that prompt significant reflection and transformation.

Thirdly, we need to place a model for learning relationships of character apprenticeship at the heart of it all. Character apprenticeship is a purposeful and designed relationship that guides the natural developmental progression from being a novice who learns to articulate, reflect and explore, to being an expert who models, scaffolds, and coaches. This strong yet non-judgmental way explains how a student grows through a relationship with an expert to become an expert in their own right. During the course of the relationship, as we noted earlier, voice, agency, and advocacy shift from experts to novices as they grow in adaptive expertise and self-efficacy, and then take on responsibility for passing these on to new groups of novices.

All of this assumes that if we are going to rise

to the oft-heard but seldomly understood challenge of future-fit education and create future-fit communities of inquiry and practice that are committed to providing today's learning for tomorrow's world through a whole education for character competency and wellness, what we do in schools must go beyond the transmission of content. We must support the transformation of people from who they are now to who they might become: to become the best versions of themselves. This is the "What?" of an education for character, competency, and wellness.

We need to help young people connect with something bigger, something that goes beyond their emotional, intellectual, and physical selves. What will make a difference in the lives of our students? What will help them create lives that are worthwhile and well-lived? It's all about a life of purpose and we call the journey that students take to learn, live, lead, and work with purpose "The Pathway to Excellence" (see *Figure 3.6*).

"The Pathway to Excellence" requires students to embark on a personal journey of exploration, encounter, and discovery to understand what their purpose is and how they might learn, live, lead, and work in pursuit of it. On this journey, they will ask and answer four fundamental developmental questions that will help them to grow in character, competency, and wellness: Who am I? Where do I fit in? How can I best serve others? Whose am I? Let's look at what our global research program has taught us about each of these ideas and questions in turn, and how communities of inquiry and practice dedicated to creating positive models of being and becoming might grow around them.

To grow on The Pathway To Excellence, students don't need to be perfect or even exceptional. They need to be committed to growth and being the best version of themselves that they can be. They need to know what they are learning - that's aspiration. They need to go on a journey of exploration, encounter, and discovery - that's experience. They need to discover their own identity and how best to express it through their learning and relationships - that's voice. They need to become clear on what matters to them and collaborate with teachers, mentors and experts in

how they bring value to others within the narratives of their learning journeys - that's agency and advocacy. Finally, learners need to be provided with the time, support, and conditions that will help them to make the most of their learning to make progress and achieve success in terms of character, competency, wellness and the achievement of graduate outcomes - that's resource. As leaders of character, we need to understand how a model for character education and competency development might apply across the whole of a school's educational experience.

We need a model of character education to understand the whole work of a school. We believe that it is important to understand how, what we do individually in character education, can be situated within a model of what we do collectively. The operation of character education in a school can be best understood through a model that situates broad theory within specific learning contexts and design principles, and the character that is developed within them.

As we have seen elsewhere in this edition, there are four theories that we have developed with respect to the learning contexts for character development. In the theory of relationships, character education is nurtured by connections between individuals and groups, particularly when formed through a formative process of character apprenticeship. In the theory of culture, character education is reinforced by character leadership that attends to honourable traditions, rituals, artefacts and models. The theory of pedagogy describes how character education is directed by deliberate values-rich teaching and learning that is tested and validated through a community of character practice. The theory of everywhere expresses our conviction that character education occurs all the time in multiple sites that develop character capital across the whole school.

Character development, therefore, is the whole work of a school. How we think about our character practice and connect this to the context, design, and experiences of character learning across all aspects of a school helps us to locate and assess our work through a coherent model of character education. This model describes how

The Pathway to Excellence

1. Who am I?

As students learn through values and beliefs, personal growth, and academic improvement, they use curiosity and wisdom to build the self-awareness to “Know Yourself”. Students come to know what a good person is and want to become this person. It’s our job as adults to show what this means in practice. We need to give students the surety of hope through a whole education.

- Student education focus: *“Who am I? Becoming the best version of me”*
- Parent education focus: *“Who are we? Our family’s background, values and culture”*
- Community education focus: *“A life of excellence: character, competency, and wellness”*

LEARN

2. Where do I fit in?

As students live through building relationships, family, and friends, and home life and personal finance, they form and contribute to relationships through which they come to “Earn Your Place” with both humility and gratitude. Younger students learn about becoming a good person from their families; older students learn about this from their friends. It’s our job as adults to prepare students to make good decisions about their friends and their community when this time comes. We need to give students a voice to contribute meaningfully.

- Student education focus: *“Where do I fit in? Family, friends, and me”*
- Parent education materials: *“Where do we fit in? Our family’s voices, relationships, and community”*
- Community education focus: *“A life of adventure: exploration, encounter, and discovery”*

LIVE

WORK

4. Whose am I?

As students work through social contribution, planning, and career, they use commitment and diligence within their supportive network to answer the question “Whose am I?” and “Find Your Calling”. Students need to feel as though they belong, that they are growing to fulfil their potential and the expectations of others, and that they are doing good and right things along the way. It’s our job as adults to challenge them with high aspirations, to validate their sense of kinship with each other, and to promote the pathways to success that will keep them in their groove and hold them to a purpose that is beyond themselves. We need to give students an ongoing experience of excellence.

- Student education focus: *“Whose am I? Reflecting on people and place and planet to put purpose into practice”*
- Parent education focus: *“Whose are we? Belonging, potential, and doing the right thing in our family”*
- Community education focus: *“A life of vocation: aspiration, kinship, and pathways to success”*

LEAD

3. How can I best serve others?

As students lead through leadership preparation, contribution, and service, and positions of responsibility, they use courage, and compassion to answer the question “How can I best serve others?” as they “Go on a journey from ‘Me’ to ‘You’ to ‘Us’”. Students need to become competent in the things adults do. It’s our job as adults to take on students as our apprentices and to let them go in due course so that they can teach what they have learned to others. We need to give students real agency that leads to adaptive expertise and self-efficacy.

- Student education focus: *“How do I best serve others? Getting ready to learn, lead, and serve”*
- Parent education focus: *“How might we best serve others? Our family’s learning, leadership, and service”*
- Community education focus: *“A life of purpose: service, direction, and contribution”*

learning occurs within a community of inquiry and practice that is dedicated to the attainment of a clear set of desired graduate outcomes based on civic, performance, and moral character.

So what is this thing called “character”?

Character is how our students live their lives; it’s how they apply their adaptive expertise and self-efficacy to claim and honour their purpose in everything they do to thrive in their world.

It’s about how they try to find a sense of belonging – their civic character. Civic character and its related behaviours, typically informed by principles of respect, civility, and consideration for others, allows them to gain a sense of affinity with the community in which they find themselves situated.

It’s also about how they try to fulfil their potential – their performance character. Their performance character and its own set of behaviours are generated through a combination of purpose, persistence, and reflection that combine to allow them to strive to reveal their full capabilities.

And, finally, it’s about how they try to do what is good and right in their life – their moral character. Their moral character and its own set of behaviours that are particularly connected to honesty, courage, and humility give them the assurance that what they are doing is ethical and proper.

Students need to work on their civic, performance, and moral character development all at the same time. If they focus too much on one, they miss the point that all three types of character are all related and interdependent. They need to belong, act, and do good all in one experience of life and not in three disconnected parts, although it starts with belonging, moves on to performance, and then the combination of belonging and performance seems to increase the propensity with doing what is right. This is all affected by how they reflect on their people and place and planet to apply a calling or purpose through their vocation or practice. In this process of both being and becoming, they will spend their lives coming to terms with the need to grow and achieve their personal best, to make progress in the contribution of their character

towards their people and their place and their planet, and to achieve success in terms of external standards or Graduate Outcomes expected by society to thrive in their world.

All around the world, schools aspire to educate their students: from the normal self-centeredness of a child who seeks approval from family and teachers for demonstrating mastery of received knowledge and compliance with existing rules (“Me”), to the peer and power focus of the early to middle adolescent who seeks to gain increasing autonomy in the expression of voice, agency, and advocacy through exploration and experience (“You”), to the later adolescent and adult whose discovery of purpose and vocation allows the pursuit of the ideal of selflessness within community (“Us”). Teachers, mentors, and coaches provide a continuing presence for students and a model of servanthood in relationships of character apprenticeship throughout this process, as students navigate their way through the eddies and pools of friendship groups while seeking at first independence from and later interdependence with their families.

Our map of the experience of schooling as educators must help our students chart the possible journeys to servanthood and the acquisition of character, competency, and wellness on their quest. We believe that school should be, therefore, a wide field in which we inspire, challenge, and support students to rehearse for their adulthood by providing many diverse encounters and experiences of competency within deliberately incremental and immersive learning. Like the medieval tales of old and the computer games students play now, the challenges must become harder and more important as the quest goes on.

In many ways, as we have seen throughout this edition, it is the total experience of schooling that provides students with the capacity to learn about what is right and important, and subsequently demonstrate this in their emerging adulthood. In this way, it transcends the notion of experiential education as the preserve of a single area of learning (such as outdoor education). It needs to be characteristic of all fields of learning.

Figure 3.6: The Pathway to Excellence

In this way, the experience of school is about becoming someone else, accompanied as it often is by a reluctance to let go of the child who once was (something which poorly informed and utilised cultures of tradition can unwittingly abet) and the process of gaining expertise through character apprenticeship that shows us where our future might lie. This process sees meaning develop into understanding, authenticity shaped by emerging identity, transformation aided by reflection, an emphasis on survival and sustainability progresses towards one which is more concentrated on results, an awareness of service become the generation of true purpose, and immediate relationships give way at least partly to the need to appreciate a broader context and a wider world.

The a School for tomorrow. model of experiential education for future-fit character and competency (see *Figure 3.7*) might provide us with a good starting point for understanding the process by which the development of the child and the development of character intertwine:

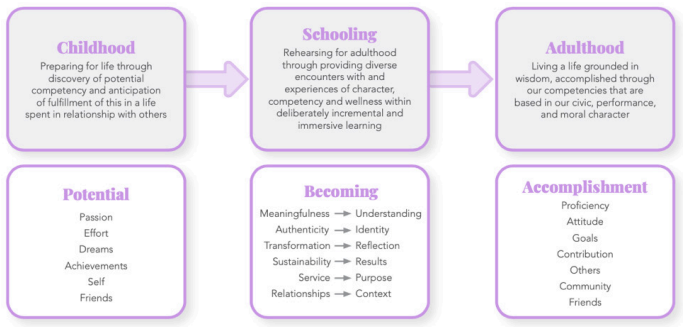


Figure 3.7: A Model of Experiential Education for Future-Fit Character and Competency

This model begins by identifying childhood as a period of preparation for life. Students discover their areas of potential competency and anticipate the fulfilment of this in a life spent in relationships with others. They may resist this compelling imperative along the way – in their adolescence in particular they like their fun and enjoy what is done in the moment. They don’t necessarily want to be told what to do all of the time and many enjoy some mischief along the way. But on the whole, their world of potential is about finding their passions, learning about the necessity of effort,

dreaming about possibilities, achieving good (or at least acceptable) grades, exploring their sense of self, and spending time with their friends.

If education should be an experience of growth and, therefore, a process of becoming, then this model shows us how we might take the conventions and artefacts of childhood which are based on potential, and grow them through the schooling experience into an initial expression of adulthood that, over a lifetime, is grounded by wisdom and revealed through civic, performance, and moral character.

Therefore, this journey of becoming is also the experience of gaining the mastery of the competencies to learn, live, lead, and work, and their contribution to the attainment of the habits of self-efficacy and adaptive expertise required to thrive. We examine the connection of these competencies to relative measures of graduate outcomes in greater detail elsewhere in this publication. Thus, this Journey from Me to You to Us (see *Figure 3.4*) should be directed concurrently towards a process of becoming that takes students from the dislocation of self-centeredness to the integrity and wholeness of a selfless person who leaves a mark and meets the measure of the world through the pursuit of the right purpose. They will build all of this on a foundation of their physical, psychological, emotional, and spiritual wellness.

As they grow in character, students will wrestle with who they are becoming. They will try to realize an internal picture of who they think they might and ought to become. At the same time, they will attempt to replicate external expectations of what other people want them to do and to be. Ultimately, it is this wrestling between the parallel processes of realising the inner drive (leaving a mark on the world) and replicating external expectations (how they measure up as a person to what others think of them) that puts everything they have learned about the development of character – how people live their lives in terms of the honouring of their obligations to others through the civic character of belonging, the performance character that tests possibility and fulfils potential, and the enacting of their fundamental values and beliefs through the moral

character of doing what is good and right – into its proper place.

So, students build character vertically (as it were) through the integration of the civic, performance, and moral inquiries of their lives. They also acquire it horizontally as they progress through a scope and sequence of learning that responds to the developmental phases of their lives. They also demonstrate success in meeting benchmarks for thriving in the world. Their growth, progress, and success in character will be revealed in good times and bad, in moments of both mundanity and great excitement. It will be more than just one thing, or the thing that happens when no one is around. It will be the integrated product of their knowledge, skills, dispositions, and habits – the competencies to learn, live, lead, and work. In this way, character emerges from the process of wrestling in which their identities are formed and the impact of their contributions are expressed; in the same way, those competencies which reveal their character will emerge through the vocational practice that will enact the purpose or service to people and place and planet to which they are called.

A competency is the capacity to reveal growth, progress, and success in the development of character by demonstrating adaptive expertise and self-efficacy and applying these in a social setting. It deliberately and simultaneously asks students to know, to do, to be, and to learn in context. When a competency is mastered by learners, the knowledge, skills, dispositions, and habits that are cultivated during the social and educational processes they have experienced are reflected in the congruence of their values, qualities, actions, and outcomes.

The competency they gain in answering the question, “Who am I?” is the competency to learn. Learning well helps students to become stronger in all facets of their lives. Learning helps them to apply these strengths to realising an evolving and increasingly selfless reason for doing what they do. Learning, therefore, is about the quest towards self-awareness through acquiring the knowledge skills, dispositions, and habits connected with values and beliefs, personal development, and academic development that foster a sense of “My

Purpose” through the curiosity and wisdom to meet the expectation to “Know yourself.”

This competency gained in answering the question, “Where do I fit in?” is the competency to live. Living well helps students to understand and respect themselves and others, and the language, customs, honourable traditions, rituals, and values of the people and places from which they have come and to where they are going. Living, therefore, is the search for relationships through acquiring the knowledge, skills, dispositions and habits associated with family and friends, home life and finance, and relational development that help them to appreciate “My People” and “My Place” with humility and gratitude to meet the expectation to “Earn your place.”

The competency gained from answering the question, “How can I best serve others?” is the competency to lead. Leading well begins with who you are and flows into who you want to become. It is demonstrated through deliberate, targeted, and intentional action that aligns vision with intention and means to influence, motivate, direct, and inspire others to create a preferred future for all. Leading, therefore, is about acquiring the knowledge, skills, dispositions and habits of service and volunteering, formal leadership, and leadership development that challenge students to locate “My Practice” within the courage and compassion needed to meet the expectation to “Go on a journey from me to you to us.”

The competency gained from answering the question, “Whose am I?” is the competency to work. Working well is about building around you a supportive network of people for and with whom your sense of belonging, the achievement of your potential, and the propensity to that which is good and right in your life might find a meaningful home. Working, therefore, is about the discovery of character and commitment through acquiring the knowledge, skills, dispositions and habits of planning, social purpose, and career development that help students to connect “My Purpose”, “My People”, “My Place” and “My Practice” through the vocation and diligence to meet the expectation to “Find your calling.”

