



LEADING CHARACTER EDUCATION IN SCHOOLS

AN ONLINE CPD PROGRAMME

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PAUL WATTS



Jubilee Centre for Character and Virtues

The Jubilee Centre for Character and Virtues is a unique and leading centre for the examination of how character and virtues impact on individuals and society. The Centre was founded in 2012 by Professor James Arthur. Based at the University of Birmingham, it has a dedicated team of 20 academics from a range of disciplines, including: philosophy, psychology, education, theology and sociology.

With its focus on excellence, the Centre has a robust, rigorous research and evidence-based approach that is objective and non-political. It offers world-class research on the importance of developing good character and virtues and the benefits they bring to individuals and society. In undertaking its own innovative research, the Centre also seeks to partner with leading academics from other universities around the world and to develop strong strategic partnerships.

A key conviction underlying the existence of the Centre is that the virtues that make up good character can be learnt and taught. We believe these have been largely neglected in schools and in the professions. It is also a key conviction that the more people exhibit good character and virtues, the healthier our society. As such, the Centre undertakes development projects seeking to promote the practical applications of its research evidence.

How to register

If you are interested in registering for the Jubilee Centre's *Leading Character Education in Schools* CPD programme, or would like further information, visit:

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Leading Character Education in Schools

An online CPD programme

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Introduction

This report presents the design approach, programme content and evaluation of the Jubilee Centre's online character education Continuing Professional Development (CPD) programme, **Leading Character Education in Schools**. The programme, launched in April 2020, builds on school-based research conducted by the Jubilee Centre since 2012 and addresses recent developments in education policy. The programme forms the concluding part of the Jubilee Centre's **Teacher Education** research project, which explored how teachers are prepared and supported to meet the moral and ethical demands of their role.

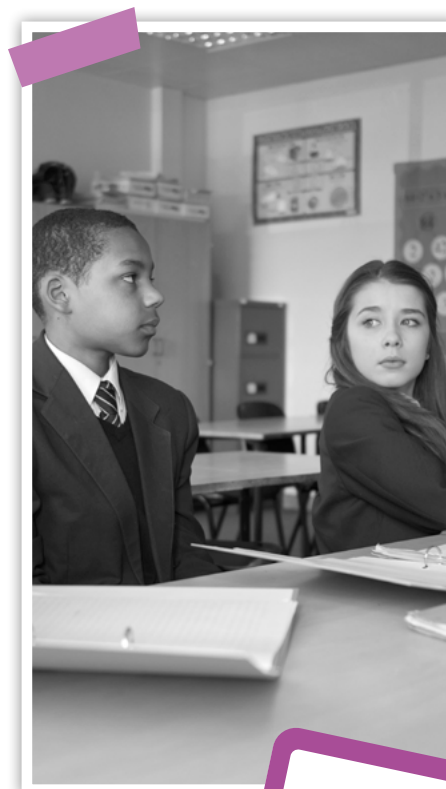
Implicitly or explicitly, character development is an aim of education and its importance is acknowledged across society. A **series of polls** commissioned by the Jubilee Centre have revealed that 98% of teachers, 84% of parents and 85% of the general public recognise that schools should play a role in shaping the character development of children and young people. Furthermore, the polls demonstrate agreement concerning the positive effects that a comprehensive and cohesive approach to character education can have. The *Leading Character Education in Schools* CPD programme demonstrates to teachers how character development can be fostered both implicitly and explicitly in schools.

Recent developments in education policy further illustrate the perceived importance of character education in schooling. In May 2019, the Office for Standards in Education, Children's Services and Skills (Ofsted) updated the **School Inspection Handbook** with content which explains that schools have

a duty to support the character development of their students. Underneath the heading of 'Personal Development', the Handbook outlines how inspectors' judgements take into account how schools develop the character of their students. Furthermore, in November 2019 the Department for Education (DfE) launched a guidance document based on character education for schools, entitled **Character Education Framework**. The *Leading Character Education in Schools* CPD programme contains and builds on the DfE's guidance, providing detailed insight into schools that have been recognised for their character education provision.

The programme provides teachers and senior leaders with the knowledge and resources to answer the two key questions often asked of character education: 'How do you do it?' and 'What does a *School of Character* look like?' The programme enables teachers to engage with research in the field of character education and provides a 'window' into eight UK schools that have been recognised for their approaches to character. It also provides teachers with the knowledge and practical tools to evaluate and enhance their school's character education provision so that they are better equipped to become leaders of character education within their school and community.

Providing a comprehensive overview of both the theory and practice of character education within primary and secondary school settings, the programme defines and explains key aspects of character education: *character caught, character taught and sought, character outside of the classroom, staff and leadership, and school community*.



Character Education in Focus

What is Character Education?

A Framework for Character Education in Schools sets out the Jubilee Centre's position on character education; what it is, and why it is important. The development of character has always been an aim of education and schools, and teachers, by their very nature and position, will influence the character of their students.

Character education is an umbrella term which encompasses any and all approaches which seek to positively influence the character of young people. The Jubilee Centre's broad approach to character education is widely supported due to its characteristic features. The Jubilee Centre promotes character education which is: planned for and conscious; 'caught', 'taught' and 'sought' through open and reflective approaches; and which views the development of 'practical wisdom' or 'good sense' as its ultimate aim.

Character education is not constrained to a specific context or discrete subject in schools. Virtues are developed in many ways and can be caught, taught and sought through explicit and implicit approaches. Caught, taught and sought approaches relate to the influence of a school's culture and ethos, the experiences provided through which children and young people can develop virtue knowledge and reasoning, and the opportunities that are provided for students to pursue their own character development, respectively.



Why Character Education Matters

Character education is associated with a number of intrinsic and extrinsic benefits, which are highlighted within wider educational research and are reported by schools adopting a comprehensive character education approach. The research literature identifies the positive impact that character education can have on students' behaviour, attitudes, well-being and relationships within the school. Research findings also highlight a positive association between character education and academic attainment.

By providing a 'window' into eight UK schools, the *Leading Character Education in Schools* CPD programme highlights the positive impact that character education has had in the following areas:

- Student behaviour (in and outside of the classroom)
- Student attainment
- Student and staff attendance
- Attitudes and relationships between staff, students and parents
- Student and staff well-being
- Safe and secure learning environments
- Students' sense of meaning and purpose



Developing the Programme

The Project Journey

The *Leading Character Education in Schools* CPD programme was shaped by research and was designed by the research team in five phases between January 2019 and April 2020.



