UNIVERSITY OF BIRMINGHAM

THE JUBILEE CENTRE FOR CHARACTER & VIRTUES

OUTSTANDING SCHOOLS:
Character Education and School Improvement

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with
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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 upon 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 over twenty 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, but that 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.

CONTENTS

FOREWORD
THE IMPORTANCE OF CHARACTER DEVELOPMENT IN SCHOOLS: AN OFSTED PERSPECTIVE

Ofsted's judgement for personal development includes the inspection of schools' work to develop pupils' character. The rationale for this is explained in Ofsted's *Education inspection framework: Overview of research*. Character is defined in our *School inspection handbook* as 'a set of positive personal traits, dispositions and virtues that informs pupils' motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.' The handbook goes on to state that, 'This gives pupils the qualities they need to flourish in our society'.

It is impossible for schools not to develop pupils' character at some level. Just as schools can never avoid transmitting information about relationships, pupils are shown what is right and wrong, and how they should conduct themselves, from their first day in the Reception class. Character development is present in every school day; in every interaction, subject, activity and experience pupils will have. And so, if schools cannot avoid it happening, the only question is how deliberately and effectively character is developed. In some schools, this will be highly efficacious but in others, far less so. How, then, does Ofsted judge the quality of this provision?

We train inspectors to inspect schools' character development in ways that reflect the Department for Education's document *Character Education: Framework Guidance*. This outlines three main ways that character is developed. Along with a well-designed curriculum that boosts pupils' confidence, and a strong provision for extra-curricular activities, the guidance highlights the importance of leaders creating a strong school culture: the need for a pervasive ethos of high expectations for behaviour, allied to a powerful sense of identity and 'a strong vision for character and personal development which may include resilience and self-regulation, virtues education, social behaviours and learning about the importance of long-term commitments'. Ofsted considers the quality of all these features.

On inspection, we seek to understand leaders' ambition, intent and organisation for how pupils' character is developed at their school. Inspectors then carry out a range of inspection activities to evaluate the school's provision. This may include visiting lessons or assemblies, seeing any work pupils have completed, and talking with staff and pupils. Is there, for example, a clear, shared set of values which the school is aiming to promote? How far is this impacting on both pupils, staff and the wider community? How far are leaders ensuring that staff are engaging pupils in meaningful ways to help them understand right and wrong and apply this understanding in their own lives? How far are they promoting pupils' interest in investigating and offering reasoned views about moral and ethical issues and developing pupils' ability to understand and appreciate the viewpoints of others on these issues? In terms of extra-curricular activities, how well are they supporting pupils' willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively?

We have no preference whatsoever as to how schools develop pupils' character. The key thing is that they do. Their provision needs to go beyond the academic, technical and vocational. It is no coincidence that character education is chosen by us as one of just two criteria when judging outstanding personal development. Along with the promotion of rich opportunities to develop pupils' interests, 'the way the school goes about the developing of pupils' character must be exemplary and be worthy of being shared with others'. We continue to inspect the quality of this in schools because of its importance for the future of every child and young person.

Roary Pownall HMI
His Majesty's Inspector, Schools
Joint Subject Lead for **PSHE** (*Personal, Social, Health and Economic*) **Education**, **RSHE** (*Relationships, Sex and Health Education*) and for **Citizenship**,
Ofsted Curriculum Unit

TRANSFORMING SCHOOLS AND PUPILS THROUGH CHARACTER EDUCATION

All schools should offer explicit and implicit educational activities that help pupils to develop positive personal character strengths called virtues. It is virtues that sustain a well-rounded life, are fundamental to human flourishing and ensure a thriving society. Schools should aim to develop confident and compassionate pupils, who are effective contributors to society, successful learners, and responsible citizens. This requires schools to have an intentional and planned approach to character education – ensuring that it is central to their vision and goals for school improvement. The aim of this publication is to help schools and teachers to learn about and understand the link between character education and school improvement.

In this publication, we show how character education underpins all four of the Ofsted inspection criteria: quality of education; behaviour and attitudes; personal development; and leadership and management. Schools often use the four criteria and Ofsted inspection guidance to inform their school's improvement planning. Schools that adopt a longer-term view in their improvement planning will prioritise supporting pupils to develop the character and virtues that contribute to human flourishing. This requires staff to own and embrace character education and not view it as another thing on the plate – but as the plate itself.

It is our hope that rather than thinking instrumentally about how to 'pass' each of the Ofsted criteria, the advice in this publication will help schools adopt a more holistic view of education when planning and implementing school improvements in the longer term. The publication aims to inspire leaders to see the purpose of education as much more than simply preparing pupils to pass tests, but more about preparing them for the tests of life. The focus of teachers should be on helping pupils to flourish whilst they are at school, but also cultivating character and virtues that will help them flourish *beyond* school.