Competency	<div>LEARN</div> <div>I am growing in my capacity to answer the question: “Who am I?” I recognise that learning that well helps me to become stronger in all of the facets of my life and apply these strengths to realising an evolving and increasingly selfless reason for doing what I do. I understand that learning, therefore, is about the quest towards self-awareness that fosters a sense of “My Purpose” through curiosity and wisdom and to meet the expectation to “Know myself”.</div>		
Domain	Values & Beliefs I know what I stand for, and what drives what I do in my life and the impact that I would like to have. I understand that I need to do more than just live a life. I seek to live a worthwhile and meaningful life that brings benefit to others and sustains our capacity to thrive in our world.	Personal Development I know that the foundation for my learning journey and my capacity to thrive is increasing my understanding of who I am. I understand how I can acquire knowledge, skills, dispositions, and learning habits for success through a process of personal development. I seek to construct solutions and use process processes to maintain the progress and sustain the wellness required for me to grow in this self-awareness.	Academic Development I know that while informal learning is important to the development of my whole person, there are considerable practical benefits to optimising my academic growth through engaging in formal study. I understand how I can acquire knowledge, skills, dispositions, and learning habits for success through a process of academic development. I seek to do this through the choices I make for enrolment, progress and eventually qualification in an academic institution such as a school, college, or university.
Field 1 and Actions	Core Beliefs and Moral Code I can identify and understand my core beliefs and moral code – how I come to know what is good and right in my life.	Emotional Intelligence I am building my capacity in emotional intelligence – how I manage my own feelings and the feelings of others in my life.	Academic Development Program I am building my academic program – how I manage my process of enrolment or entry into a course or program of study and how I design it to match my best understanding about what I enjoy and what I am good at doing.
	Forming Moral Code: I have a set of beliefs that serves me well as an anchor for everything I do. Maintaining Values: Even when things get tough, I would not knowingly or willingly violate or compromise my core beliefs. Exploring Other Beliefs: I am always seeking to explore and deepen my core beliefs through reading, reflection and discussion with others. Living With Purpose: Living with purpose and integrity is very important to me. Benefitting Others: Acting on my core beliefs or moral code improves the lives of others and is a source of good, not just personal gain.	Emotional Self-Awareness: I am very self-aware of my emotional responses to things that are happening to me and am able to regulate my emotions. Describing Own Emotions: I am good at describing and talking about my emotions and thoughts with those whom I trust. Identifying Others’ Needs: I am able to identify and understand the wants, needs and viewpoints of people around me. Collaborating With Others: I work well with others, helping them to cooperate and collaborate in accomplishing a task or goal. Seeing Things Through: I am self-motivated and have the drive and perseverance to accomplish tasks and meet my goals.	Researching Career Paths: I actively research what is required for the professions and career paths that interest me. Asking For Academic Advice: I have sought advice from many people I respect and trust in thinking about the focus of my educational planning. Anticipating Change: I appreciate that my future career will take many twists and turns and that I will need to engage in lifelong learning to flourish and be successful. Discovering Academic Options: I know how to research academic offerings that best build on my academic preparation and background, meet program requirements, and reflect my personal goals and ambitions for my education. Broadening Own Education: As much as it is possible to do so, I will make sure that I create opportunities for courses that enrich me and provide for a broader education.
Field 2 and Actions	Ethical Decision-Making I am adopting an approach to making choices in my life based on what I think is ethical decision-making – how I should identify the correct options for me to live a life based on an appreciation of what is good and right according to my core beliefs and moral code.	Reflective Habits I am adopting a set of reflective habits – how I routinely and constructively question what I am doing and who I am becoming.	Academic Development Progress I am adopting an approach to establishing and maintaining my academic progress – how I set goals and create personal habits that will result in a routine that is more likely to help me to meet course requirements and achieve the results that I deserve.
	Knowing Right From Wrong: I have a clear sense of what is the “right thing” to do and can confidently apply this to the daily and sometimes difficult decisions I make. Maintaining Academic Integrity: I have a full understanding of what I need to do to meet all ethical standards for academic honesty and integrity in my studies. Making Hard Ethical Choices: I am confident that I would choose to do the right thing even if doing so had negative consequences. Learning From Mistakes: I have made mistakes in the past in my ethical judgment but learning from these has made me better. Resisting Temptation: I don’t let pressure or circumstance override my sense of what’s right and what’s wrong to do.	Stepping Back: I am good at stepping away and assessing a situation, before making a decision about how to handle something. Showing Perspective: I am able to put things in perspective and to show gratitude for what I have and who I am, rather than getting worked up needlessly. Accepting Criticism: I am able to take criticism and feedback in my stride and use it to help me build on my progress. Building A Growth Mindset: I bring a growth mindset to my thinking about my abilities and performance. Setting Realistic Goals: I am good at setting realistic personal goals for myself, figuring out the best ways to proceed, and evaluating how well I am doing in meeting those goals.	Setting Learning Goals: I set goals for my learning, progress and desired achievement in this course. Understanding Course Outcomes: I take every effort to ensure that I understand what the outcomes for the course are, how I will be evaluated, and what skills I need to bring and develop to be successful. Seeking Clarification: If I am uncertain, I will seek clarification from my teacher/instructor about how I can improve in order to achieve my goals. Meeting Educational Responsibilities: I monitor how I am meeting my responsibilities as a student enrolled in the course, to ensure that I am keeping up and on a track for steady progress. Connecting With Teachers: Whenever possible, I will get to know my teachers/instructors and be known and recognized, even though it is often difficult to achieve this.
Field 3 and Actions	Values in Action I am working through the best way to situate my values in action – how I make specific choices about what I will and will not do according to the principles established in my core beliefs and moral code.	Health I am working through the best ways to boost my health – how I make specific choices about what I will and will not do to become healthier physically and mentally in the short and long term.	Disposition Towards Study I am working through the best ways to boost my disposition towards study – how I make specific choices about what I will and will not do to maintain a positive approach towards taking responsibility for my learning in my academic program.
	Assessing Own Strengths: I can identify my best character strengths – those character skills and habits that contribute most to my success and wellbeing and that I rely on most often and effectively. Adopting Role Models: I often see character strengths in others that I admire and wish I could have too. Understanding Character Growth: I take the view that with focus and effort I can work on my character strengths and develop new ones, rather than seeing them as fixed and immutable. Supporting Others’ Success: It is important to me that my character strengths contribute to the success and wellbeing of others, not just myself. Reflecting On Character: I am becoming competent in reflecting on my “character” and setting personal resolutions and goals for growth.	Accessing Medical Practitioners: I have access to a trusted doctor or other health practitioner for routine check-ups and as needed for professional help in addressing an illness or a health concern. Sleeping Well: I have good sleep routines, and am aware and knowledgeable about how much sleep I need to perform well. Managing Substance Usage: I keep myself informed about the health effects of substance use, monitor my behaviours, and make good and responsible choices for me. Eating and Exercising Well: I am informed about healthy living, and make good choices about diet and exercise. Staying Healthy Sexually: I am knowledgeable about take responsibility for my sexual health, making the right choices for me and always having respect for others.	Building Study Habits: I have effective study habits that work for me, and I am constantly evaluating how well they help me succeed in my courses, making adjustments as necessary. Relating Well With Classmates: I realize that I need others in my class to help me succeed and to learn well, and I take care to develop good relationships with my classmates. Being Open-Minded With Learning: I bring the habits of open-mindedness, curiosity and wonder to my course courses. Asking For Help From Teachers: When I have a problem or challenge, I will seek help from my teacher/instructor for guidance. Broadening Own Perspective: I take full advantage of the opportunities to learn from different perspectives and to think deeply about the topics in my courses.
Field 4 and Actions	Spiritual Practice I can locate my core beliefs and moral code within a set of spiritual practices – how I place what I value, believe and do within the context of something much greater than myself, be that a sense of the divine, the way the world and the universe works and ought to work, or both, so long as this transcends my own self and asks me to contemplate a life spent in service of a higher purpose.	Wellness I can locate my personal development within a holistic approach to my wellness – how I place what I value, believe and do within the context of how well I feel as a result of my learning, living, leadership, and work.	Academic Grades and Qualifications I can locate my academic development within a practical approach to my academic grades and qualifications – how I place what I am learning and achieving in my academic program within the context of what I will need to maximise my choices later in my life.
	Valuing Spirituality: I appreciate the value of cultivating a personal spiritual perspective for my well-being and overall quality of life. Developing Curiosity: I am very curious and interested in learning about different spiritual perspectives, traditions and practices. Being Grateful and Hopeful: I have a sense of gratitude and optimism that helps me put things in perspective and to appreciate the world around me. Telling My Spiritual Story: If someone asked me, I could tell the story of my personal spiritual journey and the spiritual routines and practices that help me. Discussing Spiritual Matters: My friends and I enjoy discussing and debating our different spiritual perspectives, interests and practices.	Staying Mentally Healthy: I have the knowledge, skills and awareness to monitor my mental health and to recognize the signs of stress, anxiety, depression or self-harm. Resting and Relaxing: I routinely find time to rest, enjoy myself, and re- charge. Reaching Out to Friends: I have good friends whom I would be comfortable reaching out to for support and help in dealing with a personal concern. Connecting With Mentors: There is currently at least one older adult or professional in my life whom I would be comfortable talking to for advice about a personal concern or question. Seeking Constructive Help: Seeking help for a personal problem is to me a positive and good thing to do, not a sign of weakness or a source of shame.	Recording Academic Qualifications: I keep a personal log or archive of my academic records and any qualifications gained over my learning career. Researching Qualification Requirements: I research and understand the qualifications for various professions and careers, and monitor whether I am on track to acquire those qualifications. Seeking Advice On Qualifications: I seek the advice of experts or professionals in the fields that interest me to ensure that my qualifications pathway is optimal and meets my needs. Reflecting On Growth Through Courses: At the end of each course, I take stock of my experience and achievement, and reflect on how I have grown in knowledge and exercised competency and mastery. Refining Learning Program: I reset my learning goals and refine my academic program to support my progress on my journey of academic aspiration, application, and achievement.

Figure 3.8: The a School for tomorrow. Competency Developmentt Framework – Learn

Competency	<div>LIVE</div> <div>I am growing in my capacity to answer the question: “Where do I fit in?” I recognise that living well helps me to understand and respect myself and others, and the language, customs, honourable traditions, rituals, and values of the people and places from which I have come and to where I am going. I understand that living, therefore, is the search for relationship that helps me to appreciate “My People” and “My Place” with humility and gratitude and to meet the expectation to “Earn my place”.</div>		
Domain	Family & Friends I know that the fellowship of family and friends is the enduring way that human society creates shared connection and purpose. I understand that answering the question “whose am I?” is the most immediate and powerful reason for me to become the best version of myself. I seek to build a network of people with whom I am in close relationships that help me to belong, to fulfil my potential, and to do what is good and right.	Home Life & Finances I know that the way I build a sense of home has a great bearing on my capacity to pursue my goals. I understand that my work in creating a safe, orderly, and reassuring environment around me is very important in giving me a secure base from which to operate geographically, socially, emotionally and financially. I seek a place where I belong, a place in which I might invest, and a place where my love and the love of those around me love can reside and be nourished.	Relational Development I know that my relationality helps me to connect and work well with others in my life. I understand that I need to learn to be open in my outlook and to show respect for both the common humanity of others and the differences in how different communities and cultures express this. I seek to look for the worth and dignity that lies in those around me and how we might contribute whole-heartedly together to the creation and curation of purpose-driven and high-functioning teams.
Field 1 and Actions	Family Connections I am building healthy family connections that last – how I come to know, appreciate and show lifelong gratitude for the positive and practical gifts that relationships with family can and do bring to them and to me	Accommodation I am securing accommodation for myself and my loved ones – how I select a safe and potentially happy place that I can call home and establish the lifestyle, routines and physical appearance that will give me a sense of belonging.	Relational Skills I am building a robust and resilient sense of perceived belonging and social standing – how I recognise that I am connected to, bring value to, gain from, and are valued by my network of family and friends for these contributions and the humanity I bring to others.
	Reaching Out To Family: I always reach out to family members to find out how they are doing, what they might need, and how I might help them. Valuing Extended Family: I consider my extended family as rich in experience and wisdom that I can learn from. Appreciating Family Support: I express my gratitude to my family for the care and support which has taken me to my current stage. Considering Family Advice: I am respectful of and give thoughtful consideration to the advice of my family in shaping my educational and career journey. Working Through Family Relationship Challenges: I don't run away from problems with close family members but instead try to find ways of repairing the relationship.	Assessing Shared Accommodation: Before deciding to live with others in shared accommodation, I would be careful to assess whether the arrangement would be right for my personality and goals. Checking Legal Responsibilities Of Accommodation: I am aware of the legal rights and obligations when renting accommodation and always check that I am full protected before agreeing to anything. Checking Accommodation For Safety: In choosing an area or building to live in, my personal safety and wellbeing are prime considerations. Being A Good Neighbour: I am considerate of my neighbours and strive to be a good member of the community in which I live. Keeping House: I am a good housekeeper and take care that my living conditions are healthy and conducive to my studies.	Reflecting On Relationality: I reflect on my relational skills, becoming aware of what that I need to do get along and to be effective in my relationships with others. Maintaining Trust: I strive to be trustworthy, responsible and collegial in my relationships with others. Exercising Empathy: I am empathetic and know how to put other people at their ease. Easing Tensions: When tensions or difficulties arise, I do my part to help diffuse the situation, resolve the conflict and get everyone back on track. Seeking Relational Advice: I ask those whom I respect and admire what they consider to be the important relational skills for success.
Field 2 and Actions	Friendship Groups I am adopting an approach to establishing and maintaining constructive friendship groups – how I go about identifying and caring for friends and acquaintances of good character who bring to my relationships the values, beliefs, and structure that create an environment of trust and reciprocity in which all might grow to fulfil their potential and to do what is good and right in their lives.	Employment and Earning Capacity I am adopting an approach to establishing and maintaining my employment and earning capacity – how I go about qualifying for and finding meaningful employment that will support my chosen lifestyle in a way that is both morally and ethically in accordance with my values and beliefs.	Language Skills I am adopting an open and respectful approach to cultural fit and understanding – how I identify with and respond to the history, culture and honourable traditions of my social grouping while also connecting with and learning from those of other communities.
	Discussing Life With Friends: I enjoy arguing with my friends about how best to live and what it means to flourish. Establishing My Trusted Friend: I have at least one good friend whom I know would be there for me if I needed help of any sort. Seeking Different Acquaintances: I go out of my way to be friendly with people who aren't “just like me” and who help me to see the world from different perspectives. Making Friends: I find it easy to make new friends and to keep old ones. Supporting Friends: I am someone my friends can count on if they need someone to talk to about a difficult personal issue.	Knowing What Matters: I reflect deeply on what matters most to me for my life. Researching Income: I research and have a good sense of the income/salary profile and range of various jobs and professions that might interest me. Planning For Student Debt: In my planning to acquire higher qualifications for my career or profession, I am aware of the student debt I will most likely incur along the way. Consulting Financial Advisors: I seek the advice of experts and people I trust in making good choices about my future career in light of my personal and financial goals. Anticipating Continuous Learning And Unlearning: I know that my career pathway will have many twists and turns, and that I will need to learn and unlearn continuously in order to achieve my personal and financial goals.	Planning Improved Language Skills: I have a plan to improve my language skills, being clear about how best to progress in my learning. Gaining Second Language Fluency: I've set myself a high standard to become fluent in a second language over the course of my education. Seeking Feedback On Language Skills: Even if I feel self-conscious at times, I do my best and am prepared to make mistakes in order to get good feedback as to how I can get better with my use of language. Extending Second Language Skills: I use multiple means to develop my second language skills, including reading, social media, formal study, and my work and friend circles. Practising Language Skills Daily: I work hard every day to improve my communication skills in my first and second language.
Field 3 and Actions	Social Activities and Clubs I am working out a manageable range of social activities and clubs that will enhance my sense of connectedness and increase your important and useful relationships – how I select which groups of people I will join that will align with and support my lifestyle and my sense of belonging, the fulfilment of my potential, and my propensity to do that which is good and right.	Finances and Personal Debt I am working through the best ways to manage my finances and personal debt – how I make specific choices about what level of personal debt I will and will not take on to support the lifestyle that I might choose to lead.	Cultural Fit and Understanding I am working on a range of language skills that will enable a broader, richer, and more compassionate experience of the world – how I deepen my understanding of how to communicate with other people using my own and other languages and associated customs.
	Keeping Social: I feel that social activities are good for my mental health and wellbeing. Being A Responsible Member: When I am attending events or participating in club activities, I take responsibility for myself and show care for others. Being A Well-Regarded Member: Others consider me to be positive member of any activity I join, and someone they could trust to bring good judgement to any situation. Volunteering For Community Service: Each year, I volunteer for a service or community agency, project or initiative that makes a positive difference in the lives of others. Encouraging Diverse Participation: I encourage a diverse range of people and friends to join in the activities which I enjoy and value.	Understanding Educational Costs: I thoroughly research what it's going to cost to support my education, including tuition, school expenses and living costs. Tracking Daily Expenses: I use apps or other methods to keep me informed about my expenses and income on a daily basis. Establishing Savings Plan: I set aside enough money each month to put into a savings account, knowing that this can make a difference. Controlling Expenses: I exercise good self-discipline in controlling my expenses, to ensure that I am in good financial shape. Understanding Personal Credit: I know the consequences of not being able to pay my bills for my financial security and my credit rating.	Building Multicultural Awareness: I am interested in expanding my knowledge about the history, values, beliefs and behaviours of cultures and ethnic groups other than my own. Valuing Diverse Work Environments: I appreciate that working effectively with individuals from diverse groups and with different viewpoints is a critical skill for my learning and work. Interacting With Different Work Colleagues: I embrace opportunities to interact with others who are different from me, and I enjoy the experiences that come up. Developing Intercultural Skills: Even when it feels difficult to continue, I persevere in developing my intercultural skills and perspective. Evaluating Intercultural Skills: I am able to evaluate how well I am progressing in developing my intercultural skills and setting new goals for my development.
Field 4 and Actions	Sports, The Arts and Other Activities I can locate my personal recreational interests within a practical number of sports, the arts and other hobbies – how I develop my recreational interests with other people in my life within the context of the time that is available to me and what I enjoy.	Calendar and Time Management I can locate my private, personal and professional life within a practical approach to my time management – how I place what I am doing and achieving in my life within the context of the time that is available to me and my choices about how best to spend it.	Perceived Belonging and Social Standing I can locate my capacity to grow in connection and shared purpose with others through improving their relational skills – how I develop my ability to listen with care and empathy to the voice of others and to seek out ways to find common ground, appreciate difference, resolve conflict, and achieve the satisfaction of mutual interests and concerns.
	Committing To Activities: Each year, I make or renew a significant commitment to one or two teams, groups or activities. Trying New Activities: I think it's fine to try out new sports or cultural activities to see if they interest me and would meet my needs. Practising Activity Skills: As a member of a team or group, I take pride in practicing and developing my skills. Valuing Activity Friendships: I value greatly the friendships I make in my activities, and the personal network I build. Cheering Others' Success: I admire what others with different talents and passions do and take an interest in their success and achievement.	Using Daily Calendar: I keep and update a calendar, using it effectively to organise, schedule and meet my commitments. Meting Daily Tasks And Long-Term Goals: I accomplish what I need to each day, ensuring that I meet important goals for my personal life and education. Reviewing Weekly Schedule: At a regular time at the end each week, I review how things went during the previous week and what I should prioritise and accomplish in the week ahead. Establishing Strong Personal Routines: I have good study and work habits and strive to improve them. Exercising And Relaxing Daily: Each day I take time to relax or exercise.	Aspiring To Contribute: I aspire to make a real contribution to the world around me. Energising Self Through Purpose: I am motivated and invigorated by my sense of purpose and direction. Energising Self Through Colleagues' Aspirations: I seek the company, acknowledgement and support of friends, classmates and others who want to accomplish great things. Sourcing Inspiration Through Role Model Achievements: I am inspired by the example of role models and high achieving people in any field or interest who achieve their dreams and purpose. Securing Mentors To Support Purpose and Direction: I have trusted people in my life who are there to help me discover my purpose and direction and find my voice.