Phase 1: January 2019 Research into effective CPD

The research team conducted a review of the literature focussed on effective CPD.

Phase 1: March 2019 School Visits

The research team visited 12 schools that had been recognised for their character education provision or commitment to character education by the Association for Character Education (ACE), the DfE, Ofsted or the Jubilee Centre.

Phase 2: May 2019 Programme Content

The programme content, structure and framework were developed by the research team.

Phase 1: January 2019 Review of Existing CPD Programmes

An extensive internet search was conducted to investigate what character education CPD programmes were already available for schools in England and what these comprised.

Phase 2: April 2019 Survey Findings

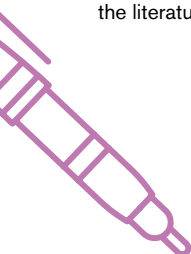
Responses from the teacher survey were analysed and used to inform the initial design of the programme.

Phase 2: June 2019 Consultation Panel

The research team presented its research findings and the provisional programme content and structure to a panel of ten school leaders and recorded their ideas and initial reviews.

Phase 1: February/March 2019 Teacher Survey

An online survey was launched and completed by 466 teachers from 125 UK schools. The survey examined teachers' perceptions of character education and what contributes towards effective CPD.



**Phase 3: July 2019
Recruitment of Schools**

From the original group of schools identified for their character education provision, three primary schools and five secondary schools were recruited to participate and share their practice within the programme.



**Phase 3: November 2019
School Resources**

School resources were collated for inclusion in the programme.

**Phase 5: April 2020
Programme Launch**

The programme was launched on 9 April 2020.

**Phase 4: February/March 2020
Piloting and Evaluation**

The programme was piloted with 93 teachers from six countries. Participants' evaluations of the programme were recorded and reviewed by the research team.

**Phase 5: March 2020
Final Development
and Design of Programme**

The programme was revised in light of the pilot and participants' evaluations.

**Phase 4: January 2020
Quality Assurance**

The functionality of the online platform was reviewed by Jubilee Centre staff.

**Phase 3: September 2019
School Research and Filming**

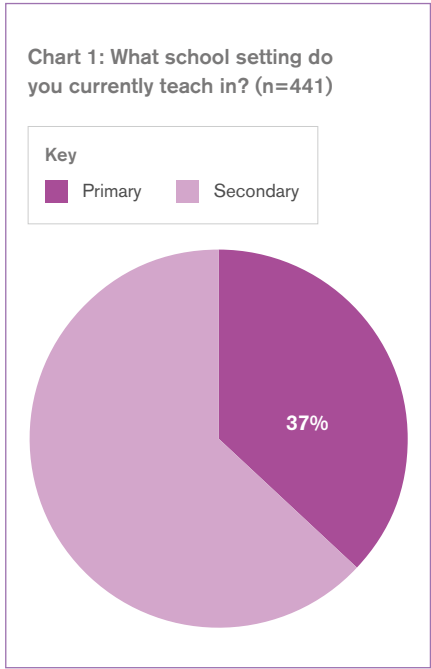
Senior leaders, teachers, students and parents were interviewed and asked about their experiences of character education. Footage was also filmed within the eight schools to provide a visual insight into their character education provision.



Shaped by Research

At the beginning of the programme design process, it was important for the research team to understand what schools and teachers needed and wanted in terms of training and support in character education.

During the first stage the research team investigated what character education CPD programmes were already available for schools in England and, where possible, examined their content, structure and accessibility. The extensive internet search of CPD providers across England found only three CPD programmes that focussed on character education. All three courses were only available to schools for a fee. An analysis of their content descriptors revealed that each course had a heavy focus on developing resilience and leadership in schools. While resilience and leadership are identified as important aspects of character education, alone they are not fully constitutive of the broad character education approach promoted by the Jubilee Centre. The narrow scope of these content descriptors suggested that there was a gap in the market for a comprehensive CPD programme covering all aspects of an inclusive character education approach.



The next step in the project involved administering an online survey to teachers. The survey was completed by 466 teachers from 125 schools across the UK. As illustrated in Charts 1–3, teachers represented different school settings (see Chart 1) and types, had a range of teaching experience (see Chart 2), specialised in a range of subjects and had a range of school-based responsibilities (see Chart 3).

“
Extremely useful. This highlights the importance of having a shared language and values system.
 Personal Coach, Secondary
 ”

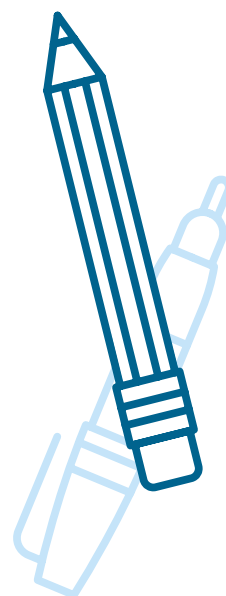
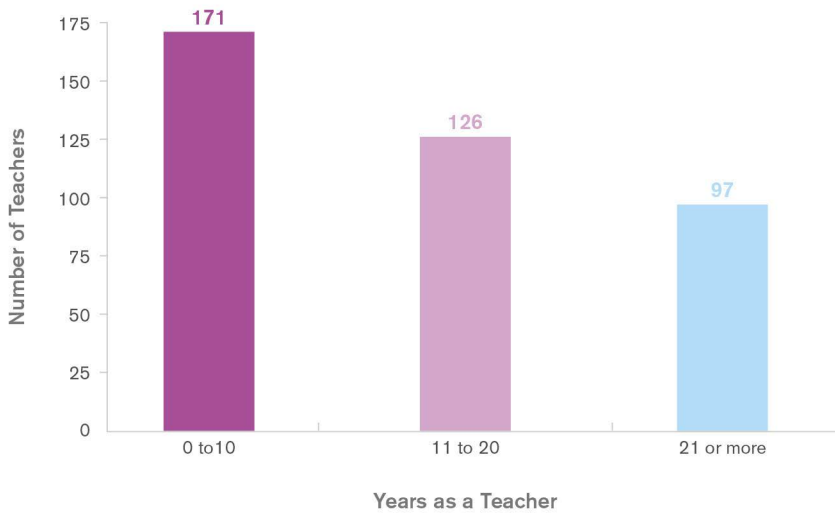


Chart 2: How many years have you been a teacher? (n=394)



When teachers were asked why they had not attended training on character education (see Chart 4), 69% said it was because no character education-related CPD was available. This finding corresponds with that of a **poll** commissioned by the Jubilee Centre in 2018, which found that 78% of teachers (n=457) had not received any training related to character education since their Initial Teacher Education year. The main reason cited (68%) was the lack of training available.

