Interview schedule: Teachers

Introduction

1. **Firstly, can you tell me a little bit about your role at INSERT School?**
- What attracted you to work at this school?
- Is there anything about the approach of the school that you think stands out from other schools?

2. **Could you describe how you think character is developed in young people?**
- What has influenced your approach to the development of character?
- Are you aware of any theories or approaches on the development of character?

3. **Do you feel the school has a clear mission to develop character? If yes, how is this communicated? How is it defined?**

4. **How is character education implemented within your school?**
- Could you describe the school ethos?
- Could you talk me through a typical school day and how character education is embedded?
- Do you think your school has an intentional focus on character education? If yes, what does this look like?
- Which virtues are prioritised?
- How is this prioritisation communicated (both to teachers and pupils)?
- What is the impact of this prioritisation?

5. *(For University of Birmingham school staff only)*
   Is the approach of the University of Birmingham school to character education different from your last school? If so, how?

Relationships within the school

6. **How would you describe the relationship between staff at the school? This can be both between teaching staff and non-teaching staff.**
- Has there been anything that has affected the development of these relationships?
- Would you say that the nature of the relationships between staff have an impact on the wider school?
- Has anything indicated to you that the nature of these relationships have an impact on what the school is looking to achieve?

7. **What would you say is the impact of these relationships between staff?**
- Do the relationships between staff members have an effect on the school? If so, how would you describe this effect?

8. **How would you describe the influence of the leadership team on the school, with particular reference to the introduction of character education?**

- What is the role of the senior leadership team on the implementation of character education?
- How does the senior leadership team communicate information about character education throughout the school?

9. **How would you describe the relationship between students and teachers at this school?**
- What do you think has the biggest influence on the relationships between students and teachers at the school?
- Can you describe the impact of these relationships?

10. **What are the relationships like between students at this school?**
- How are these relationships demonstrated between students? Are there any activities that help to develop the relationship between students at this school?
- How much contact is there across the different year groups? How is this structured?
- Are there any benefits to this approach?
- Are there any disadvantages to this approach?

Teacher education

11. **Have you had any training about character education? If so, has this training been reflected within your teaching practice?**
- What has been the impact of this training?

12. **What impact, if any, has the school ethos had? How has this been demonstrated?**
(Prompts: What impact, if any, has the school ethos had on staff / students?)

Taught

13. **Has character education been embedded within the curriculum at the school? If so, how?**
- What factors influenced the decision to do this?
- What has been the impact of these approaches? How has this impact been demonstrated?

14. **What opportunities does the school provide for students to experience learning outside the classroom?**
- Do these opportunities focus on the development of students' characters? If so, how?
- Do these activities have an impact? If so, what is this impact?
- In particular, can you identify any impact of these activities on students' character and the demonstration of virtues? If so, what does this impact look like?

15. **What links does the school have with the wider community?**
- What opportunities do these links present for students to develop their character?
- Can you identify any impact on the students from these links?

16. **Has there been any involvement of parents or the local community in the development of the school's approach to character education? For example, this could involve the planning or the delivery of taught approaches to character education.**
    - What has this involved?
    - Have you seen any impact of this involvement?

17. **Do you have any reflections on the relationship between the school and the local community?**
    - Is the local community involved in character education? How?
    - Are governors involved in the local community? How?

18. **Do you have any reflections on the school's relationship with the University of Birmingham? What has worked well, or less well?**

Closing questions

Barriers and enablers

19. **What advice would you give to schools thinking about developing their approach to character education?**

20. **Was there anything that helped enable the implementation of character education at your school? If so, what?**

21. **Did anything inhibit the implementation of character education? If so, what?**
    - Did the school overcome these barriers? If so, what helped?

22. **What part of your school's approach to character education do you think has the greatest impact?**
    - How is this demonstrated? What informs this view?
    - How do you think the approach of the school has influenced your teaching?