Figure 3.9: The a School for tomorrow. Competency Developmentt Framework – Live

Competency	<div>LEAD</div> <div>I am growing in my capacity to answer the question: “How can I best serve others?” I recognise that leading well begins with who I am, flows into who I want to become and is demonstrated through deliberate, targeted, and intentional action that aligns vision with intention and means to direct, motivate, influence, and inspire others to achieve willingly a preferred future for us all. I understand that leading, therefore, is about the challenge of service that helps us to locate “My Practice” within courage and compassion and to meet the expectation to “Go on a journey from me to you to us”.</div>		
Domain	<div>Service & Volunteering I know that my service is how I can give of myself to others through tangible actions that show how “us” transcends “me”. I understand how service comes from a desire to connect with, support, and help others to succeed that goes beyond the simple exchange of self-interest and transactions. I seek to transform the lives of others through the habit of kindness, the instinct to serve, and the will to give.</div>	<div>Formal Leadership I know that leadership is about the art of directing, motivating, influencing, and inspiring people so that they work together willingly to achieve the goals of the team or the broader organisation. I understand that I can also show leadership qualities by supporting the formal leadership of others and by doing what I do as well as I can as a service for others. I seek to take opportunities that are presented to exhibit leadership from the front in my life in formal positions infused with authority to take action and make decisions to build the future for the benefit of others.</div>	<div>Leadership Development I know that leadership development is a learning process by which I can increasing competency in taking responsibility for my community. I understand that accidental leadership is a poor primary means of acquiring a leadership competency that is best executed through a deliberate, targeted and intentional fashion. I seek to accept a call to leadership that is a commitment to a lifetime of studying in a number of different formal and informal contexts how best to create teams that achieve better outcomes for all.</div>
Field 1 and Actions	<div>Service to Family I am building healthy habits of service to family - how I respond to the kinship of my family by acting on a disposition to be of help to them and offering my time, energy and commitment to their progress and wellness.</div>	<div>Formal Leadership Planning and Reflection I am building healthy habits of formal leadership planning and reflection - how I take the opportunity to reflect on my capacity to evaluate my leadership and the potential for my growth through different leadership experiences.</div>	<div>Leadership Development Program I am building my leadership development program - how I manage my process of enrolment or entry into a program of leadership development and how I design it to match my best understanding about what I enjoy and what I am good at doing.</div>
	<div>Supporting Family: I reach out to other family members, to find out how they are doing, what they might need, and how I might help them. Easing Family Tensions: I help others in my extended family to get along and gain some perspective on things when there is conflict or tension. Balancing Family Expectations: I strike what is for me the right balance between my obligation and service to my family and my own ambition and goals. Valuing Family Sense of Mission: I think a family should have a shared mission and sense of purpose. Contributing To Family Service Project: I would contribute my time and leadership to a service or volunteer project that my family would sponsor and run.</div>	<div>Planning Formal Leadership Development: I have a clear but flexible plan for my formal leadership development that spans my responsibilities and aspirations across a variety of settings. Reflecting On Own Leadership Quality: I reflect constantly on the quality of my work as a leader, using a variety of sources of feedback and information to help me get better. Establishing Reliable Leadership Track Record: A track record for commitment, reliability, initiative and self-discipline is fundamental to my reputation in all the settings in which I contribute and lead. Aligning Leadership To Purpose: I take a holistic and integrated perspective on my leadership in many settings, centred by my sense of purpose, integrity and the values that matter most to me. Developing Leadership Competencies: In my leadership development planning, my first goal is to ensure that I am developing my perspective and competencies as a future-fit leader.</div>	<div>Including Leadership Development Within Educational Planning: My leadership development is an important component in my educational planning and progress. Researching Leadership Development: I research and identify courses and programs offered at my school or university and by agencies or associations in planning for my personal leadership development. Seeking Leadership Development Advice: I seek advice from others in planning my personal leadership development program. Broadening Leadership Learning: I look for opportunities to broaden my understanding of leadership through a diverse range of subjects and disciplines. Connecting Leadership Learning Theory and Practice: I build connections between the leadership courses and programs I undertake and my practical leadership experiences.</div>
Field 2 and Actions	<div>Service in Friendship Groups I am adopting an approach to establishing and maintaining constructive service in friendship groups - how I go about serving my friends and acquaintances through the example I set and the positive and active leadership I provide in the right context.</div>	<div>Formal Leadership in a Community Context I am adopting an approach to establishing and maintaining constructive formal leadership in a community context - how I go about serving my friends and acquaintances in the broader community through the formal leadership I provide to them in different organisations and groups.</div>	<div>Leadership Development Progress I am adopting an approach to establishing and maintaining my leadership development progress - how I set goals and create personal habits that will result in a routine that is more likely to help me to meet program requirements and achieve the results that I deserve.</div>
	<div>Providing Support To Friends: My friends can count on me to offer support, and to watch out for everyone's safety and wellbeing. Including Newcomers In Friendship Group: My friends and I will invite newcomers or outsiders to join in our activities. Using Social Media Positively: I use social media in a way that does not demean, harm or isolate others and will stand up if I see that happening. Volunteering With Friends: My friends and I often volunteer together to support an activity or project that helps others. Maintaining Diverse Friendship Group: My friendship group is diverse.</div>	<div>Being Informed About Volunteering Opportunities: I keep myself informed about formal opportunities for volunteer leadership positions in organisations and agencies that have a service or advocacy purpose. Taking Responsibility For Thriving Communities: I believe that all of us have a responsibility to help our communities flourish and all citizens to thrive. Aspiring To Formal Leadership: I aspire in time to hold formal leadership roles in organisations that help others and improve the community. Contributing To Community Activities: I engage in a variety of community activities as opportunities to make a contribution, to learn about service and community building, and to develop my leadership skills. Committing To Innovation Projects: I would like to contribute my time, knowledge and skills to the creation of innovative and enterprising solutions in the community and service sector.</div>	<div>Setting Leadership Development Goals: Each year I set goals for my progress in developing leadership skills. Meeting With Leadership Development Mentor: It is important that I meet at least once annually with a mentor to review my progress in my leadership development plan. Meeting With Leadership Development Teachers: I take advantage of opportunities to meet with my teachers and instructors to talk about my goals for and interest in my leadership development. Refining Leadership Development Planning: I modify and adjust my personal leadership development plan to take into account my progress to date. Staying Up To Date With Thought Leadership: I keep up with the best and most innovative thinking on the purpose, practice and competencies of future-fit leadership, and hone my leadership development plans accordingly.</div>
Field 3 and Actions	<div>Service in Social Activities and Clubs I am working out a practical approach to providing service in social activities and clubs - how I manage volunteering my time and other resources to support the ongoing viability and communities of the social activities and clubs to which I belong.</div>	<div>Formal Leadership in an Educational Context I am working out a practical approach to providing formal leadership in an educational context - how I manage taking up formal leadership opportunities while undergoing formal education and balancing the different responsibilities that arise from both.</div>	<div>Disposition Towards Leadership I am working through the best ways to boost my disposition towards leadership - how I make specific choices about what I will and will not do to maintain a positive approach towards taking responsibility for my learning in my leadership development program.</div>
	<div>Participating in School / Community Service Projects: I am currently involved in service projects or initiatives through my school or community agencies. Following Significant Philanthropists: I admire and follow those philanthropists who identify a big problem or challenge and leverage significant change and betterment. Supporting Club / Activity Administration: I have helped manage and run an activity, club or other activity in the recent past. Supporting Club / Activity Inclusivity: When I am involved in a social or club activity, I try to make sure that it is inclusive and respectful of everyone. Volunteering Willingly: I am a willing and helpful volunteer when I hear the call to contribute to make something successful.</div>	<div>Being Informed About Leadership Opportunities: I keep myself informed and interested in formal opportunities for leadership positions at my current school, university or program. Seeking Advice About Leadership From Leaders: I find opportunities to interact with senior leaders, instructors and administrators in relation to my personal leadership developmental plan and goals. Showing Initiative: In any role I take on, I show commitment and initiative, and make a significant contribution. Setting And Reflecting On Activity Goals: Small or large, I set some personal goals for the activity, and reflect on what I have learned and grown in when the activity concludes. Taking Stewardship In Learning Communities: I feel an obligation to be a responsible steward of the learning communities and institutions that I am associated with.</div>	<div>Believing In Potential For Developing Leadership Competency: I believe that leadership is not something innate but rather a competency that can be learned over time. Becoming Expert In Leadership: I am strongly motivated to becoming a leader who has a wide array of relevant knowledge, skills and dispositions. Becoming Passionate About Servant Leadership: I am passionate about becoming a servant leader who helps others to thrive and contribute their best effort to the work at hand. Taking Time To Deepen Sense Of Purpose: I find and value the time to reflect on and deepen my sense of purpose at the heart of my leadership. Learning From Others’ Approaches To Leadership: I take full advantage of the opportunities to reflect on and learn from the different leadership perspectives and styles I observe and witness around me.</div>
Field 4 and Actions	<div>Service in Sports, The Arts and Other Activities I can locate my capacity to contribute service in sports, the arts and other hobbies - how I provide service and leadership to my significant pastimes within the context of the time that is available to me and what I enjoy.</div>	<div>Formal Leadership in a Work Context I can locate my capacity to contribute within formal leadership in a work context - how I provide service and leadership to my employer, colleagues and associates within an employment setting.</div>	<div>Leadership Grades and Qualifications I am locating my development as a leader within a practical approach to my leadership qualifications - how I place what I am learning and achieving in my leadership development program within the context of what I will need to maximise my choices later in my life.</div>
	<div>Identifying Barriers To Group Cohesion: If team or group cohesion is not going well, I will help name the problem and address it. Helping Struggling Team Members: I reach out to a teammate or member of an activity who seems to be struggling. Speaking Up For Others: I am always prepared to speak up if I think someone is being demeaned or harassed. Valuing Team Ethos: The values and ethos of the team or activity is just as important to me as its success. Valuing Team Service Initiatives: I believe that every team should have a service initiative or project attached to it.</div>	<div>Being Informed About Work Opportunities: I keep myself informed and interested in internships, contracts and salaried positions that afford me opportunities to further develop my knowledge and skills as a leader, to apply these fully to the benefit of others, and to be impactful. Discussing Own Leadership Skills With Supervisors: Discussing opportunities to test and develop my leadership skills is an important topic in my meetings with my supervisors or directors. Seeking Guidance Of Mentors: Whether I am employed by an organisation or self-employed, I seek the guidance of a special personal mentor or coach who can help me reflect on my leadership skills and work on improvement. Leading For Innovation: I strive to take on roles where I can use my skills in problem-solving and creative thinking in leading others to generate innovative products, services and solutions. Modelling Adaptive Expertise and Self-Efficacy: I strive to model resilience, self-efficacy and a growth mindset for others and to nurture these in the culture of the organisation itself.</div>	<div>Recording Leadership Qualifications and Experiences: I keep an ongoing log of my academic credits, qualifications and experiences in my leadership development. Acquiring Recommendations, References and Referees: I routinely seek out my instructors, employers, directors and coaches for letters of recommendation and support for my leadership development portfolio. Optimising Leadership Development Planning Through Advice: I seek the advice of experts or professionals to ensure that my success in achieving my leadership development plan is optimal and beneficial. Reflecting On Development of Leadership Adaptive Expertise: I reflect on how I have grown in knowledge and mastery in developing my leadership competency. Articulating My Leadership Journey Narrative: I can articulate and communicate my journey as a leader, using my personal log and portfolio to document and enrich my story.</div>