Chart 4: If you have not attended training on character education, what is the reason? (n=247)

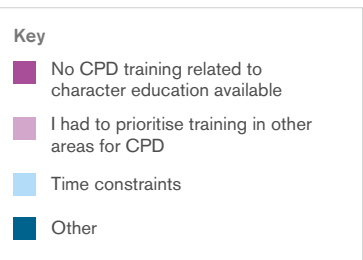
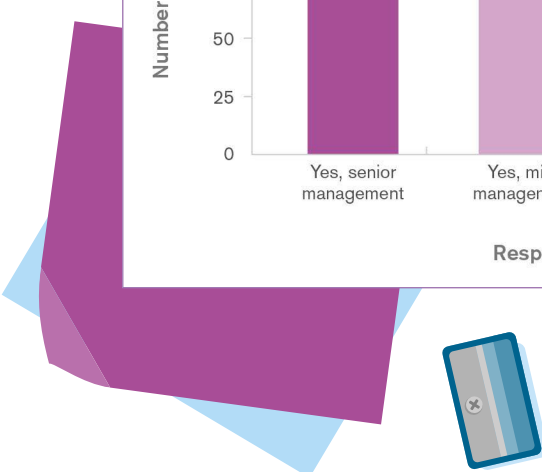
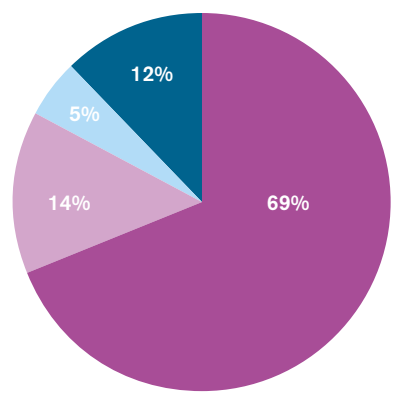
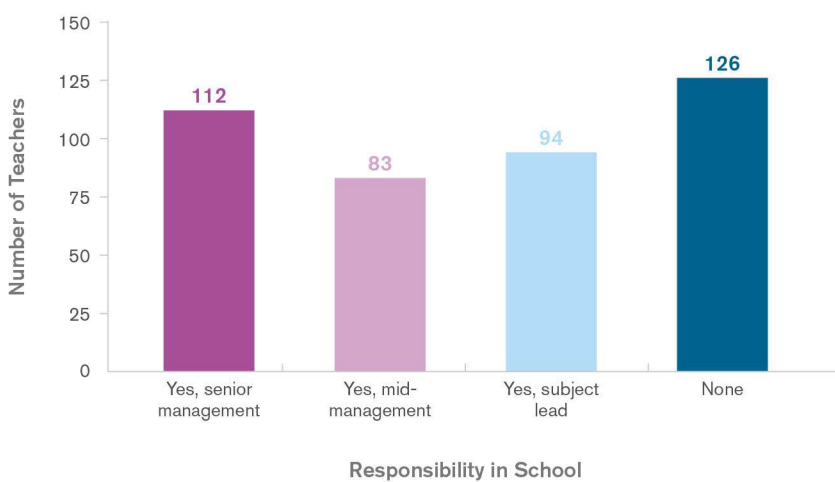


Chart 3: Do you hold any additional responsibilities in your school? (n=415)



Teachers' perceptions of character education and what contributes towards effective CPD were also captured through the same online survey. Teachers' responses provided the research team with valuable insight into their perceptions and informed the initial design of the programme. Key findings are provided in Charts 5, 6 and 7.



Chart 5: Who has delivered the CPD you have received over the past 12 months? Tick all that apply. (n=445)

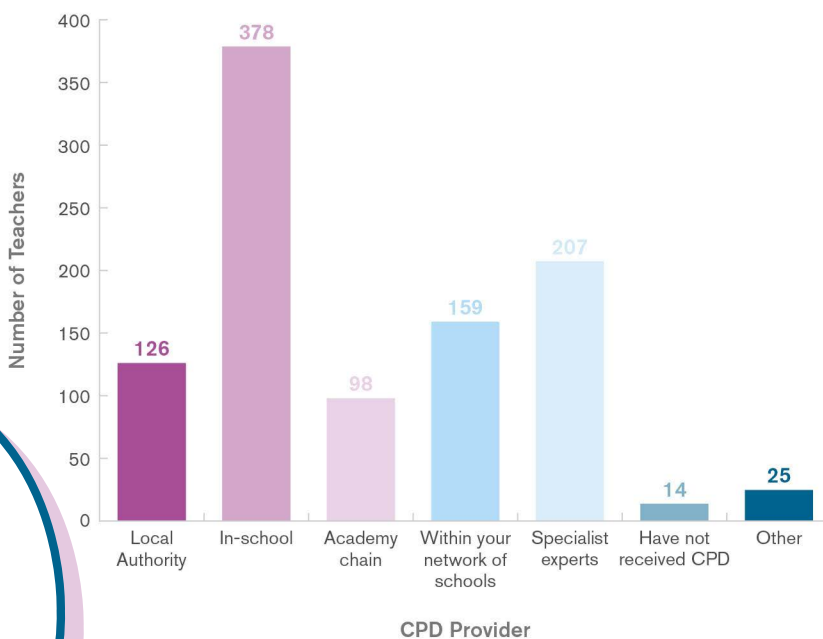


Chart 6: What do you think would make CPD related to character education beneficial for your teaching practice? Tick all that apply. (n=298)

