



The Character Teaching Inventory

The Character Teaching Inventory presents a comprehensive overview of 70 character education teaching strategies for schools to implement as part of their character education provision. It is intended both for schools who have already begun their character education journey, and for those about to begin.

The aim of the Inventory is to make the implicit aspects of character education, which are often already present in most schools, more explicit, whilst also providing suggestions of new strategies.

The Character Teaching Inventory has been designed as a practical tool to accompany *A Framework for Character Education in Schools (2017)*.



Character Caught

Character can be caught through a positive school community, formational relationships, and a clear ethos.

Environment

School settings which contribute to character education

- A cared for, safe, and well-designed **physical environment** promotes a sense of belonging
- A collaborative, supportive, and aspirational **learning environment** strikes a balance between academic progress and character development
- A positive **spiritual, moral, social, and cultural environment** encourages staff and pupils to root their character development in their personal beliefs and world views

Vision, Ethos, Culture

Practices and initiatives which enable a school to shape a distinctive approach towards character education

School Leaders:

- Invite the school community to select and define **priority virtues** for all to aspire towards
- Develop a **mission statement** which affirms these priority virtues
- Develop a whole school **shared language of character**, encouraging consistent communication and reflection
- Integrate character education into existing **school policies and strategic plans**
- Create a **character education policy**
- Establish clear **ethical and moral expectations** for staff and pupils, informed by the priority virtues and mission statement
- Ensure **equality and inclusion** to demonstrate a commitment to character education for all
- Include character considerations when **recruiting staff**
- **Induct new staff** so that each individual understands their role as a character educator
- **Recognise and celebrate** examples of good character

Relationships

Positive relationships, facilitated by school leaders, which support character education

Pupils:

- Form meaningful and respectful relationships with staff
- Develop positive relationships between peers, prioritising compassion, friendship, and trust

Staff:

- Develop compassionate and supportive relationships where pupils feel valued
- Form trusting and respectful relationships with colleagues to motivate and support each other
- Form collaborative and supportive relationships with parents through positive communication

Wider School:

- Engage families of all pupils to involve them in the life of the school
- Participate in activities alongside the local community, reinforcing a sense of belonging and responsible citizenship
- Establish partnerships with educational institutions, including other schools and universities

Staff

The roles of staff in supporting character education

All Staff:

- Recognise their role as **moral exemplars**, consistently setting a positive example through their own character
- **Understand and support** the school's character education approach

Teachers:

- Acknowledge their influence as **character educators**, facilitating character education in their classroom and beyond
- Engage in **internal and external professional development** on character education, identifying improvements for practice
- Support pupils through **pastoral care and mentoring**, offering pupils guidance on their character development
- Utilise **research** in the field to evaluate and improve their practice

Senior Leadership Team:

- **Drive and maintain** a whole school character education approach, providing support for staff and pupils
- Appoint, train, and support a **character lead**
- Co-ordinate **internal and external training**, empowering staff in their role as character educators
- Use appropriate methods to **evaluate provision** of character education

Governors:

- **Support and challenge** character education provision



Character Taught

Character education can be taught through the curriculum using teaching and learning strategies, activities, and resources.

The Curriculum

Approaches to teach character education through a school's formal curriculum

Character education can be taught through:

- A **discrete and bespoke timetabled subject**, focussing explicitly on the teaching of character and virtue
- **Existing subjects**, identifying opportunities to include character and virtue within the curriculum
- **Personal, Social, Health, and Economic education** (or equivalent), using an issues or topic-based approach to teach character and virtue
- **Citizenship Education**, developing the character and virtues needed to be an active and responsible citizen
- **Religious Education**, using personal beliefs and world views to explore character and virtue
- **Form time**, providing a daily platform to discuss character and virtue
- **Assemblies**, bringing the whole school community together to explore character and virtue through a shared language

Teaching and Learning

Strategies used for teaching character education in and out of the classroom

- **Discussion-based learning** engages pupils with moral and ethical issues through teacher-guided and pupil-led interactions
- **Independent learning** encourages pupils to think critically and take responsibility for their own character development
- **Reflective learning** guides pupils to consider their character through critical reflection
- **Co-operative learning** involves pupils working together, encouraging teamwork and communication
- **Enquiry-based learning** encourages curiosity, challenging pupils to ask and answer open-ended questions
- **Experiential learning** offers pupils opportunities to be active learners through a range of virtue-forming experiences
- **Virtue literacy** develops virtue perception, virtue knowledge and understanding, and virtue reasoning

Activities and Resources

Examples of teaching aids which can be used as the focus for character education

Character education can be taught using:

- **Stories**, focussing on moral and ethical complexities
- **Moral dilemmas**, encouraging pupils to discuss and reflect on situations requiring an ethical response
- **Current affairs**, reflecting on the presence or absence of virtue in news stories
- **Moral exemplars**, inspiring pupils to live virtuously
- **Debates**, discussing key moral and ethical issues
- **Literature**, including poetry and historical narratives
- **Themed days or weeks**, focussing explicitly on character and virtues
- **School trips**, encouraging pupils to engage with a range of people and places
- **Sport**, developing character through team and individual activity
- **Creative arts**, including music and the visual arts
- **Drama**, encouraging pupils to understand the perspective of others
- **Reflective journal keeping**, focussed on the personal character development of pupils



Character Sought

Character can be sought through chosen experiences that occur within and outside of the formal curriculum.

Enrichment

Experiences during and outside the school day that broaden pupils' passions and interests

School leaders:

- Offer opportunities for **pupil leadership**
- Establish thriving **extra-curricular activities**, enabling all pupils to have access to a wide range of virtue-forming experiences
- Plan **organised school events** that allow pupils to demonstrate their character
- Organise **residential trips** that provide challenging experiences in new environments
- Invite a range of **inspirational speakers** into school to motivate pupils' character development
- Encourage external facilitators to recognise opportunities for character education in their **clubs and activities**
- Encourage pupils to engage with **work experience or apprenticeships** as preparation for future employment

Social Action and Volunteering

Community-based experiences which encourage civic engagement in school and beyond

School leaders:

- Offer **school-led social action** experiences that promote social awareness, enabling pupils to make a positive difference to their community and themselves
- Promote **community-led social action** experiences, encouraging pupils to independently participate
- Encourage pupils to make a commitment to purposeful **voluntary activity** in and out of school
- **Recognise and celebrate** pupils' participation in social action and volunteering
- Enable pupils to explore their role as **active citizens** within their school, the community, and globally

Teaching Character Education: What Works

Arthur, J., Fullard, M. and O'Leary, C. (2022)

Based on Jubilee Centre research conducted with teachers and character education leaders, *The Character Teaching Inventory* includes multiple character-focussed approaches perceived to have had a positive impact on the character development of pupils.

This draws upon the research report, *Teaching Character Education: What Works*, published by the Jubilee Centre in July 2022.

To learn more about this project and to access the existing resources and publications that this research builds upon, follow the QR code or link below to visit the Jubilee Centre website.

www.jubileecentre.ac.uk/CharacterEducationPedagogies