Figure 3.10: The a School for tomorrow. Competency Developmentt Framework – Lead

Competency	<div>WORK</div> <div>I am growing in my capacity to answer the question: “Whose am I?” I recognise that working well is about building around me a supportive network of people for and with whom my sense of belonging, potential, and propensity to do that which is good and right in my life might find a meaningful home? I understand that work, therefore, is about the discovery of commitment that helps me to connect “My Purpose”, “My People”, “My Place” and “My Practice” through vocation and diligence and to meet the expectation to “Find my calling”.</div>		
Domain	Planning I know that the success of a planning process depends on how well we are grounded in our own capacity and our ability to connect ourselves to the team and community around us. I understand that the real source of our ability to map out the pathway ahead can be found in our character, the quality of the judgments we make, and the depth of the relationships that sustain us on our journey. I seek to create plans that bring about the desired future by making aspirations real and giving substance to goals.	Social Purpose I know that each of us needs a purpose in life that is higher than ourselves: how we might give of ourselves for the benefit of others. I understand that social purpose exists in relationship to those around us because it gives us the ability to craft and realise over time an honourable rationale for development of the civic character of belonging, the performance character of fulfilling our potential, and the moral character of doing what is good and right. I seek to have a social purpose become the fundamental reason I have for the way I live my life.	Career Development I know that the jobs, experience, and learning of my career development can all help me to develop the character and competencies I need to thrive in our world. I understand that how I assemble the scope and sequence of what I do and the opportunities that are presented is all part of the process. I seek to bring meaning to the work I do by preparing and connecting the steps I take into a coherent narrative that aligns with who I am now and who I am becoming.
Field 1 and Actions	Goal-Setting I am adopting an effective approach towards my goal setting - how I create meaningful plans to define what I want to achieve in my life.	Personal Branding I am adopting an ethical approach towards my personal branding - how I can build a reputation for doing what is good and right according to my core beliefs and moral code.	Career Development Program I am building my career development program - how I manage my process of enrolment or entry into a specific program of career development and how I design it to match my best understanding about what I enjoy and what i am good at doing.
	Valuing Practise and Development of Competencies: I know that I need to practise and develop core future-fit competencies in order to thrive along my career journey. Researching Sources For Career Insight: I know where and how to research sources that gives me knowledge about and insight into the career areas that interest me. Connecting to Others For Career Advice: I know how to find and to connect to those who can help me evaluate and make good decisions about my career interests, pathway and goals. Thinking Flexibly About Careers: In my career planning, I avoid rigid thinking, knowing that I may need to adjust and adapt to changing circumstances and opportunities. Using Purpose To Inform Career: My thinking and planning are grounded in my sense of purpose that informs the numerous choices that will comprise my career journey.	Living Out Values Through Work: Integrity and the values I uphold are core to my person and career. Producing High Quality: I set a high standard for the quality and professionalism of my work Making Good Decisions: I am a good decision-maker who uses information wisely, consults effectively and thinks creatively. Communicating Clearly and Effectively: I communicate clearly and effectively and am able to explain complex issues and solutions. Leading As A Servant: I am a servant leader and community-builder.	Researching Career and Education Pathways: I know how to research and investigate options and possibilities for my desired career pathway and for the design for my educational and career development. Using Professional Services Support: I know how make use of professional career services in designing my educational and career pathway. Meeting Qualification Requirements: My course and program choices ensure that I will accumulate appropriate qualifications. Pursuing Personal Interests: My course and program choices make it possible for me to pursue other personally compelling interests that will deepen my sense of purpose and my career objectives. Linking Courses to Competencies: I map out how my choices of courses, programs and activities build my acquisition of future-fit competencies.
Field 2 and Actions	Self-Regulation I am identifying and understanding the consistency of my self-regulation - how well I take responsibility for and follow through with organising myself and my life.	Purpose, Place, People and Practice I am identifying and understanding my purpose, people, place and practice - how I align my way of life with my values to create vocation.	Career Development Progress I am adopting an approach to establishing and maintaining my career development progress - how I set and achieve goals in my career so I can grow in my character, competencies and wellness, while also attending to the practical requirements for looking after myself and those who share my life.
	Framing Setbacks As Positive Opportunities: I have the resiliency to overcome setbacks and to frame mistakes as opportunities to learn better. Developing Self-Efficacy: I am developing my sense of efficacy as I develop my goals, pursue my ambitions, and learn how to adapt to change and uncertainty. Managing Time Effectively: I have good time management and work habits and continue to refine and improve these to meet new expectations, standards and challenges that I will encounter. Deferring Gratification: I am prepared to make sacrifices today in order to gain success and achieve my career goals. Demonstrating Emotional Restraint In Adversity: I control my reactions to difficulties, tensions and disagreement with others and find ways to strengthen productive collaboration.	Establishing Personal Purpose: I can explain my Purpose and show how it is aligned with the mission of the organisation in which I work and lead. Connecting Purpose To Place: My Purpose responds to the Place where I work and lead - the culture, ethos, relationships and ways by which results achieved. Linking People To Purpose: My Purpose is in service of the progress and wellness of the People with whom I work and lead. Guiding Practice With Purpose: My Purpose guides my Practice - how I act, manage and lead to meet my responsibilities and to ensure that the organisation achieves its goals and results. Strengthening Personal Purpose: I refine, deepen and strengthen my Purpose over the course of my career journey.	Reflecting On Career Growth: I begin each year by reflecting on my career development strategy and determine my specific goals for the upcoming year. Building Career Narrative: I reflect on and share the “narrative” of my career development journey, including my sense of purpose, ambition, current strategies, choices and decision points. Cultivating Personal Network: I cultivate a personal network with people accomplished in the career fields that interest me, in order to make better decisions about the educational and career choices in front of me. Recording Career Qualifications and Experiences: I keep a record the qualifications, accreditations and other valuable information that forms a record of my career development program. Reviewing Career Development: I periodically review all aspects of my career development pathway, including my academic and professional courses and program requirements, my growth in future-fit competencies and my ways to gain hands-on work and leadership experiences.
Field 3 and Actions	Project Management I am working through improving my skills in project management - how I make specific choices to construct plans and achieve my goals in a timely and resource- effective fashion.	Social Recognition I am working through the best way to gain appropriate social recognition - how I make specific choices that will build my standing in my community in an honourable fashion.	Disposition Towards Career I am working through the best ways to boost my disposition towards career - how I make specific choices about what I will and will not do to build a career that enables me to attain a sense of belonging, achieve my potential and do what is good and right within the fields of my choice.
	Relating To Organisational Vision and Mission: I am able to relate the mission and vision of the organization to the work at hand and help those around me understand and be energised by the connection. Being Open-Minded With Projects : I bring open-mindedness and the ability to adapt to new information, uncertainty and change to current and future projects. Moving Around Obstacles: I help my team or group resolve issues that get in the way of progress, tap into everyone's knowledge and idea, and achieve the desired goals. Creating Data Solutions: I am good at designing systems and pathways for information gathering, decision-making, implementation and evaluation. Enhancing Team Decision Making: I help the team drive towards the most creative and innovative decisions, solutions and results.	Establishing Personal Integrity: My integrity and values are held in high regard. Contributing to Organisational Reputation: The reputation of the team, group or organisation and regard for its achievements are most important to me. Maintaining High Standards: I would like to be remembered as someone who held himself to the highest standard for the quality of his work and contribution. Relating to Others Respectfully: I would like to be remembered as someone who exercised and modelled respectful interpersonal relationships. Living a Worthwhile Life: Others would judge the arc of my career journey as worthy, accomplished and impactful.	Aligning Career to Purpose: I seek to develop a career journey that I find fulfilling and that affirms my sense of purpose. Working Through Change: I know that I may well change my “career” many times, and that it is the purpose-driven journey that matters. Taking On Professional Learning: I know that I need to be adaptable and engage in life-long learning in order to upgrade my knowledge and develop my competencies. Developing Competencies Progressively: I have a growth mindset in terms of developing my skills and competencies to meet new challenges and to acquire new knowledge. Moving Forward Positively: While I know that it will involve both ups and downs, I am optimistic about my career development and pathway.
Field 4 and Actions	Evaluation and Assessment Skills I can locate my success through the judicious exercise of their evaluation and assessment skills - how to use both evidence and intuition to make sound judgments about the degree of success I am having in accomplishing my plans.	Social Impact I can locate my vocation through my social impact - how I set and achieve goals that will bring benefit to the lives of others in accordance with my sense of social purpose.	Work Experience and Internships I can locate the development of my career with the scope and sequence of my work experience and internships - how I make the most of the opportunities presented to me for work within the context of what I will need to maximise my choices now and later in my life.
	Reflecting On Goal-Setting Process: I am constantly reflecting on my goal-setting processes to ensure that I am on the right path and using the right tools to get there. Evaluating Situations: I bring good evaluative reasoning to decisions and actions, assessing whether conclusions and judgments are evidence-informed, soundly determined and appropriate to the circumstances. Assessing Own Skills: I am good at assessing my personal and interpersonal skills, finding out what I need to learn and to be better in my work and career development. Transferring Skills: I identify and work on the transferrable skills that would enhance my position and help me expand my repertoire of competencies for my career development. Welcoming Feedback: I bravely welcome feedback of various sorts in order to improve my performance.	Prompting Sound Solutions: My work and leadership motivate others to tackle challenges and come up with sound decisions and innovative solutions. Bringing Benefits to Others: My career benefits those with whom I work and also the wider community. Supporting Organisational Mission: My personal sense of purpose supports the mission of the organisations with which I am associated. Dedicating Self to Service: I put my talents, knowledge and skills at the service of others. Supporting Diversity and Inclusion: My work and career advance diversity and inclusion in my organisation and community.	Choosing Work Strategically: I am intentional and strategic in identifying work experiences and internships that expose me to new learning opportunities and test and refine my choices for my career path and development. Finding Opportunities: I am proactive in finding opportunities to undertake a variety of tasks and I establish good working relationships with supervisors, directors and leaders whom I consult for career guidance and insight. Being Reliable: I have a reputation for commitment, reliability, punctuality, effort and achievement and for my effectiveness Going Beyond The Role: I offer to take on an extra task or assignment that stretches me and gives me an opportunity to demonstrate my skills and to “stand out”. Reviewing Work Experience: At the end of my work experience or internship, I ask for a meeting with my supervisor to review my work and career development pathway and to extend my personal network.

Figure 3.11: The a School for tomorrow. Competency Developenttt Framework – Work

Figures 3.8–3.11 comprise the a School for tomorrow. Learn, Live, Lead, Work Competency Framework. They provide information about each competency and how it might be broken down into statements presented through the eyes of a learner which explain:

- The competency: an integrated summary of the essential knowledge, skills, dispositions, and learning habits.
- The domains: three essential areas in which a competency is exercised.
- The fields: four key behaviours associated with each domain.
- The actions: five actions that allow the learner to demonstrate the behaviours associated with a field.

In this way, we can represent the competencies as cascading taxonomies, flowing from the most fundamental understanding of what it means to Learn, Live, Lead or Work, right down to the atomic, day-to-day activities that define each of the four competencies of the framework. Our competency framework, therefore has 240 actions which our research has taught us are indicative of the behaviours of thriving. These will not be the only elements that might be included; they do represent positive indicators from which character might be inferred and provide the specificity necessary for learners to grow in self-awareness, relationship, service and vocation.

In turn, these behaviours might then form the basis of a formal or informal curriculum for character learning. A learner who could express a particular statement related to one of these actions with confidence and could warrant this confidence with tangible evidence of associated practice would be able to assert progress and success with sufficient certainty about the development of their civic, performance and moral character.

We need to help our students to be well and grow in their character and competencies by providing today's learning for tomorrow's world. Through the special sauce of high-performance learning (see Figure 3.12), we need to equip them to keep going and not give up. We need to empower them to strive to belong, to achieve their potential, and to do good and right. We need to enable

them to measure themselves, their adaptive skills, and their self-efficacy against a sense of purpose that is characterised by their inner drive and the influence it has on others' lives, as well as objective indicators of external expectations.

Ultimately, the journey of learning towards character needs to connect learners to the essential questions that we all have and point them towards a way to find answers to them. The power of this inquiry – to help them to live better lives, to feel as though they are making a difference in the world, to know that they are getting somewhere – must be sourced in the message we use to talk about it. It must be so significant, so rich, and perhaps even, so disruptive of our learners' frames of mind, that it compels them to sit up and take notice. It must force them to want to do something about it. It must make them commit to finding their way on what we call The Pathway To Excellence. That's the "Why?", the "How?" and the "What?" that comprises the character of a whole education for character, competency, and wellness.

Game Changer Character Insight

“My belief is that the purpose of schooling is to equip young people with the mindset that they need to thrive in the world beyond school.

Stephanie McConnell
Principal, Lindfield Learning Village

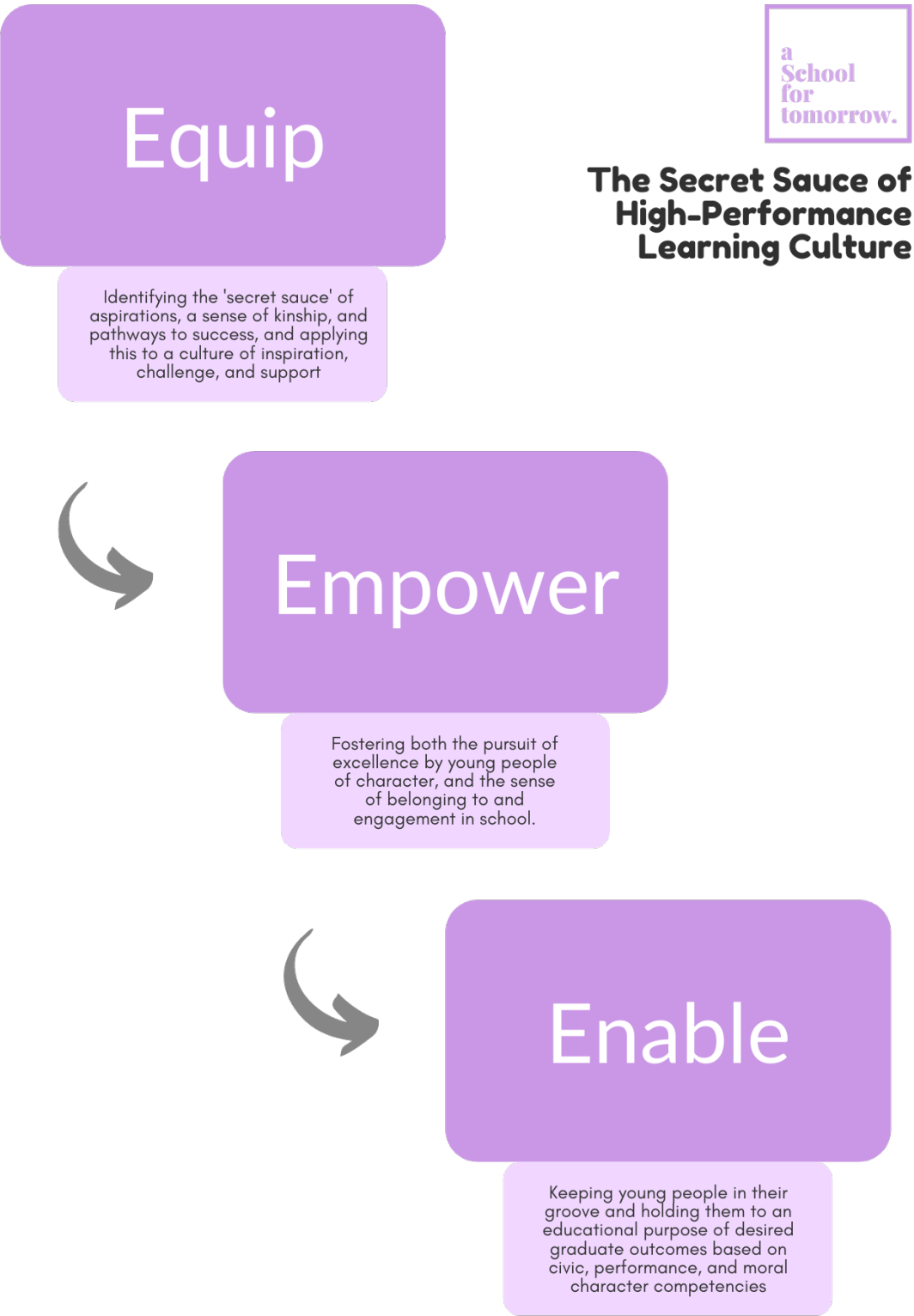


Figure 3.12: High-Performance Learning Culture

3. Leading Through Global Standards for Character Education



Resilience of Consensus Around Ethos

Case Study: The Strength of Flagship Character Education Programs (Frensham)

In keeping with contemporary leading practice in education, Frensham decided a few years ago that it wanted to be even more intentional about what it was doing to educate its students for character. We began our support of this work with a comprehensive Cultural Audit of the state of character education in the community of inquiry and practice. We helped the school develop a plan to address the differences between intention and reality, and began work with a group of educators to define what exactly was meant by the term “Frensham Character.” The school now has a clear and accepted model for character that starts with a set of graduate outcomes that can be accessed on their website. These have been articulated further into a set of behaviours that explain what it means to be demonstrating each aspect of Frensham Character. These outcomes were developed in response to the a School for tomorrow. graduate outcomes. The language and form of each of our global outcomes was adapted to suit the specific culture and context of the school and its history. A collection of addresses, talks, and other significant artefacts of public memory was assembled, edited, and published to act as a reference point for the school’s understanding of how these outcomes play out in the life of their students, teachers, alumna, and the wider community.