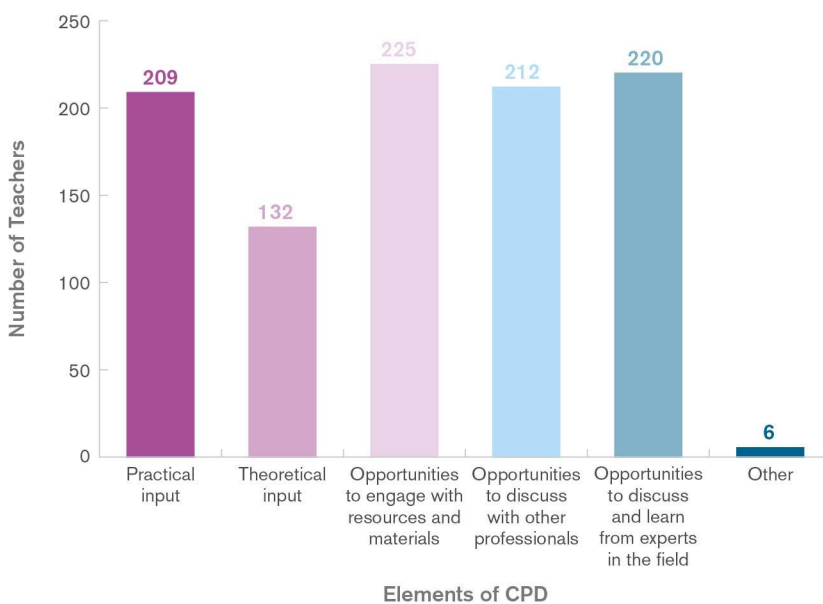
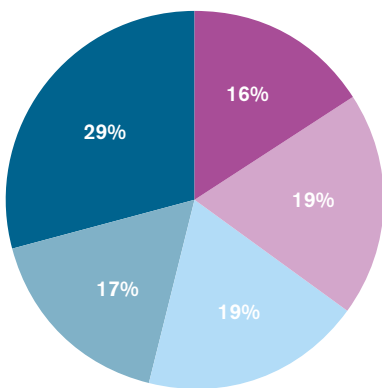
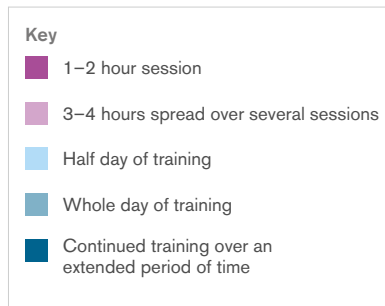


Chart 7: Which length of CPD training has had the biggest impact on your teaching practice? (n=453)



Teachers were asked to rank the responses in order of impact. An overall score for each response was calculated. Chart 7 shows the percentage of the overall rank score across all teachers.

Chart 5 shows that in the 12 months prior to the survey, 85% of teachers had received training delivered in-school and 47% had received training delivered by specialist experts. For this reason, the research team chose to design a programme which combined both elements; the online programme content was created by experts in the field, consisting of researchers and practitioners, and was designed so that it could be delivered in schools to staff or completed independently by staff.

Chart 6 suggests that teachers value CPD that includes practical elements, such as resources and opportunities to engage with and learn from experts in the field. This finding underpinned the research team’s approach – in addition to the input of the research team, the programme was designed with input from leading teachers and schools. This was an important element, and the programme was carefully created to provide teachers with a ‘window’ into schools through the creation of short films recorded in schools and via the sharing of character education resources and materials.

The varied responses illustrated in Chart 7 suggest that there is no ‘one-size-fits-all’ approach to the desired length of CPD training. For this reason, the programme consists of accessible online modules, which allow teachers to work through the programme at their own pace and to engage with the training in a flexible manner. More than a quarter of teachers reported that training over a continued period of time had the biggest impact on their practice. The research team took these findings into consideration when designing the programme, and directed activities were included so that the programme could be continued over an extended period, even after the initial content had been completed.



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The Programme

Content and Structure

The programme aims to better equip teachers to become leaders of character education by enabling them to deliver, disseminate and evaluate good practice within their school community. Throughout the programme, teachers are provided with the knowledge and tools to evaluate and enhance their school's character education provision. The programme is broken down into six modules that can be completed at the teacher's own pace.

Each module contains:

- Content from experts in the field (researchers and practitioners) which is supported by research conducted by the Jubilee Centre for Character and Virtues.
- A 'window' into schools that demonstrate good practice, enabling teachers to see what character education looks like in different settings. This 'window' is in the form of short films (filmed on location in eight schools) and via the sharing of character education resources from these schools.
- Personal and staffroom activities which are designed to encourage reflection on current school provision and to introduce staff and students to the language and practice of character education.
- A guided self-evaluation activity using the Jubilee Centre's *Evaluation Handbook for Schools*. This activity enables schools to evaluate their existing character education provision and subsequently plan for the steps ahead.
- The definitions of key terms and explanations of their application within school contexts.
- Recommended further reading and resources.

The following schools feature in the programme:

School	Setting
Aylesford School	Secondary
Elvetham Heath Primary School	Primary
Kings Langley Secondary School	Secondary
Northampton Academy	Secondary
Smith's Wood Primary Academy	Primary
The London Oratory School	Secondary
University of Birmingham School	Secondary
Yeading Junior School	Primary

More information about these schools can be found in, *Windows into Schools: Celebrating Character*.



The Programme Modules

Module 1: Introduction

Module 1 describes the programme and its aims. It provides clear definitions of key terms and introduces key documents underpinning the CPD, including: the Jubilee Centre's *A Framework for Character Education in Schools*; policy documents such as the current Ofsted *School Inspection Handbook* and the DfE's *Character Education Framework Guidance*; and the Jubilee Centre's *Evaluation Handbook for Schools*, which can be used for self-evaluation throughout the programme.

Outcomes

At the end of Module 1, teachers will have an understanding of:

- The key terms: character and character education
- The impact character education can have within a school community
- How character education is included within current educational policy in England

Examples of Activities

Personal Activity

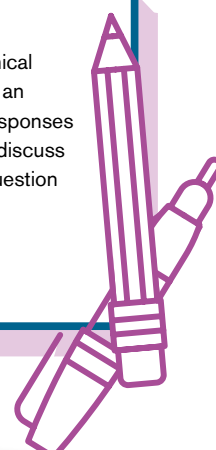
Building Blocks of Character

This activity focusses on the Jubilee Centre's four Building Blocks of Character: moral, civic, intellectual and performance virtues. It provides resources to reflect on the virtues a school promotes and offers a rationale for the need to prioritise the development of all four of the Building Blocks of Character.

Staffroom Activity

Ethical Dilemmas

This activity focusses on six ethical dilemmas. It provides staff with an opportunity to consider their responses to the ethical dilemmas and to discuss these with colleagues, using question prompts to guide discussions.



Module 2: Character Caught

Module 2 explains the importance of a school's aims and mission statement within a coherent caught approach to character education. Step-by-step guides as to how schools can interpret and develop their mission statement with character education at its core are provided. A character caught approach is discussed through the contexts of school ethos, culture and vision, school environment, teachers as role models, the 'language of character', positive relationships, and behaviour.



