Character and Resilience Roundtable

Friday 5th October 2018, 11am – 2pm

Permanent Secretary's Boardroom, 7th Floor, Sanctuary Buildings, Great Smith Street, Westminster, London, SW1P 3BT

Agenda

11:00 – 11:10 Arrival with tea/coffee

11:10 – 11:30 Welcome

- Introductions
- Objectives

11:30 – 11:40 Context Setting: Secretary of State's current framework for character

11:40 – 12:10 Discussion Topic 1: Defining character development

12:10 – 12:30 Lunch

12:30 – 13:15 Discussion Topic 2: Supporting character development

13:15 – 13:45 Discussion Topic 3: Department for Education's role

13:45 – 14:00 Next steps, AOB and close

Objectives

- To explore the scope and priorities in developing children and young people's character, with a particular focus on those who would benefit the most

- To explore the existing evidence base to understand how character is built and what intervention methods are most effective in developing this

- Explore DfE's and schools' respective roles in developing character

Character framework

The Secretary of State has identified four priority aspects of character:

Belief you can achieve	**Tenacity to stick at it**	**Ability to bounce back from knocks**	**Ability to link your efforts with uncertain/long distance reward**

There are complex and reciprocal relationships between these areas – for example, tenacity and the ability to bounce back from knocks.

Discussion Topic 1: Defining character development

- What are the interdependencies between these aspects of character? Are there dependencies on other aspects and skills that are not part of this model (e.g. social skills)? Are some prerequisites for developing others?

- How malleable are these?

- Do any specific considerations need to be made (e.g. for BAME/age/gender/disadvantage)?

- What is the evidence?

Discussion Topic 2: Supporting character development

- Brief outline on 'theory of change'

- How do we go about developing these aspects (and others identified as important), and to what extent are these taught or caught?

- What are the specific mechanisms, activities, interventions, or programmes which work to improve these aspects? Would any of these be particularly useful in targeting this work towards those children who would benefit the most?

- What does good look like? What factors could support implementation?

- What is the evidence (e.g. resources, case studies, robust evaluation, literature)?

Discussion Topic 3: DfE's role

- What should the DfE do? What is the role of government?

- What are the barriers to schools delivering activities?

- How do we remove barriers to pupil engagement in activities?

- Who else should we be talking to?

- Are there research gaps we should be investigating?