“Deep research into the nature of the community and its aspirations for its students has informed the work of first Julie Gillick and now Sarah McGarry as Heads of School. They have stripped away peripheral and ephemeral habits to construct a focused understanding of the enduring values inherent within a Frensham education and their connection to the experiences of their students and alumna.

Finally, a personal development course for Year 7 students has been developed to assist with their induction into the life and culture of the school. Further work is underway to align pastoral, social and emotional learning, and staff development to the principles of Frensham Character.

Key Learning: Know What You Want From Character

The success of an agreed ethos for character education begins with working out what you mean by character. It is enabled through your capacity to develop a model to describe what a life that is worthwhile and well-lived might look like in the eyes of your community. The body of work established through these definitional phases is confirmed by community consultation, communication, and engagement in practice.

<https://www.frensham.nsw.edu.au/>

Case Study: Resilience and Progress During COVID-19 and Principal Transition (The Knox School)

In schools where the groundwork for strategic development has been laid in advance and clarity gained about the case for change, navigating through COVID-19 has been supported by the capacity of the community and especially teachers towards such change. The Knox School in Melbourne has witnessed such growth in the rate and progress of its educational development over 2020-2021.

There has been a number of observable successes in the approach of the school towards stepping forward and up through this time:

- Established commitment to the principles of character education and its embodiment through “personalised learning”
- Capacity to weave an adaptive narrative around the rationale for this program including a social media presence designed to enhance messaging to the school community and beyond (directly supported by a School for tomorrow.)
- Construction of a strategic project for the renewal of curriculum, pedagogy and assessment (supported directly by a School for tomorrow.)
- Implementation of effective succession planning for key roles, including Principal, Deputy Principal, senior and middle managers

In the case of the latter, the decision by the Principal to proceed with his planned retirement and hand over to his successor added a further layer of complexity to the change management process but the careful implementation of strategic planning, systems and structures, and investment towards creating a tangible culture all offset the potential for this to upset progress. It should be noted that the Principalship was won in an open process by the Deputy Principal originally appointed to take up the role at the start of 2020. A smooth transition has been facilitated greatly by this.

“Principal Allan Shaw and his successor Nikki Kirkup have emphasised to us the importance of personalising their approach to helping staff to see the value of change towards a personalised learning approach. They have consistently walked the walk as well as talking the talk. Winning hearts in the long term will help the school to make changes to practice that meet the needs of students to thrive in their world.

The conclusion we have drawn about staying on course and moving ahead confirms what we have learned in earlier studies: the character of the school reflects the character of its leaders. Leaders show the way forward and build on the character capital they accumulate through their work in building relationships throughout their community. What we have seen in the context of The Knox School that adds to this understanding is that the patient, steady and consultative “character work” of strategic development can enhance the resilience of consensus around ethos during times that might ordinarily threaten such consensus.

Key Learning: Growing Character Leadership Requires Strategic Structural Support

An approach to leadership for a community’s organisational resilience that combines modelling, scaffolding and coaching for character capital mirrors the approach to character learning for the development of adaptive expertise and self-efficacy through character apprenticeship.

<https://www.knox.vic.edu.au/>

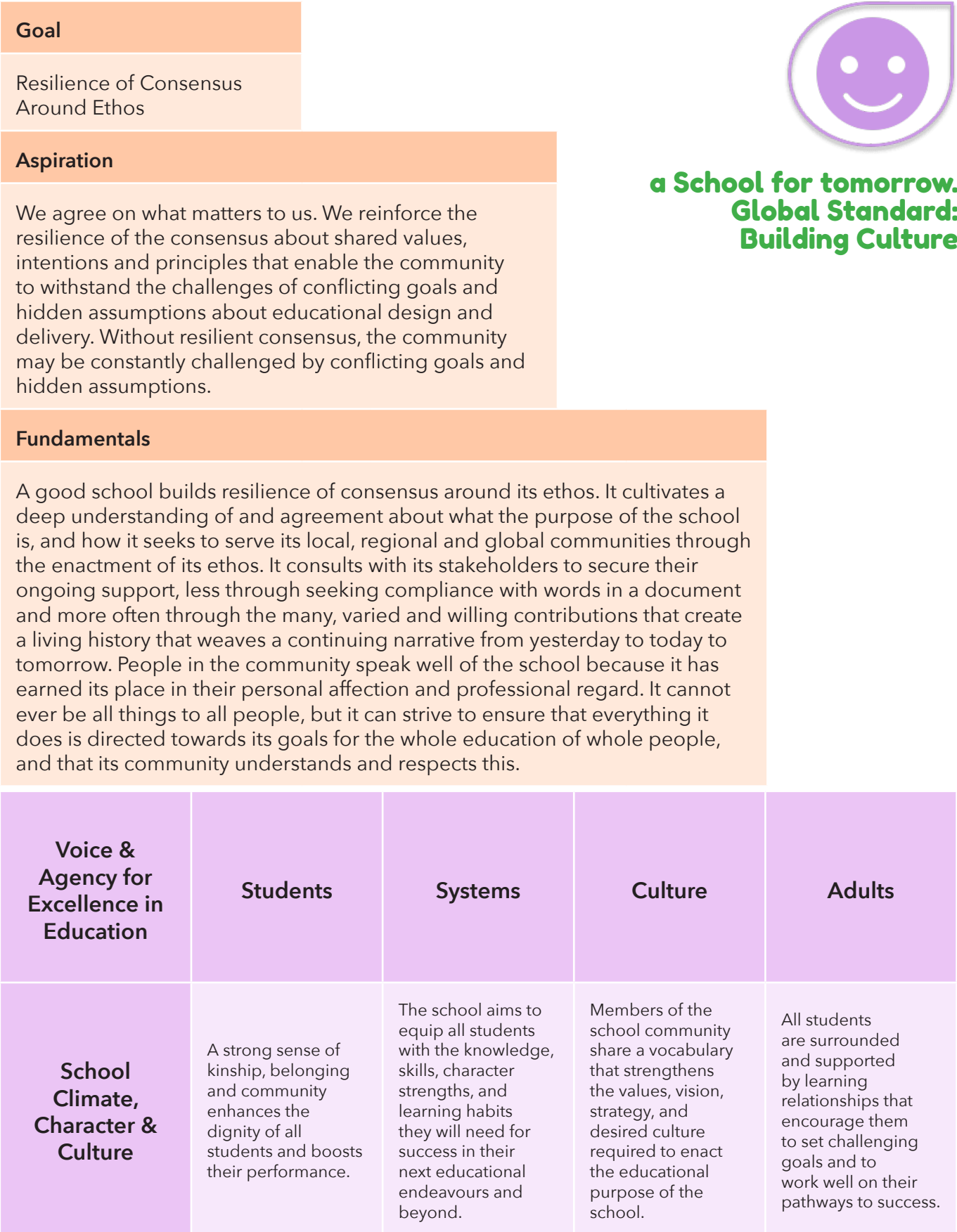


Figure 3.13: a School for tomorrow. Global Standard – Building Culture



Figure 3.14: Score Card for a School for tomorrow. Global Standard – Building Culture

Effective and Engaging Communication and Reporting

Case Study: Preparing the Case for Character (Reading School)

Reading School was established in 1125. It could have been anticipated that such an ancient school might have already articulated long-held statements about aspirations for its graduates, but as has been the case with many other schools we have encountered, the notion of making explicit the implicit is relatively new to education. At the same, the need for the school to be a vehicle for social mobility has been maintained ever since its foundation, and the development of language around graduate outcomes and character behaviours reflects the role of such qualities as academic excellence within the process of gaining advancement through the strata of British society.

The commitment and dignified perseverance of the current leadership and governance teams to honouring this ongoing legacy while also creating language for character learning and outcomes that reflects today's learning for tomorrow's world has been notable. This was tested particularly when a timetable for activities was published that demonstrated the reality of expectations around a broad education that went beyond traditionally narrow preparation for high-stakes public examinations. Some strident opposition was voiced initially within the community to this challenge to the status quo but the school stood firm on its decision while patiently advocating for the required changes.

Different documents were generated overtime to explain the changes required, all of which traced back to the ethos of the school and the rationale for the emphasis on character: preparation for the world beyond school. Subsequent experience showed the benefit of a combination of tight and

compact communication to win over the majority supplemented by the detailed rationale for those who required it.

“**Headmaster Ashley Robson and his team successfully negotiated the emotional impact of COVID on their community (and personally in the case of Ashley) by showing that the value of academic excellence and the value of building good men are intertwined (and not in binary opposition to each other).**”

In this way, their qualities of intellectual rigour, personal resilience, and openness enabled them to model, scaffold, and coach the community towards a positive resolution for The Reading Way that sits deep within the traditions of balanced scholarship for which the school has stood for centuries. The course of the months that followed showed the positive impact of exercise, collaboration through activity and processes of reflection on the capacity of students to withstand the ebbs and flows of extraordinary demands. Community opposition to the new model waned and life has proceeded with the new character education approach in place.

Key Learning: Demonstrating The Right Character Matters

The challenge of describing agreed outcomes for those who will inhabit tomorrow's world is less difficult than weathering the inevitable resistance to changes to the status quo from those who are deeply immersed in the world of today. Differentiated communication strategies will help make the case for change; the character of leadership is what is likely to win the case.

<https://www.reading-school.co.uk/>

Case Study: Charting the Adventure Ahead – The Development of the a School for tomorrow. Voyage App

Earlier this year, we published our a School for tomorrow. competency framework. Drawing on a decade of research across the globe, this set of tools is designed to help promote an understanding of how learners might build and demonstrate character in how they learn, live, lead, and work. It's also designed to help teachers and families support the process by which learners grow, make progress, and succeed on their journey. We will be supporting the use of the a School for tomorrow. competency framework by learners with the launch of our Voyage app early in 2022.

“**Learner-researchers have told us that they are caught between playing by the rules of school and being told what to do to succeed. They want aspiration and inspiration to go beyond the routine of drilling and skilling for examinations; they want to connect to a life of purpose.**”

How this is done must be immediately accessible, relevant, and connected with the experiences of a community of fellow adventurers or it's likely that they won't persist with this journey and will fall back into the pattern of conformity to impersonal systems. Based on the principles of mastery and self-determination that underpin so much of what we have learned from schools such as Brisbane Grammar School, Crescent School and Aylesbury Grammar School about successful character learning, Voyage is based on an inside-out process of self-development. It incorporates a way of asking and answering questions that will challenge and support learners to grow in character as they

work out what matters most to them and how they might go about doing it with purpose and impact.

Supported by their self-nominated crew and the knowledge architecture of a School for tomorrow:

- Learners look at their own strengths as they seek to grow in self-awareness: *Who am I? What am I good at? What can I do?*
- Learners consult with the people around them for advice and guidance: *Who else is on my journey? What are they doing? Where do I fit in? What are their strengths? How do they see my growth?*
- Learners think through how they might contribute through service: *What needs to be done? What works? What doesn't work? How can I best serve others?*
- Finally, learners will explore their sense of vocation: *How can my work contribute to the fulfilment of my sense of purpose? How can I connect my service to the betterment of people and place and planet? Whose am I?*

Voyage equips, empowers, and enables learners with the capacity for authentic and meaningful measurement and assessment of character development over time. We look forward to sharing more about Voyage with you soon.

Key Learning: Student Inquiry and Self-Reporting Within A Community Promotes Engagement, Mastery and Self-Determination

For each learner, the answers to the driving questions of their lives will be unique, as all have different abilities and interests to share as they grow in their sense of belonging, the fulfilment of their potential, and their propensity to do good and right. At the same time, the tracking of the journey against a competency framework will allow learners to place their process and accomplishments in perspective. The use of a cohort and the support of mentors, coaches, and advisors allows learners to stay on track and complete their learning.

<https://www.aschoolfortomorrow.com/>

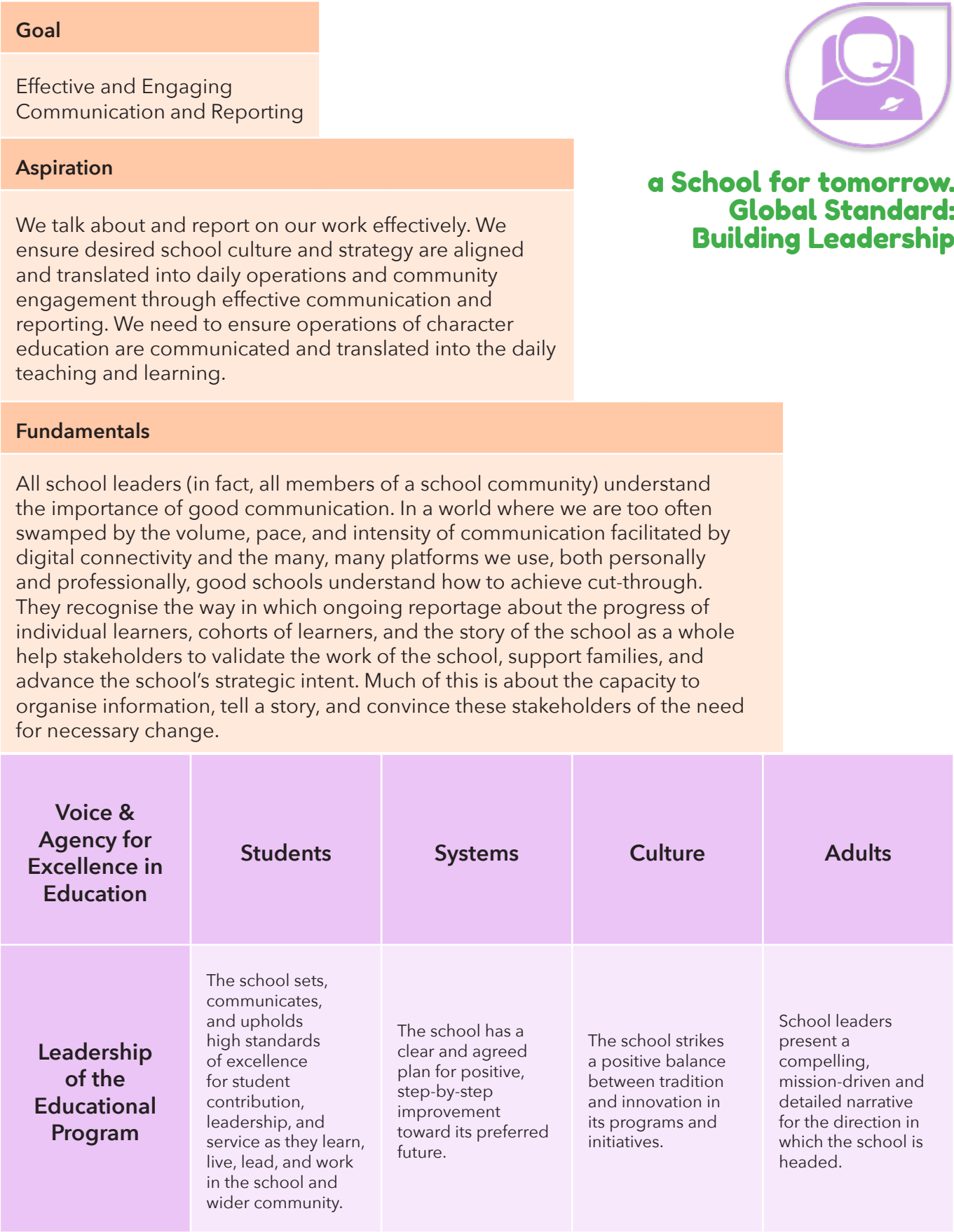


Figure 3.15: a School for tomorrow. Global Standard – Building Leadership

Score Card						
Interrogating Organisational Maturity for Building Leadership	Individual Practice: Community members pursue own interests and activity in character education without systemic connection.	Strategic Awareness: Character education practice is on occasion compared, shared and aligned to a collective and individual sense of purpose.	Strategic Intent: The school designs itself and character education around a distinctive ethos based on its values and service to others.	Strategic Judgment: The school uses a range of evidence to assess and make decisions about goals, strategy and delivery of character education.	Strategic Coherence: The school demonstrates quality and consistency in character education through the lives of its learners.	Fit For Purpose: The school focuses on graduate outcomes and achieves significant community impact.
How successful is the school in designing a vision for the planning, organization and consistent delivery of an education for character, competency and wellness within all of the learning contexts of the school?						
How effective is the school at identifying and articulating in a more explicit fashion its goals, especially the identification and implementation of programs aimed at supporting students to achieve desired graduate outcomes?						
How consistent are members of the school community at all levels and particularly leaders at demonstrating behaviours of transparency, honesty, and care in reporting progress and success in supporting the learning of each and every student, and achieving the school's vision?						
How well is the school engaging with its community as to the intentions, nature and implementation of its approach to an education for character, competency and wellness?						
How convincing is the school in describing to its community the external and internal factors that drive the need for innovation and change within the school?						