Outcomes

At the end of Module 2, teachers will have an understanding of:

- Character caught in practice
- How to reflect and develop their school's mission statement
- Teachers' wider responsibilities as role models within their schools

Examples of Activities

Personal Activity

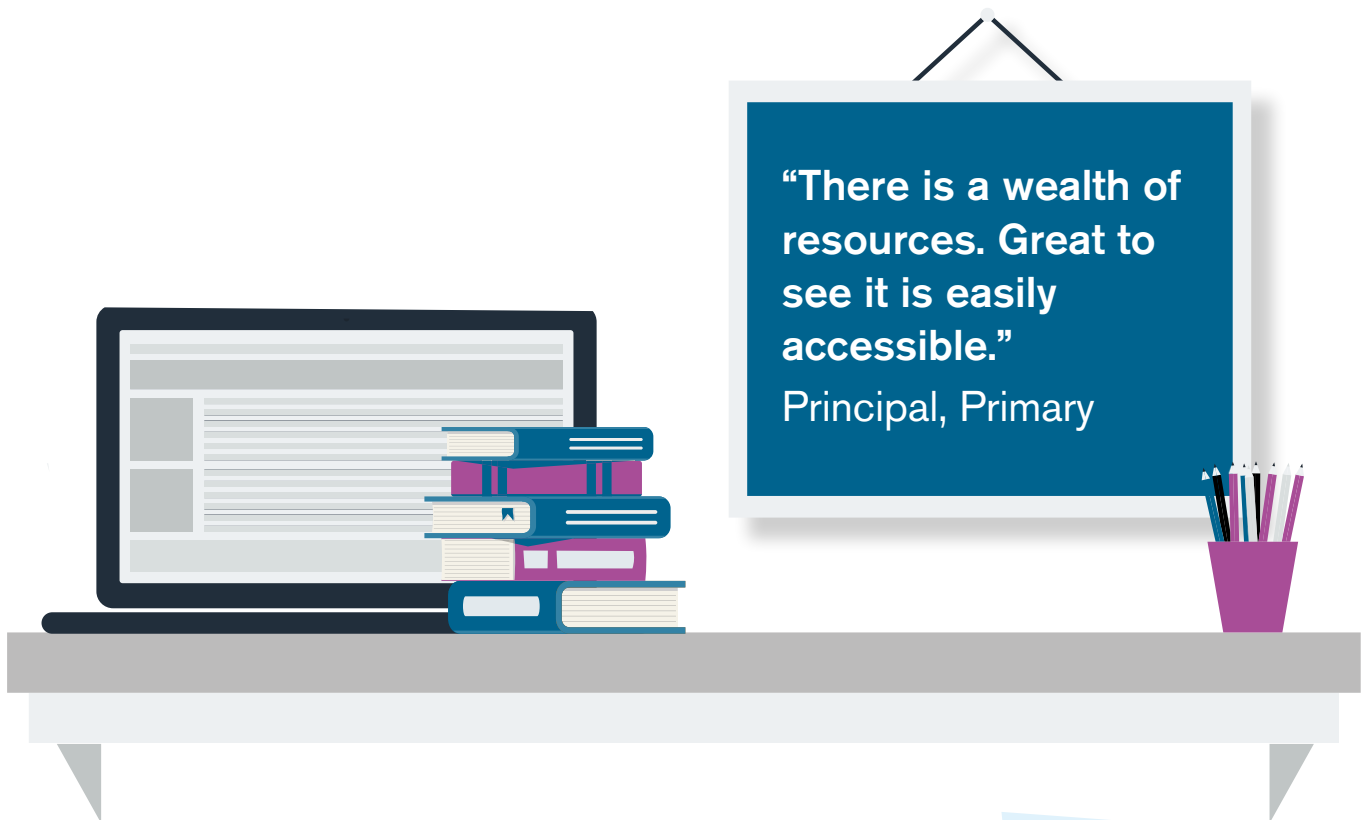
Mission Statement and School Ethos

This activity focusses on the school mission statement and considers the school's culture and ethos. It helps teachers to identify the virtues that their school promotes and to reflect on how the school's mission statement is achieved in practice.

Staffroom Activity

Assemblies

This activity offers staff the opportunity to review their school's half-term assembly plan in order to reflect on the character virtues that are explored through those assemblies. Questions are provided to initiate discussions around how a school effectively uses assemblies to explicitly teach character virtues.



Module 3: Character Taught and Sought

This module explains how character education is taught and sought through a variety of planned approaches, including: the use of a shared 'language of character'; planned and co-ordinated character education that is integrated into existing lessons; explicit character education lessons; the use of tutor/form/registration time; assemblies; and themed days. Examples of plans and resources from the Jubilee Centre and schools who already demonstrate good practice are included. How students are encouraged to seek, desire and freely pursue their character development is also discussed.



Outcomes

At the end of Module 3, teachers will have an understanding of:

- How character can be taught in a school
- How to plan and incorporate character education into the curriculum
- How to support students in actively seeking to develop their own character

Examples of Activities

Personal Activity

Plan and Teach a Character Lesson

This activity offers two options in planning and teaching a character-based lesson. Option one provides a template to plan a discrete character education lesson that focusses on a specific virtue. Option two provides guidance on how to incorporate a character virtue into an already-planned lesson.

Staffroom Activity

Links through the Curriculum

This activity offers staff the opportunity to discuss links to character education in their school curriculum. Staff are encouraged to consider explicit links to topics, themes or activities that could be incorporated within the classroom to help bridge the gap between character taught and character caught approaches.



Module 4: Character Outside of the Classroom

This module explores how service, youth social action and volunteering are promoted outside of the classroom. Examples of enrichment activities are provided to outline how they positively contribute to the character development of students. Examples of how schools link these opportunities back to their ethos/values and how students engage, discuss and reflect on these activities are also provided. The impact of youth social action on character development is discussed and explained using the Jubilee Centre's research report, *A Habit of Service*.

Outcomes

At the end of Module 4, teachers will have an understanding of:

- A range of enrichment activities and how they can contribute to character development
- The impact youth social action can have on a local community and the character development of students
- Different methods/procedures used to monitor and evaluate enrichment and social action

Examples of Activities

Personal Activity Student Voice

This activity helps teachers to understand students' views and perceptions of character education. It includes tools and questions that can be used when conducting interviews with the School Council.

Staffroom Activity Enrichment

This activity offers staff the opportunity to evaluate their school enrichment activities and to consider how each activity links to the character development of their students. Questions are included which promote discussions based on a school's enrichment opportunities.

Module 5: Staff and Leadership

This module explores the key elements of effective leadership for character education in schools. Headteachers and character leads describe key aspects of their roles as leaders, the development of resources and staff training, and how they evaluate the effectiveness of provision. The role of school leaders in effectively coordinating opportunities for both staff and students to develop their character, both inside and outside of the classroom, is explored.

Outcomes

At the end of Module 5, teachers will have an understanding of:

- The importance of school leadership in enabling a successful approach to character education
- The need for a planned and coordinated approach to staff training/development in character education
- The role a character education lead can play in developing their school's character education provision

Examples of Activities

Personal Activity Strategic Planning for Character

This activity provides guidance on developing a strategic plan for character education. It focusses on the areas of character caught, taught and sought.

Staffroom Activity Evaluation of CPD Training

This activity encourages reflection on a school's CPD staff training programme. It offers an opportunity to reflect on the intended purpose of a school's CPD programme and its links to character education.



“
The overall quality is excellent, the modules are focussed and clearly targeted.
Assistant Head, Secondary

”

Module 6: School Community

This module addresses the role of parents and the local community within a comprehensive approach to character education. Leaders and teachers explain the role of the parent(s) within their character education approaches. An overview of the Jubilee Centre's *Parent-Teacher Partnership* project is discussed and its implications for in-school practice are explained. The role of the wider community within a character education approach is explored with emphasis on the importance of making links with the local community, businesses, higher education and research institutions.

Outcomes

At the end of Module 6, teachers will have an understanding of:

- A variety of approaches used to engage parents in a school's character education approach
- How strong links with the wider community can contribute to the character development of students and staff
- How engaging with educational research can positively impact a school's character education provision

Examples of Activities

Personal Activity

Parent Workshop

The template provided in this activity provides guidance on planning a character education workshop for parents.

Staffroom Activity

Parental Views

This activity uses the research findings of a *Parents' Survey* (2013) conducted for the Jubilee Centre to provide a series of questions which can be used to initiate discussions surrounding parents' perceptions of character education.

Evaluating the Programme

A six-week pilot study was conducted with 93 teachers from six countries. The pilot tested the design and content with participants, who were then asked to evaluate their learner experiences. The roles and responsibilities of participants varied and included principals, headteachers, deputy headteachers, directors of character education, classroom teachers, subject leads and pastoral managers.

Participants were asked to evaluate the CPD at the end of each module through the completion of a survey included within the online programme. Questions were included to evaluate how useful the content of the programme was in developing their understanding of character education and its future application in their school.

Participants were asked to evaluate the following key elements of each module:

1. Definitions of key terms and explanations of their application within school contexts.
2. 'Window' into schools films.
3. 'Window' into schools shared resources.
4. Personal and staffroom activities.
5. Recommended further reading and resources.

Within the evaluation of each module participants were asked to score the usefulness of each key element out of five (with five being the highest score). The number of participant evaluations for each module are shown in Table 1. Average scores for each key element, across the six modules, are shown in Chart 8.

Table 1: Number of Participant Evaluations per Module

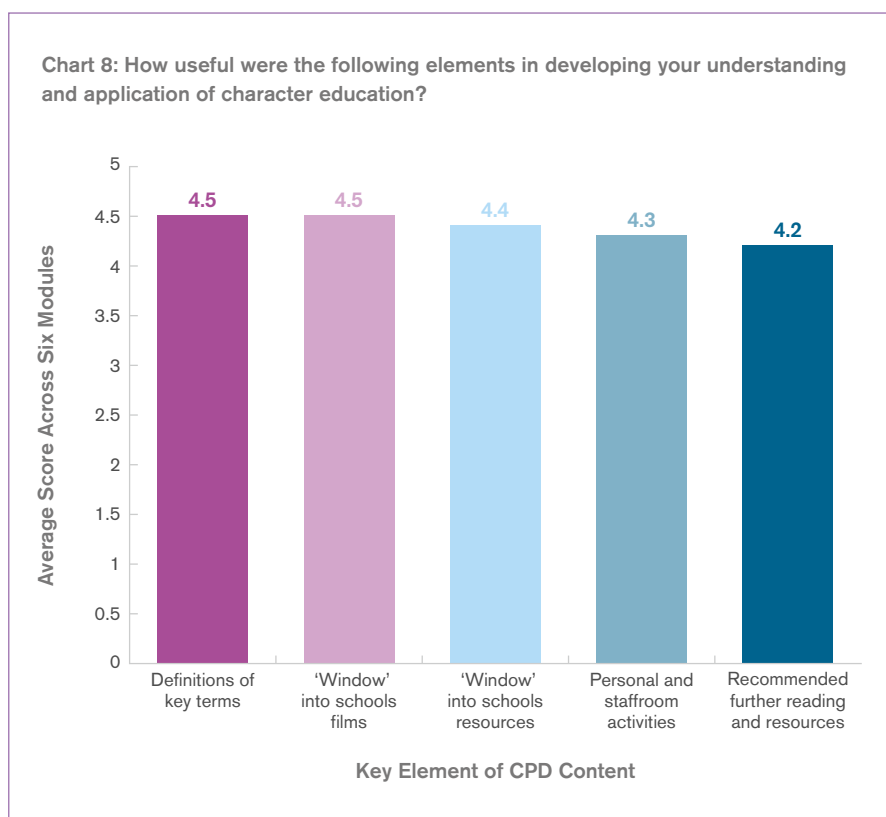
Module	Number of Participants
Introduction	59
Character Caught	48
Character Taught and Sought	46
Character Outside of the Classroom	42
Staff and Leadership	38
School Community	36

“

Comprehensive and excellent resources, including plenty of research and case studies.

Director of Excellence of Learning and Teaching, Academy Trust

”



At the end of the programme, participants were asked to evaluate the content of the programme as a whole; 33 participants completed the final evaluation. The key findings were:

- When asked if they would recommend the CPD to other teachers or schools, 100% of participants said yes
- When asked if the programme met their expectations, 97% of participants said yes
- When asked if the CPD would have a positive influence on their school practice, 100% of participants agreed (see Chart 9)
- When asked if the CPD would help participants to develop their role as a lead in character education, 97% said yes (see Chart 10)

The pilot study findings enabled the research team to ensure that the initial aims of the project were met. The positive nature of the content evaluation (shown in Charts 8, 9 and 10) reassured the research team that the design and content of the programme met these aims.