Figure 3.16: Score Card for a School for tomorrow. Global Standard – Building Leadership

Robustness and Consistency of Standards

Case Study: Populating Stages of Character Learning (The Scots College)

a School for tomorrow. and CIRCLE have been supporting The Scots College in Sydney for more than a decade. The work of establishing the primacy of character and its articulation through a philosophy and framework for education, as well as the stages of learning through which these might be realised, has been well-documented by us elsewhere.

The work of the past year has focused significantly on thinking through what it means to be a high-performance learner in the senior years of schooling. A process of engagement with staff to define what this might mean was followed by a period of action research which allowed the development of a putative model.

Subsequent conversations with staff members and reflections on findings emphasised the need to move away from models of character learning that spoke to teacher methodology and actions in the first instance. Models based on preferred pedagogies can be adapted to suit circumstances but can end up becoming self-referential and self-justifying.

The standards for character learning were only likely to be met when the way in which they were described focused initially on what behaviours learners were expected to demonstrate. The learning behaviours expressed then needed to be tracked back to the work already done over the previous two years by staff in articulating the character and competencies required to meet the desired Graduate Outcomes in Stages of Learning through a Framework for Education.

“**Director of College Improvement Paul Vickers and his team have patiently assembled the elements of the model for the “Courage and Conviction” stage of learning. They have modelled the competencies of reflection, analysis, and synthesis that are inherent to the College’s expectations that its oldest students will take responsibility for their knowledge, skills, dispositions, and habits in an intentionally purposeful fashion as they respond to the challenge to learn, lead, and serve others.**

Once student learning behaviours were described, connected to the framework, and put into a scope and sequence that could be used to coach students in any curricular or co-curricular format, then it was possible to begin aligning teaching, coaching, and pastoral care activity to these behaviours, which were aligned to the desired learning outcomes as opposed to a specific named pedagogical sequence.

Key Learning: Describe What Student Learning Looks Like Before Talking About Teacher Activity

Character learning needs to focus on what learning really looks like and the intentions required to enact this. The repertoire of related teacher activity should be crafted around a continuing process of experimentation and refinement of adaptive expertise around the attainment of this intent.

<https://www.tsc.nsw.edu.au/>

Case Study: An All-Through School (Northholm Grammar School)

Northholm Grammar School has experienced a period of renewal in its connection with its community over recent years. Re-affirmation of the founders’ expectations for the aspirations of school culture has helped the school to move through difficulty and ensure the continuing confidence of its stakeholders.

Significant in this process has been the way in which the school has mapped for itself a vision for an ‘all-through school’. In short, this sees the experiences of the Northholm student that flows clearly from the values of the school to its strategy to its implementation in the life of a student and then into the results obtained in how students learn, live, learn and work. All language has been directed towards the attainment of these holistic outcomes; some programs have been restructured and others have been curtailed.

“**Principal Chris Bradbury has envisioned character learning from the perspective and experience of the students of Northholm Grammar School: teachers contribute to the co-construction of one continuum of curriculum, pedagogy, assessment, and pastoral care bounded by the values and Graduate Outcomes of the school. In this way, vision has been aligned with intention and is beginning to be realised through a designed ecosystem where the experience of students is foremost.**

At all points, the guiding consideration has been to place what is proposed within the flow of the all-through school to ensure that the energy and impact of what is committed meets the desired effect. In other words, strategic development of education ensures that all aspects of the student experience are positioned within the course of anticipated culture and the character that might facilitate this.

The key concepts that help students to engage with state-mandated curricula are the same as those which define the market distinctive of the school. In other words, there is a single set of standards that speaks to all purposes that the school might have because it describes what the community want and expect from their young people: strong character and strong results.

Early data-gathering suggests that student and parent expectations are beginning to converge on the expressions of aspiration. Most tellingly, academic achievement has improved significantly in a short period of time, while the capacity of those who are not committed to the required standards has been tested significantly.

Enrolments also seem to have benefitted from both of these phenomena as the confidence of the school community has risen accordingly. Staff engagement has increased and the community as a whole has a new lease on life.

Key Learning: Character Predicts Purpose and Purpose Predicts Character

Creating an understanding of the character of the learner, the character of the teacher and the character of the school that supports both can be predicted from the statements of strategic intent in just the same way that strategy can be sourced from desired character outputs. The mapping of education seems to work both forwards and backwards along a continuum of educational experience.

<https://www.northholm.nsw.edu.au/>

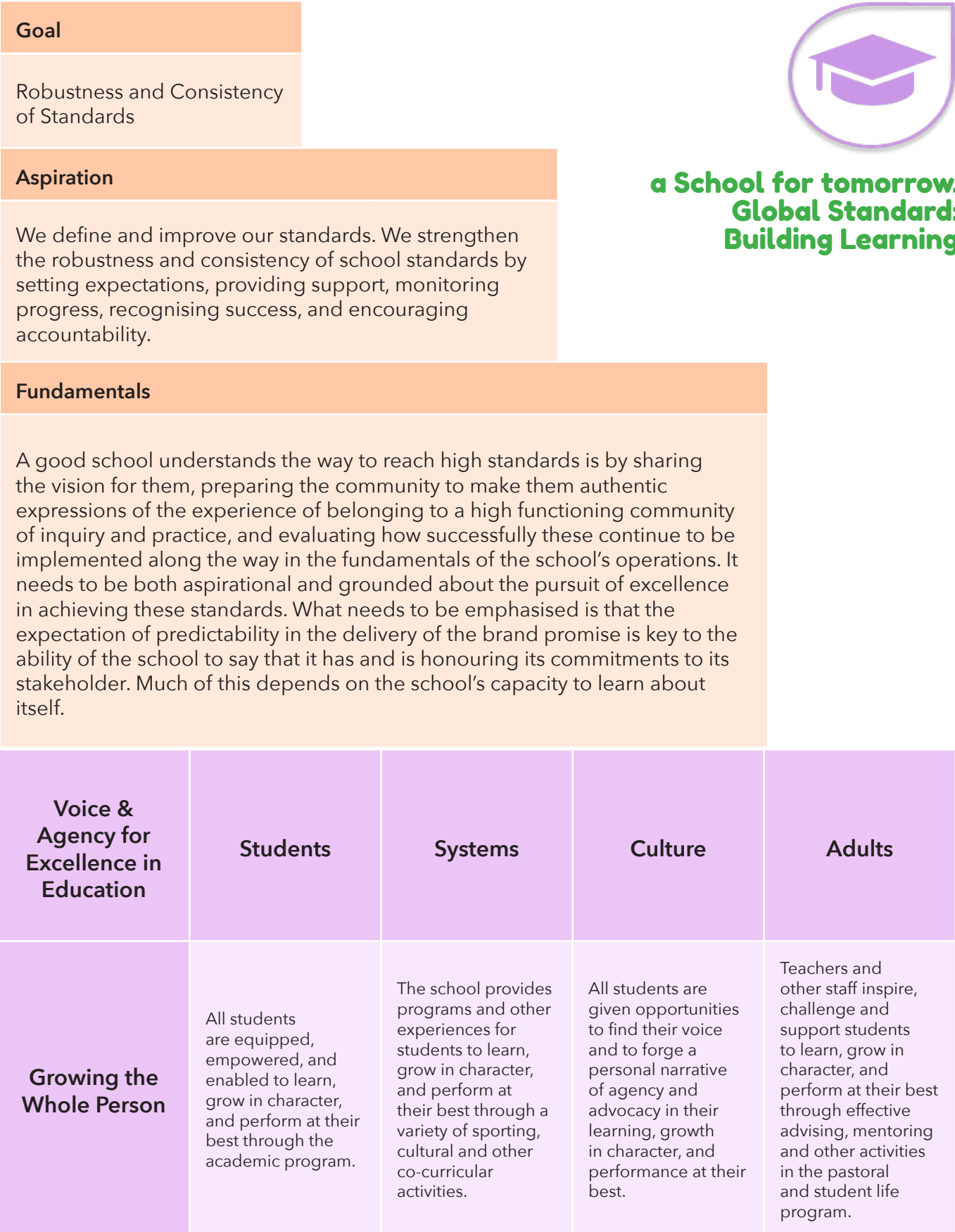


Figure 3.17: a School for tomorrow. Global Standard – Building Learning



Figure 3.18: Score Card for a School for tomorrow. Global Standard – Building Learning

Tangible Outcomes for Students and Programs That Meet Expectations

Case Study: Supporting Learner Mastery and Self-Determination Through Character Education (aSft. Character Education Courses Suite)

Over the past two years, a global group of schools have supported the development and testing of a range of courses for students, teachers, leaders, and school teams about character development and education. Our research institute, CIRCLE – The Centre for Innovation, Research, Creativity and Leadership in Education created a global hub of Schools of Character including:

- Aylesbury Grammar School
- Brisbane Grammar School
- Crescent School
- Doctor Challoner's Grammar School
- Frensham Schools
- Haverford School
- Palmerston North Boys' High School
- Prince Alfred College
- Reading School
- Royal Grammar School High Wycombe
- St Margaret's Berwick Grammar
- The Scots College
- Westlake Boys' High School

The purpose of this hub has been to conduct further research in two specific areas: materials and tools to assist with the development and measurement of character; resources for family education in this context.

“Clients speak to us of the need for a coherent framework to inform their work in schools; the research basis allows them the confidence to know that students, staff and leaders can take the big step forward and up in their journey of exploration, encounter and discovery.”

The significant deliverable is a set of educational materials and validated measurement tools related to character development and education. This suite of materials and tools is being built out around key developmental questions in a range of formats to support reportage of the proposed educational material and tools, as well as a recommended framework of topics on character education and modes of delivery for community engagement and discussion in a developmentally appropriate fashion. Three suites of courses for character education have been developed and are now available on the a School for tomorrow. community site:

For students:

1. **A Life of Purpose:** students in Year 9 explore the conditions for growth, progress and success while identifying the need for purpose and direction in life.
2. **Your Social Purpose:** students in Year 10 develop a sense of the social context for their commitment to community as well as the development of their own potential.
3. **Get Ready to Lead:** students in Year 11 work through a process of goal-setting and planning as they take on increasing leadership responsibilities in their school and elsewhere.
4. **The Pathway To Excellence:** students in Years 12-13 dig deep into the way in which their life might progress as they graduate from school and begin the adventure of their lives.

For staff:

1. **The Character Work:** staff explore the rationale for creating purpose and practice that are explicitly linked to preparing students with the character to thrive in their world.
2. **Teaching for Character:** teachers discover the way in which character might be defined, modelled, taught, and assessed in schools of character.
3. **Leading For and With Character:** educators step into the world of character leadership and reflect on how to add values and value through character in their schools.
4. **The Way:** teachers reflect in-depth on their growth and development in the adaptive expertise and self-efficacy of character practitioners.

For leaders:

1. **Discovering Leadership:** aspiring and emerging leaders explore theories of leadership and situate their own practice within a global body of research.
2. **Game Changers:** educational leaders commit to developing the character of those who are leading the way in education and develop a plan to grow further.
3. **Lead Now:** leaders take on the support of a coach in setting goals for their own professional learning aligned to the time frame of a significant project in educational development.
4. **High-Performance Teams:** this course helps school teams to analyse and assess the efficacy of their work in creating today's learning for tomorrow's world relative to the global standards for future-fit schools.

The framework for family education and measurement tools have been published elsewhere in this edition of the Monday Quarterly, as have details for the third phase of the CIRCLE global character education research program, which commences in 2022 and runs through to 2024. Next steps for the development of output informed by the findings of the a School for tomorrow. global character education research

program will include:

- The development of character education resources for Years 5-8
- The development of supplementary character education resources for Years 9-13, staff and leaders
- The development of a formal program of leadership development for staff to augment the Game Changers brand
- Beta testing of the Voyage app with students

In addition, we are excited to announce the development of the first unit of a Certificate II program in leadership and management developed in partnership with Leann Wilson and Mal Meninga from Regional Economic Solutions. Drawing on over 65,000 years of First Nations wisdom, the **Moon-da-Gatta Wisdom** program brings to this continuum of knowledge the best of learning from high-achievement culture and our own research and development into an education for character, competency and wellness. Students from First Nations and other backgrounds alike will be able to engage with this program within and parallel to their normal curriculum from Year 9 onwards. The Moon-da-Gatta team looks forward to taking the first steps with this program in 2022 (which will culminate in the development of an accredited Diploma of Leadership and Management graduation pathway for students) – we invite you to contact us further in this respect.

Key Learning: Listen For The Voice of Learners

Participation by learner-researchers and project coordinators over the past year, in particular, has allowed us to refine courses for content, context and connection with learners of different ages and stages. What has become clear is that any and all courses need to be aligned to the natural and normal processes of human development. We can neither delay nor rush adulthood; we must listen for the voice of students to tell us when they are ready for agency and advocacy, while we model for them the civic, performance and moral behaviours that enable you to know yourself, earn your place, going on a journey from me to you to us, and find your calling.

<https://www.aschoolfortomorrow.community/>

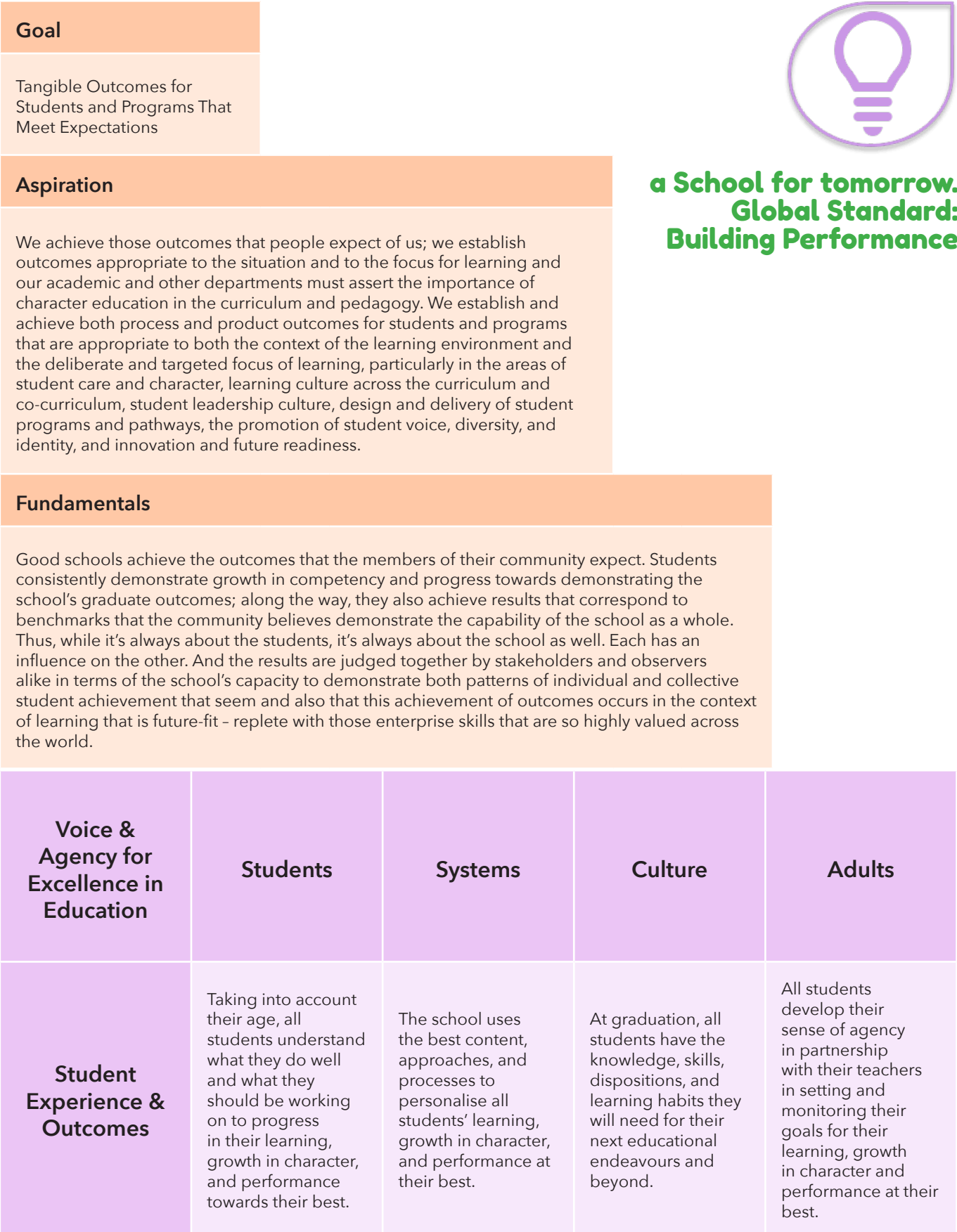


Figure 3.19: a School for tomorrow. Global Standard – Building Performance



Figure 3.20: Score Card for a School for tomorrow. Global Standard – Building Performance

Strategic Clarity and Connection

Case Study: Wrestling With Graduate Outcomes (St Catherine's School, Toorak)

The importance of Graduate Outcomes in defining the educational process of a school is crucial to the success of an education for character, competency and wellness. How to reach the point where such definition is possible takes deep reflection on the nature of a school, its community, its students, and the way in which these might be articulated in a set of clear statements about what could and should be the object of the community of inquiry and practice in a school.