“
A very insightful and useful ‘window’ into schools to see their character education journey.
 Staff Well-Being Champion,
 Secondary

“
I really believe that this will be a great resource for school leaders trying to develop a sense of character in their schools.
 Assistant Head, Secondary

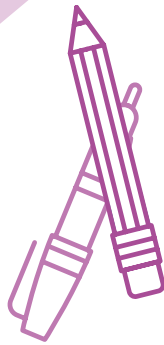


Chart 9: This CPD will have a positive influence on my school practice (n=33)

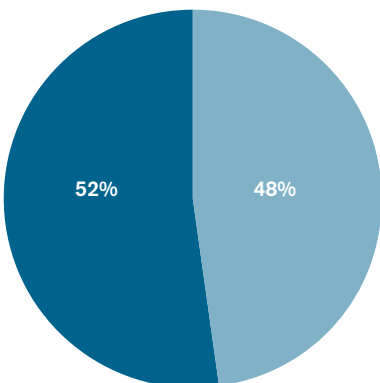
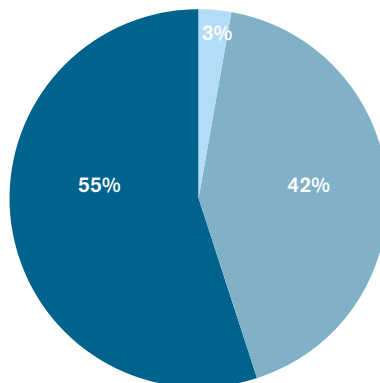


Chart 10: This CPD will help develop my role as a lead in character education (n=33)



Engagement with the Programme

Participants were also asked a series of questions to investigate how they engaged with the programme. The questions focussed on:

- The length of time spent on each module (Chart 11)
- The number of modules completed at one time (Chart 12)
- When and where participants engaged with the online content (Chart 13)

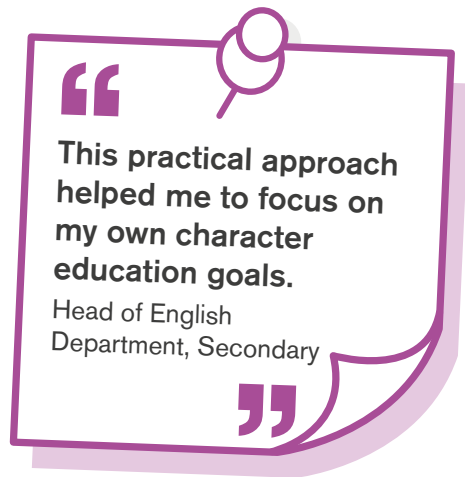


Chart 11: On average how long did you spend on each module? (n=33)

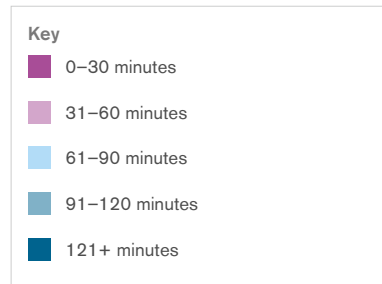
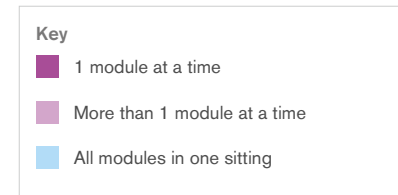


Chart 12: How did you complete the online CPD programme? (n=33)

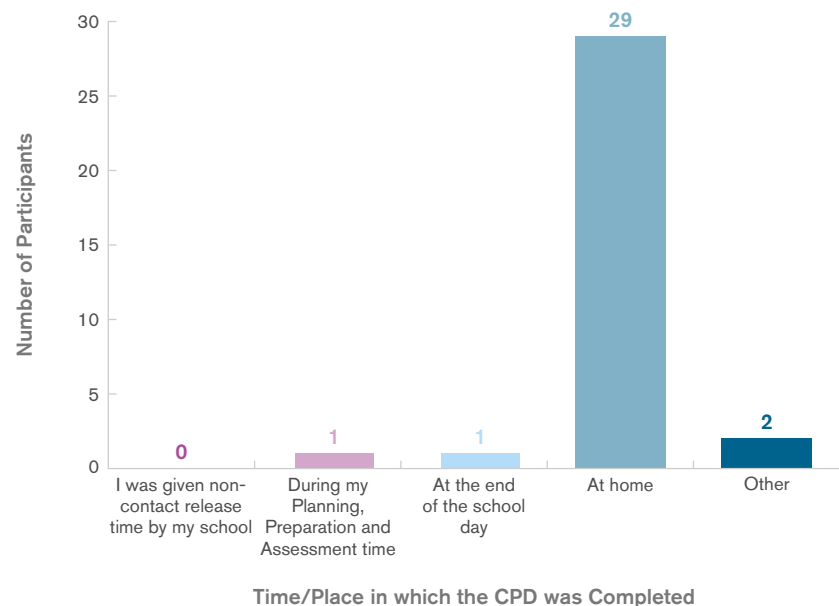


The engagement of participants (as illustrated in Charts 11 and 12) demonstrated that the CPD could be used in a variety of ways and was most frequently completed over an extended period of time. 88% of participants who completed the final evaluation said that they had completed the CPD at home (see Chart 13), suggesting that the online nature of the programme enabled teachers to complete it at their own pace and in their own time.

Amendments made in light of participant feedback included:

- Producing an extensive further reading list, so that teachers could easily access online academic research
- Collating a glossary of key terms from throughout the programme into one document
- Editing Staffroom Activities for Module 1 and Module 5 to enable further discussion amongst staff about the development of their own character

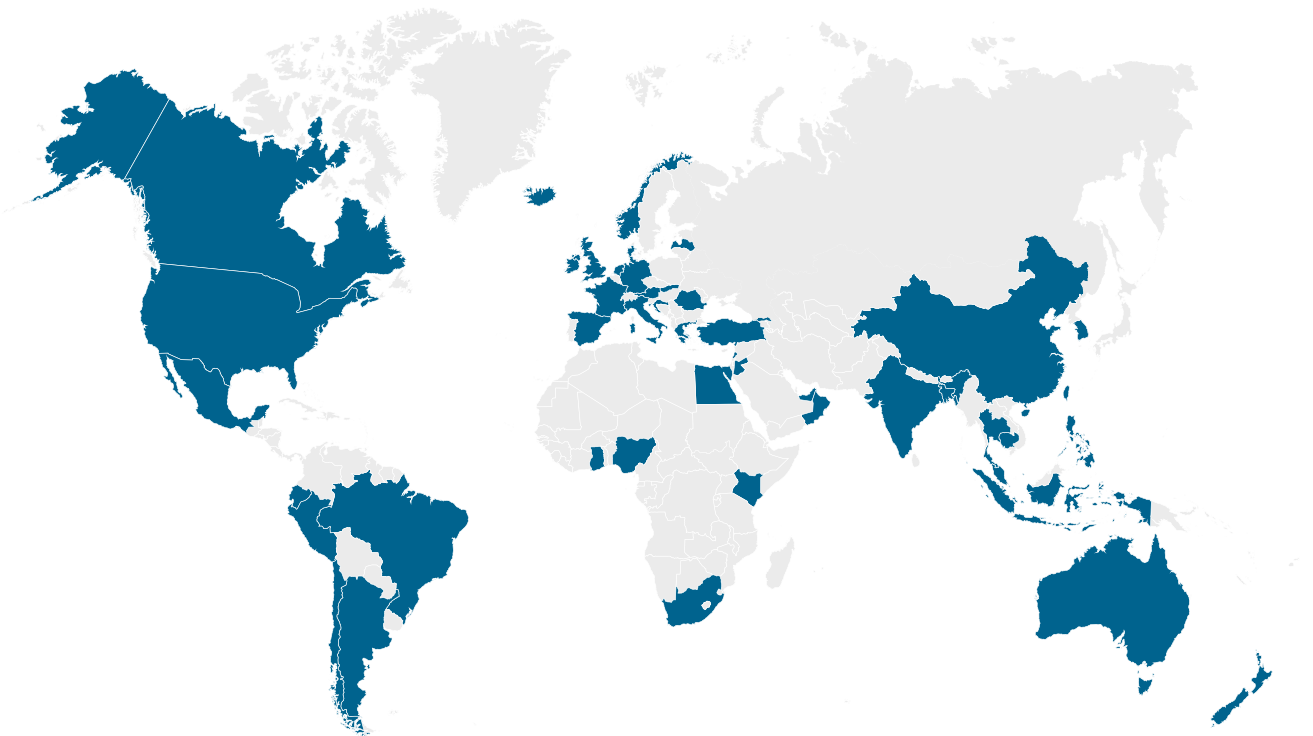
Chart 13: When did you complete the online CPD programme? (n=33)



International Reach

The *Leading Character Education in Schools* CPD programme was launched on 9th April 2020. At the time of publication (July 2020), over 1,300 educational leaders had registered from over 50 countries, and numbers were continuing to grow. The reach of the CPD can be further seen in Figure 1.

Figure 1: Reach of the Programme



Argentina, Australia, Austria, Bangladesh, Brazil, Cambodia, Canada, Chile, China, Croatia, Denmark, Ecuador, Egypt, France, Georgia, Germany, Ghana, Greece, Iceland, India, Indonesia, Ireland, Italy, Jordan, Kenya, Latvia, Lebanon, Malaysia, Mexico, Monaco, Netherlands, New Zealand, Nigeria, Norway, Oman, Peru, Philippines, Romania, Singapore, Slovakia, South Africa, South Korea, Spain, Taiwan, Thailand, Turkey, United Arab Emirates, United Kingdom, Ukraine, United States of America, Zimbabwe.

How to register

If you are interested in registering for the Jubilee Centre's *Leading Character Education in Schools* CPD programme, or would like further information, visit:

www.jubileecentre.ac.uk/cpd



Further Reading

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Arthur, J., Kristjánsson, K., Walker, D., Sanderse, W. and Jones, C. (2015) *Character Education in UK Schools: Research Report*, Birmingham: University of Birmingham, Jubilee Centre for Character and Virtues, [Online], Available at: www.jubileecentre.ac.uk/charactereducationUKschools [Accessed: 7 July 2020]

Arthur, J., Harrison, T., Taylor-Collins, E. and Moller, F. (2017) *A Habit of Service: The Factors that Sustain Service in Young People Research Report*, Birmingham: University of Birmingham, Jubilee Centre for Character and Virtues, [Online], Available at: www.jubileecentre.ac.uk/ahabitofservice [Accessed: 7 July 2020]

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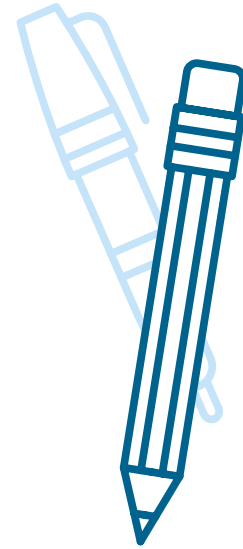
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Office for Standards in Education, Children's Services and Skills (2019) *School Inspection Handbook: Handbook for Inspecting Schools in England under Section 5 of the Education Act 2005*, [Online], Available at: www.gov.uk/government/publications/school-inspection-handbook-eif [Accessed: 7 July 2020]



The Jubilee Centre for Character and Virtues website www.jubileecentre.ac.uk showcases many useful resources, papers, and projects.

Free character education resources and materials can be found at: www.jubileecentre.ac.uk/432/character-education



Research Team

MICHAEL FULLARD

Michael Fullard is a Research Fellow at the Jubilee Centre for Character and Virtues. He has over nine years' teaching experience in the primary sector, where he held roles such as Head of Curriculum and Phase Leader. During his time at the Jubilee Centre Michael has been lead author on the *Teaching Character Through the Primary Curriculum* resource project. He also contributed towards the development of the *Character Education: Evaluation Handbook for Schools*. In 2019 Michael graduated as a member of the first cohort of students on the *MA Character Education* at the University of Birmingham.

PAUL WATTS

Paul Watts is a Lecturer at the University of Birmingham and a Fellow of the Higher Education Academy. Paul teaches on the *MA Character Education* programme run by the Jubilee Centre for Character and Virtues. Paul joined the Jubilee Centre as a Research Fellow in 2017 and has contributed to developing the theory and practice of character education within the *Teacher Education* research project. Paul previously worked as a teacher and member of the senior leadership team in a primary school.

“

I will be using this as an ongoing resource to continue to evaluate the effectiveness of my practice.

PSHE Lead, Primary

”

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For more information about the *Leading Character Education in Schools* CPD programme and the Jubilee Centre for Character and Virtues please contact:
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