St Catherine's School has been engaged in an ongoing process of supporting its students and families through a time of rapidly changing expectations about schools and their capacity to prepare students for a future in our world. So much of this is predicated on clarity about what exactly a school will and will not do to deliver its values and value propositions.

“Principal Michelle Carroll has consistently argued the case for adherence to strategy within a distributed mode of implementation of character education by senior staff. The character of leadership matches the intention of the future-fit learning culture as a whole and the character of its graduates: bold, creative, independent, and resilient.”

Values are those essential concepts and beliefs that we hold about what is most important to us in life. The values proposition translates in an educational context to the quality and the consistency with which those values are demonstrated in the day to day lives of the learners and graduates of a school. The value proposition, therefore, is the articulation of that tangible benefit gained by the learner (and their family) as a result of the process of an education for these values. These principles and benefits, when aligned and interdependent, are inherent to the success of an education for character. Vision must connect with intention; means must connect with results. Thus, what families see as the promise of a school must be generated in the practical outworkings of the school experience in the life of the student. This does not mean that such a life will be necessarily and continuously easier or more positive. Instead, the student will be equipped, empowered, and enabled with the character to make the best of life, whatever the boosters and detractors.

What St Catherine's has demonstrated over the past year is a willingness to continue to wrestle with the notion of what this values and value proposition might be. It has continued to engage with the international research on Teaching for Thinking while adaptive models of learning in practice. It has built a range of strategic partnerships to help it to think about the way forward and track progress. A commitment to iteration and consultation has seen it emerge with a set of outcomes which the learning community can use to chart a way forward with greater confidence about translating intent into action.

Key Learning: The Character of Inquiry and Practice Is Guided By Strategy and Modeled Through School Culture

Character grows from wrestling with character. Schools need to model for their students through the operations of their whole Community of Inquiry and Practice the behaviours which comprise their Learner Profile and contribute towards the attainment of their Graduate Outcomes.

<https://www.stcatherines.net.au/>

Case Study: Grounding the Strategic Vision for a School in the Character of Its Education (Port Vila International School; Lindisfarne Anglican Grammar School; Selwyn House School; St Margaret's Berwick Grammar)

Over the past decade, we have enjoyed supporting hundreds of schools around the world to develop strategic plans for their long-term educational and business development. Processes of strategic planning from four schools across the globe over the past twelve months indicate the growing importance to schools of ensuring that their school's strategic development is directly connected to the proposed character profile of the learner via Graduate Outcomes. External academic and co-curricular results and administrative efficiency are no longer the sole markers for school success.

“Character matters to schools.”

Developing Cultural Markers For Character: Port Vila International School has recently completed a period of strategic thinking and community engagement in the process of articulating its vision for the future and planning how best to move forward with this. It has been balancing unique location and position within the society of Vanuatu with the types of aspirations that parents and families around have for their students. The development of a clear set of values has assisted the school team to plot a pathway forward to meet the needs of the community over the coming decade.

Embedding Aspirations for Character: Lindisfarne Anglican Grammar School has completed its second period of strategic planning with the support of a School for tomorrow. The school community has grown considerably over recent years in terms of confidence and size. It has come into its own with a shared understanding of The Lindisfarne Way as a framework for education. The challenge of the next stage of its history in

this respect will be to ensure that its strategic expectations for the brand promise of its student graduate outcomes permeate all aspects of daily life across the school, ensuring that student units of study and professional learning activity are both framed with the language of The Lindisfarne Way and directed towards its predicted outputs.

Confirming Implicit Expectations Through Explicit Statements of Ethos: Selwyn House School in Montreal, Canada holds a distinctive place in its market and enjoys a strong history of connectedness with its community. The character of its educational program has changed over time from a more traditional approach to one which has been marked by a high degree of relationality. Its strategy has been mapped to embed a clear statement of what its ethos looks like in terms of values-rich behaviours by its graduates with a specific focus on tracking each strategic initiative back to the realisation of this ethos.

Clarifying The Educational Offer: the repositioning of St Margaret's Berwick Grammar to accommodate a combination of coeducation and parallel education has accompanied a significant amount of strategic educational development to update practice and realign the school with its market. The school enters its next phase of strategic planning with a clear sense of its purpose and practice which now ties the components of its educational offer to the desired character and competencies of its graduates.

Key Learning: Character Drives Educational Purpose and Practice

The heart of strategy is deciding what you will and won't do. You need to choose the right purpose if you're going to do this well. Know your people and place, then respond accordingly by making your purpose happen through your practice. This means that the character of the leader is just as important in seeing through the stages of the strategic process as the vision for the character of the graduate.

<https://pvis.edu.vu/>
<https://www.lindisfarne.nsw.edu.au/>
<https://www.selwyn.ca/>
<https://www.stmargarets.vic.edu.au/>

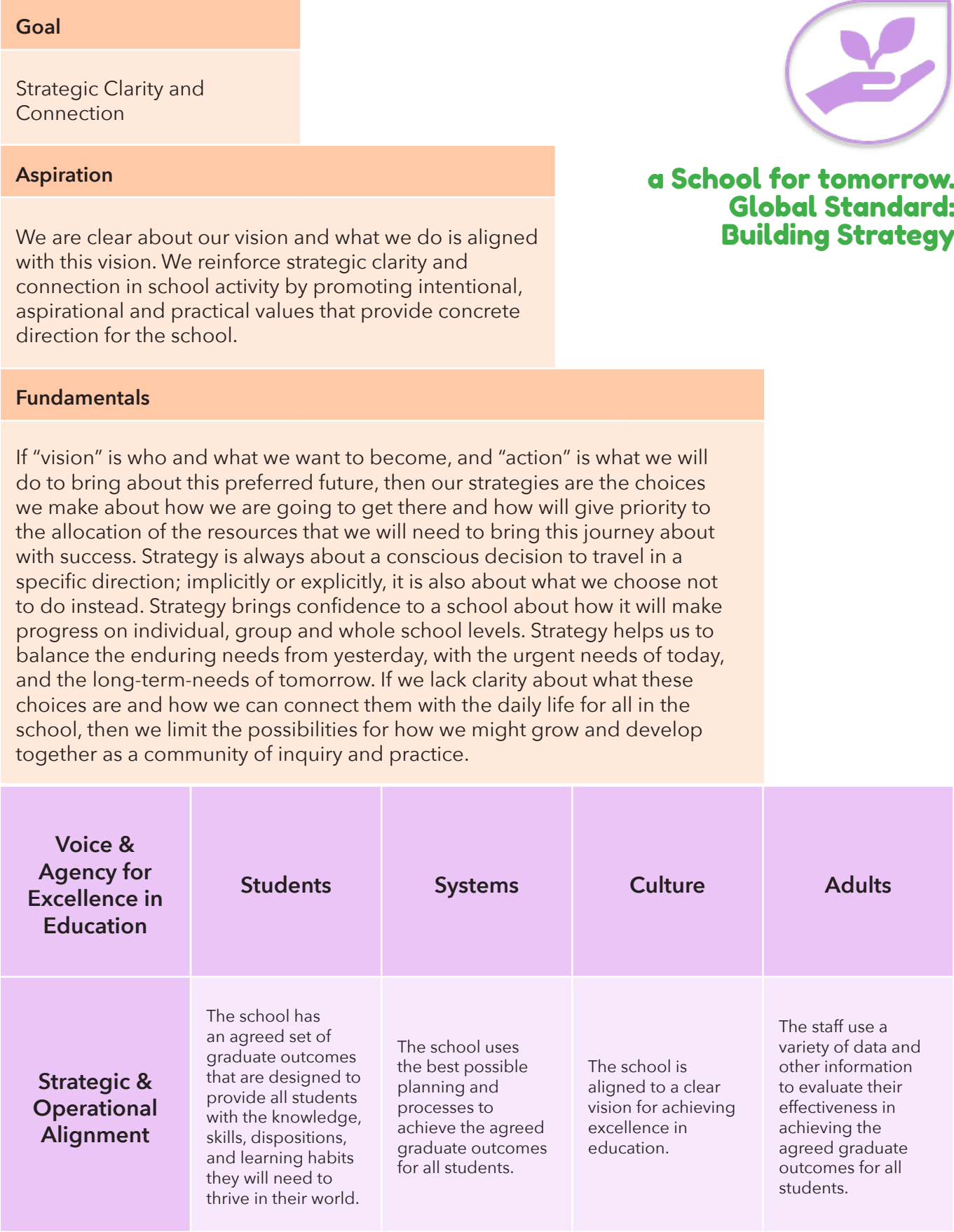


Figure 3.21: a School for tomorrow. Global Standard – Building Strategy

Score Card						
Interrogating Organisational Maturity for Building Strategy	Individual Practice: Community members pursue own interests and activity in character education without systemic connection.	Strategic Awareness: Character education practice is on occasion compared, shared and aligned to a collective and individual sense of purpose.	Strategic Intent: The school designs itself and character education around a distinctive ethos based on its values and service to others.	Strategic Judgment: The school uses a range of evidence to assess and make decisions about goals, strategy and delivery of character education.	Strategic Coherence: The school demonstrates quality and consistency in character education through the lives of its learners.	Fit For Purpose: The school focuses on graduate outcomes and achieves significant community impact.
Is the school clear on the strategy that will bring about meaningful growth and change towards realising the school's vision for character education?						
Are the strategic initiatives of the school aligned with the nature of the stated values, educational philosophy and desired outcomes for both the school and its students and the school's strategy for achieving this preferred future?						
Do staff clearly communicate and model the stated values and graduate outcomes of the school in designing and delivering an education for character, competency and wellness?						
Do students clearly communicate and model the stated values and graduate outcomes of the school in how they learn, live, lead and work, especially in the interactions of older students with younger students?						
Does the school have a strategy for achieving success in innovation in character education, especially in the use of technology in learning?						

Figure 3.22: Score Card for a School for tomorrow. Global Standard – Building Strategy

Focus and Committed Community of Inquiry and Practice

Case Study: Tracking Character Outcomes for a Whole School Community (Doctor Challoner's Grammar School)

The expansion of our existing partnership with Doctor Challoner's Grammar School over 2021 has allowed us to help engage the wider community in an ongoing conversation about the importance of character. The school has been part of our broader hub of research schools engaged in learning about character learning and measurement.

“**Headmaster David Atkinson and his team have modelled for their school the curiosity and intellectual humility required to strive for expertise in an education for character. Their willingness to be thorough about their work as a genuine piece of research has enabled them to work towards creating even better educational experiences for their students.**

Ongoing conversations saw the development of a tailored longitudinal project based on thinking about the impact of a Challoner's education on the long-term development of its graduates. The school collaborated with a School for tomorrow. to

develop a suite of bespoke survey instruments that could be used to assess the success of the school in embedding its values through its program of character education.

The school is planning to take the time needed to do this properly. It is also aligning ongoing professional conversation around encouraging staff to develop active voice and presence in the process, especially through paired observations of practice.

Schools often talk about measuring the educational and personal impact of school on the life experience and outcomes of alumni. To do so requires a commitment to the collection of baseline data and then an ongoing process of surveying and consultation with the community. What matters most is the school's willingness to analyse the findings with the benefit of a School for tomorrow. as an external critical friend to enable it to sustain a conversation about what has worked, what could work better and what still intrigues members of the school community about the process of an education.

Key Learning: Deep Understanding of Character Learning Arises From an Authentic Research Mindset

The search for immediate results to a perceived problem can create an expectation for instantly accessible and perfect solutions, even though no such “products” exist in an educational setting. The commitment of time and (more importantly) patience into a directed but open process of research gives schools the opportunity to model inquiry that will, in time, create better and more accessible character education. These research initiatives can and should take years, not months, to design, implement, and iterate. This allows for adaptation and personalisation to the meet the varying needs of cohorts, as well as providing staff with the space to think and, eventually, to use the knowledge gained from research to create..

<https://www.challoners.com/>

Case Study: Locating the Character of Entrepreneurship in a System (CESA)

Over 2021, we enjoyed engaging with a team from Catholic Education South Australia in the first year of a multi-year engagement to support the research and development of a model for entrepreneurial learning to inform the work of their 103 schools across their state. The process of engaging with a representative team of thought leaders and administrators, and then checking in with a broader reference group on a regular basis allowed for phases of investigation, ideation and drafting to be supported by clarification and grounding in the daily life of schools.

“**Research has followed a design thinking process created by a School for tomorrow. which has encouraged deep reflection on intentionality, vision, empathy and functionality. The process has led to the integration and diverse perspectives within a coherent product driven by a shared ethos: a model for social entrepreneurship and leadership plotted along a developmental continuum that spans the duration of the primary and secondary school experience. The process of generating solutions for entrepreneurial learning has matched that which the process would want students to use.**

Central to this process has been an understanding of the commitment of the entire community of inquiry and practice in individual schools and across the system to the notion that entrepreneurial thinking is relevant for all students, not just some. Inclusion and accessibility have characterised conversation within and across stakeholder groups.

The crafting of a continuum of character learning in social entrepreneurship has drawn on a wide range of thought-leadership from within the Catholic faith tradition, as well as theory and practice drawn from the experience of success and failure of prominent entrepreneurs and social advocates.

The incorporation and synthesis of data, professional expertise and the personal experience of students, teachers, leaders, community members, and external experts in entrepreneurship at all stages have given substance to the aspirations. Follow-up work to develop exemplars and a hub for community activity in this space is planned for 2022 and beyond.

Key Learning: Clarifying the Desired Contribution of Specific Character Enhances Learning Outcomes in Communities of Inquiry and Practice

Intentionality in character education means mastering the detail of enabling the learning of desired behaviours. A commitment to a process where you are clear about what you want students to know, do, become, and learn allows you to describe what you want the character to do in the world and how you want students to realise that through their own lives and in their own fields of study, discipline, and activity. In this way, the character you want becomes the rationale for learning because of its impact on the lives of learners and those around them.

<https://www.cesa.catholic.edu.au/>

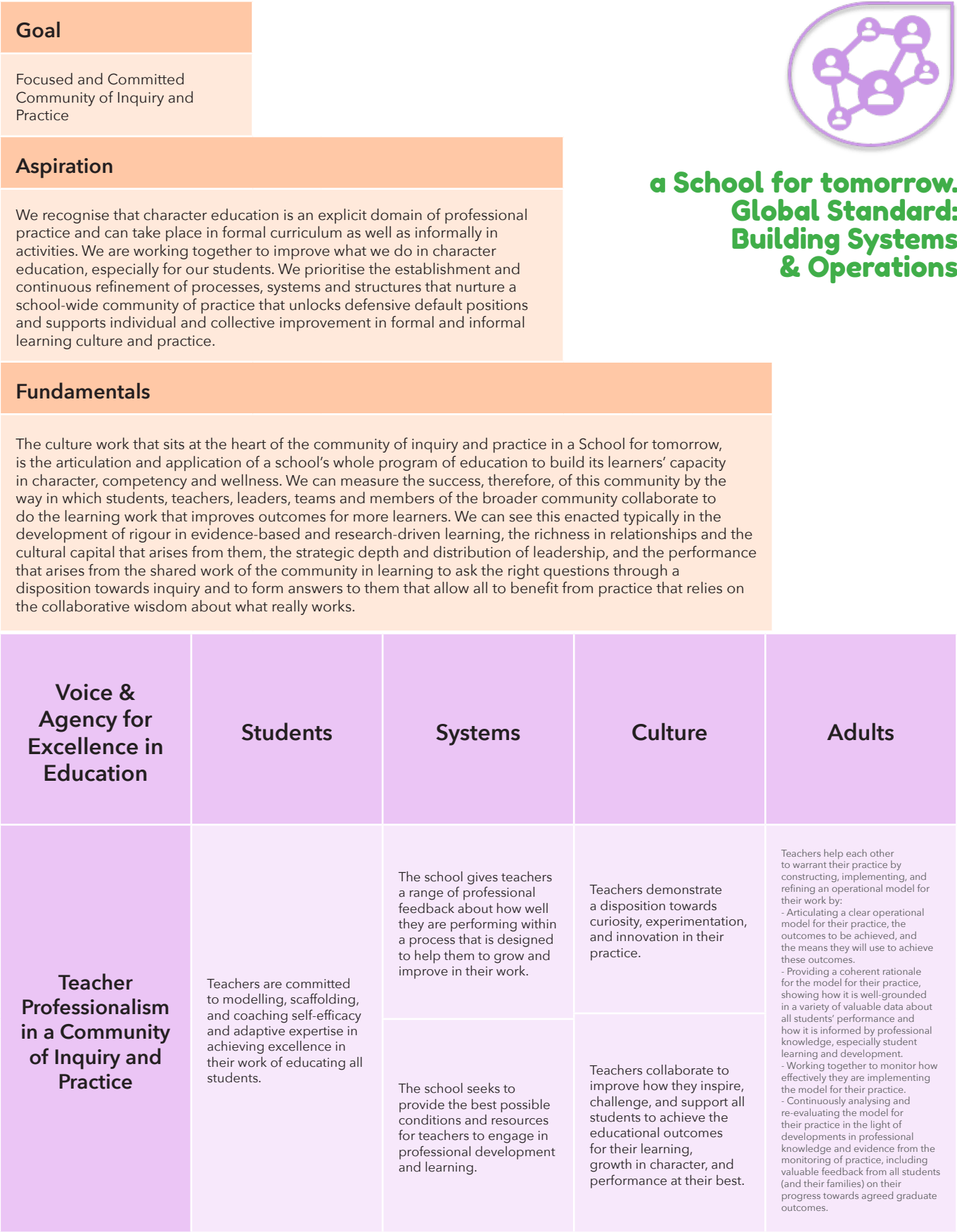













Figure 3.23: a School for tomorrow. Global Standard – Building Systems & Operations



Figure 3.24: Score Card for a School for tomorrow. Global Standard – Building Systems & Operations

The schools and educational organisations who have been involved in the project have been:

	Aylesbury Grammar School		Palmerston North Boys' High School
	Brisbane Grammar School		Port Vila International School
	Catholic Education South Australia		Prince Alfred College
	Clifton School		Reading School
	Crescent School		Royal Grammar School High Wycombe
	Doctor Challoner's Grammar School		Selwyn House School
	Emmanuel Anglican College		St Catherine's School, Toorak
	Frensham Schools		St Margaret's Berwick Grammar School
	Haverford School		The Knox School
	Lindisfarne Anglican Grammar School		The Scots College, Sydney
	Maritzburg College		Westlake Boys' High School

The researchers wish to acknowledge in particular the support of the principals, headmasters and rectors of the project and consulting schools who have been loyal patrons and supporters of this project.

In addition, we wish to convey our appreciation for the learner researchers, educators, leaders, parents, staff and trustees/governors who are participating and giving so freely of their thoughts and experiences to co-create transformational courses, materials and tools for the development of character.

In 2022-2024, we will be reorganising the three networks of our global research program into one network with five areas of research. More details of this can be found on pages 150-151 of this edition.

An aerial photograph of a dense evergreen forest. A light-colored, winding road or path cuts through the trees, starting from the bottom left, curving upwards, and then extending towards the right. The trees are densely packed and have a uniform green color. The overall image has a monochromatic green tint.

***It's about building their self-efficacy
so that they are masters of their
own development and their own
improvement.***

Dr Deborah Netolicky
Head of Teaching and Learning,
St Mark's Anglican Community School



rapid fire

A bite-size interview with Allan Shaw

Allan Shaw is one of Australia's foremost educational practitioners. He has an exemplary track record of contribution as a Principal, Chief Executive, member of peak educational bodies, and an advisor and mentor to educators and schools everywhere. His heart for schools and their communities has placed him at the heart of our profession for many years. His integrity, future-focused perspective and experience allow him to walk alongside so many with humility and respect as they strive to honour the new social contract of education: today's learning for tomorrow's world.

What does character mean to you?

OMG, a big question! I live my life based on some clear values and tenets. I reflect on many days, not all, on how the day has unfolded and look to improve. History is full of people such as Aristotle and his work on 'virtues' (he lists 12 virtues) right through to hundreds of doctoral theses that have addressed 'character'. I'm not sure that in a paragraph or two I can add further value but being vulnerable and 'having a go' is an important trait to develop. We recognise good or bad character or, or good or bad human characteristics readily and easily but to come up with an encompassing definition of 'character' is difficult. I did check out a few definitions online and they are fine, a bit dry but accurate, up to a point. These definitions don't encompass the humanity of character, the growth and development we are all capable of, irrespective of age, as long as we are prepared to reflect upon what we did yesterday and why we acted that way. Robert Pirsig author of *Zen and the Art of Motorcycle Maintenance* and *Lila: An Inquiry into Morals* developed a *Metaphysics of Quality*, which has some attraction for me that differs from an Aristotelian view.

Why should we teach for character?

The aim of a good education is for young people to become fine adults and for adults to continue to grow and develop becoming more experienced and wise through time and to make ongoing and significant contributions to those around them. Thus, while period one next Monday may well focus on quadratic equations, how the teacher conducts themselves in that lesson teaches the young people in that classroom much about being an adult. The modelling by adults by how they conduct themselves in the world has a significant influence on the young people with them, be those adults parents, teachers, coaches, media figures etc.

How should we teach for character?

We teach for character by how we conduct our own lives. If we exhibit self-control and equanimity under pressure, others see and note that. Modelling is important, necessary but not sufficient. We also need to unpack the modelling, scaffolding

it for others by breaking it down into understandable chunks that can be practised regularly and simply. Thirdly, we need to then coach others through the learning and embedding process. In doing this, we empower them to develop the skill and we should then further model by encouraging the learner to go on to reflect upon their skill development as a developing character, no matter their age.


How should we lead for character?

Teaching is leading! People copy what you do, not do what you say! This is something I remember from long ago, learned from a person I respect because they 'lived it'. It has underpinned my teaching and school leadership career and, indeed, how I try to live my life day-to-day, not always successfully. I do not expect of someone else, something I have not done, or will do with them. If they do good things I have never done, then I am happy to learn from them. Modelling continued learning is important to model.

Is there a memorable moment from your own character learning in the past 12 months?

A career as a teacher and school leader across more than four decades develops a honed sense of judgement. It is not possible to be a good teacher and school leader without being able to make judgments and hold others accountable for their actions, if only to assess a student's school work. Over time, I have found helping the learner but not doing it for them, assists mightily. This works well with all humans, no matter their age. But there is a huge difference between making judgements about a particular situation and being judgemental about a person. The last 18 months in Melbourne with huge disruptions to normal routines, in and out of lockdowns, not knowing what is coming next, has placed all of us under pressure. While we are all in the same proverbial 'storm', we were all in different 'boats', managing different circumstances, feeling pressures differently and 'sailing' along with significant differences in our capacity to cope.

Thank you, Allan!

A landscape photograph of rolling hills under a bright sky with scattered clouds. In the foreground, a dirt path with several wooden planks laid across it leads through tall, dry grass. To the right of the path, there are some leafy bushes. In the background, the hills are covered in dense green trees and vegetation. A small cluster of buildings is visible in the distance on the right side of the image.

***I believe the education of the future
and the education that I hope that at
Game Changers we're speaking to is an
education that liberates.***

Dr Kasonde Musoma
Director of Leadership and Character Formation,
Instituto Tecnológico y de Estudios Superiores de
Monterrey

are you thriving in your world?

a School for tomorrow. helps its students, teachers, and school leaders to build the character, competencies, and wellness that allows them to make progress on a pathway to excellence that gives them the adaptive expertise and self-efficacy required for them to thrive in a world that needs them to:



Have the integrity to lead meaningful lives as **good people**



Have the ability to manage complexity with authenticity as **future builders**



Grow and transform themselves as **continuous learners and unlearners**



Provide sustainable direction to the world as **solution architects**



Balance the local, the regional, and the global with perspective as **responsible citizens**



Work in relationships with others to bring success and fulfilment for all of us as **team creators**



CIRCLE - The Centre for Innovation, Research, Creativity and Leadership in Education has been a leading voice in global education for over a decade.

Drawing on the distinguished legacy of Creative School Management (established in 1982), **CIRCLE** was founded in 2010 by our Managing Partner, Dr Phil Cummins. From its inception, **CIRCLE** has engaged in a significant body of educational research and development with schools, tertiary bodies and other educational institutions, motivated by a clear purpose to equip, empower and enable schools to help achieve better outcomes for more learners.

- CIRCLE's** significant global school research program, developed in conjunction with our tertiary and other educational partnerships, includes groundbreaking developments in our understanding about the character of an excellent education with a particular focus on:
- *strategy, leadership and governance in future-fit schools*
 - *a whole education for character, competency and wellness*
 - *teaching for character*
 - *high-performance culture in education*

CIRCLE continues as the research arm of **a School for tomorrow.** and remains nested within Alphacrucis College as a tertiary research centre. We routinely publish the findings of the **CIRCLE Global School Research Program** and our broader knowledge architecture under the *Programs and Research* and *Public Education Library* tabs on **aschoolfortomorrow.com**

At **a School for tomorrow.** we are committed to engaging with educators, school leaders and their communities to build and share a future-focused knowledge architecture. As such, the **CIRCLE Global School Research Program** continues to design and run large international collaborative research projects that improve outcomes, strengthen culture, and support the people in schools who are serving the rapidly changing world of their own communities.



circle global school research program

Research Areas

The current research and publication program that CIRCLE is undertaking with the member schools of our a School for tomorrow. network over 2021-2024 focuses on:

1. Wellness by Design® and its impact on learner adaptive expertise and self-efficacy
2. The effect of measurement of learner self-awareness, growth, progress, achievement and success on the graduate outcomes of an education for character, competency and wellness
3. The concepts of a life of purpose and the pathway to excellence as prompts for the identification of vocation and the adoption of learner self-determination in education
4. The character and service of leaders as game changers in education
5. The influence of reflection and narrative within character apprenticeship and immersive experiential learning on the development of learner voice, agency and advocacy

Program Benefits

- 1 x membership of the CIRCLE Global School Research Program (3yrs)
- Development of an annual research plan
- Engagement and quarterly coaching in the process
- Agreed data-gathering and analysis services
- Annual program report, individual school data and report, associated professional conversations, and agreed network professional learning events
- Complimentary School/Institutional Membership to our dynamic online learning community

join today!

We invite you to join the movement and come with us on an ongoing global journey of discovery. To arrange a conversation with Dr Phil Cummins, Managing Partner at **a School for tomorrow.** and Associate Professor of Education and Enterprise at Alphacrucis College, and become part of the **CIRCLE Global School Research Program**, please contact our Client Associate, Kyle Porter, at kyle@circle.education.

prologue

words by Dr Phil Cummins
art by Dr Brian Cummins

So what's next?
What's on our plate?
What's in need of fixing?
What's yet undone?
What's not yet good?
What's good that might be great?
Or does "great" grate?
Do we hitch our wagon
To shooting stars
And all the while
We stumble on roots unseen
And trip over our shoelaces?
We mix our metaphors
And mix our drinks
And slur our words
And find our way to bed
And toss and turn.
And so we ruminate.
And so we rumble.
And so we grumble.
And so we fumble.
We were not born
To reach an end;
At best,
A quest
Drives us
On and on
A path
For one,
Forlorn,
Forborne,
For long, long journeys
On which we explore,
We encounter,
We discover
Within and without.
We yearn to play our part,
Incomplete and in need —
In need of explication,
In need of expiation,
In need of redemption,
In need of perfection
That lies beyond our reach —
Beyond apprehension,
Beyond comprehension,
Beyond appreciation —
Always beyond.
And so we must move.
We must move towards our goal.

We must move towards our prize.
For to stand still
Is to die in place.
And yet we must pause.
We must pause to take stock.
We must pause to take our bearings.
We must chart the route travelled,
And plot the next stage,
All the while wondering,
"Have we gone anywhere at all?"
Atlas held up the world
While Sisyphus pushed his rock
And Prometheus yielded his liver —
Who'd be a Greek hero?
Our heroes are all around us
In our every day.
So we honour yesterday,
We attend to today,
We dream of tomorrow,
Armed with hope and
Burdened with doubt
In equal measure.
More likely, though,
We tip the scale
Towards one
Or the other.
For, in truth,
We dwell in shadow and light.
Monochrome certainties
Fade into grey ambiguity.
We can clothe ourselves
In bright colours
To make a mark —
Mostly on special days
(If we're honest)
When our more modest uniforms
That never quite fit
Bodies that defy convention
Can be piled on bedroom floors —
Their turn
Will return
Soon enough
As we spurn
What made us burn
And assume
A more solid, stolid mode,
Suited and booted
To fit in
And do our duty.

We can carry this load
While we carry the torch,
Spread the word,
Keep the faith,
Keep the flame.
And all the while,
We oscillate
Between poles,
Between holes,
Between souls,
Never whole,
Never wholly anything.
And though
Those around
Push us around,
Push us into corners,
Push us to take sides,
And rage and thunder,
Fulminate and plunder,
Cancel and rend asunder,
We can resist.
We may not be wholly anything,
But we are ourselves,
Complex notes of
Leather and berries and chocolate
That linger on the palette
And defy precise description.
We are ourselves
Because of our myths —
Yes but also
Despite our myths.
What person who was yet born
Who could live up to the myth?
And what myth was ever created
That could bear the weight
Of all our expectations?
We give birth to the ideals of
Our hearts,
Our minds,
Our loins,
Our rancour.
We give them form,
We give them shape,
We give them spirit,
We give them power.
We give them up
To make a point,
To tell a joke,
To correct a fault,

To shine a light in
A life of dark,
A life of struggle,
A life of pain,
A life of wandering,
A life of wondering.
And try as we might
To fix them in place,
Our myths will not simply be.
They, like us, must also become.
And as we wrestle with them
We learn,
We live,
We lead,
We work.
We find ourselves also for ever changing.
In our being and becoming,
We are not made of that stuff
To be a one or a zero.
We are not coded binary —
We are anti-binary,
Destined to be caught between
Every pose,
Every position,
Every option,
Every right,
Every wrong,
Every smile,
Every tear,
Every fear.
We bend and sway
In the winds of our years;
Mild breezes and wild storms alike
Compel us hither,
Unless we choose
To be grateful for what is
And not resent what is not,
To strive for what might be
And never be content with what is —
Unless we choose to be with our people
To become in our place,
To serve through our practice,
To claim our purpose.
So, there we are.
We're on our way.
Can I tell you a story?



a
School
for
tomorrow.

aschoolfortomorrow.com