> At its core, character is about community. It's about learning how to fulfil your potential and play an active role as a good citizen in a diverse world.
>
> **Ben Miller**
> **Character Lead, Reading School, Reading**

Flourishing cannot be measured through metrics such as exam grades, attendance, detentions, and exclusions. Pupils might be seen to be flourishing when they want to come to school, enjoy their time there, develop positive relationships, and feel they belong; as well as when they develop qualities of character (alongside knowledge and skills) that will help them become good parents, friends, neighbours, citizens, and employees. In this publication, we identify 16 areas of character education practice that will help pupils to flourish whilst they are at school and beyond school. Building on Jubilee Centre research, the 16 areas have been identified through an analysis of interviews with leading character educators about their approach to school improvement.

The advice and guidance contained in this publication will help schools that have already begun their character education journey, as well as those about to begin, to develop longer-term plans, activities, strategies and approaches that embed character education into everyday practice. Our hope is that school leaders will be inspired by this publication and will ensure that character education is at the heart of their school improvement plan.

> Character development is not just for pupils – it's for everybody within the school community and we will never get to the end of the road. It will be continual.
>
> **Melissa Milner**
> **Executive Headteacher, Thoresby Primary School, Kingston upon Hull**

SCHOOL IMPROVEMENT AND CHARACTER EDUCATION

" We have a very clear vision and very clear values to share with our stakeholders about how we do things around here and why. As a school leader who's led on character education in many guises, the 2019 Ofsted framework really puts it front and centre.

Caroline Saunders
Character Lead, The Regis School, Bognor Regis
"

Over the past decade there has been a reinvigorated focus on character education in England. This has been partly driven by the research undertaken by the Jubilee Centre and, in particular, the publication of *The Jubilee Centre Framework for Character Education in Schools. [1]* The *Framework* has informed Department for Education policy changes, as well as developments in practice in many schools and colleges across the country.

The Department for Education's six character benchmarks are:

A. What kind of a school are we?
B. What are our expectations of behaviour towards each other?
C. How well do our curriculum and teaching develop resilience and confidence?
D. How good is our co-curriculum?
E. How well do we promote the value of volunteering and service to others?
F. How do we ensure that all our pupils benefit equally from what we offer?

The character benchmarks are described by the Department for Education as questions that 'summarise the most important features of good provision for character education and are intended to assist schools in evaluating their own work and planning for development'.*[2]* The most visible example of the turn towards character education is its explicit inclusion in the revised Ofsted *School inspection handbook* (September 2019, updated July 2022).*[3]* Ofsted inspectors make a judgement on the personal development of learners by evaluating the extent to which 'the curriculum and the provider's wider work support learners to develop their character'.*[4 - ibid.]*

Schools are rated outstanding if the way they go about 'developing pupils' character is exemplary and is worthy of being shared with others'.*[5 - ibid.]* Ofsted's definition of character education, inspired by the Jubilee Centre, is: 'the set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society'.*[6 - ibid.]*

The language of character education is increasingly being used in Ofsted inspection reports. Less than 1% of reports for schools rated 'Outstanding' and inspected between 1st September 2011 and 31st August 2012 include the term 'character' and/or 'virtue'. In comparison, a decade later, almost 14% of reports for schools rated 'Outstanding' and inspected between 1st September 2021 and 31st August 2022 include the term 'character' and/or 'virtue'. We expect this rising trend will continue over the coming decade. Ofsted's main guiding principle is to be a force for improvement in educational provision in England.*[7]* It is for this reason that Ofsted inspection is widely considered to be a powerful lever for school improvement. Inspections can be used as a valuable stimulus for school leaders who want to integrate character education more explicitly into their everyday practice.

> Rather than a day where a person has strengths constantly affirmed – in a deliberate attempt to expand a pupil's conception of their own humanity – they need to be in situations where they are both comfortable and uncomfortable. That's the difference between character and intellect. You've got to live character.
>
> **Hans van Mourik Broekman**
> **Principal, Liverpool College, Liverpool**

Character education underpins all four of the Ofsted inspection criteria. Through placing an intentional and embedded approach to character education at the heart of the school, the quality of education, the behaviour and attitudes of pupils, and their personal development will all be positively impacted upon. The responsibility for ensuring that character education is at the heart of everything rests initially with positive and courageous school leadership, the fourth of the Ofsted inspection criteria. This is why schools should ensure that there is an explicit and intentional focus on character education throughout their school improvement plans.

[1] The Jubilee Centre for Character and Virtues (2022), *The Jubilee Centre Framework for Character Education in Schools*, Online at: www.jubileecentre.ac.uk/framework

[2] Department for Education (2019), *Character Education Framework Guidance*, Online at: assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/904333/Character_Education_Framework_Guidance.pdf

[3] Ofsted (Updated 11 July 2022), *Guidance: School inspection handbook*, Online at: www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook

[4] ibid.

[5] ibid.

[6] ibid.

[7] See Ofsted strategy 2022 to 2027 (2022), Online at: www.gov.uk/government/publications/ofsted-strategy-2022-to-2027

A CHARACTER-FOCUSED APPROACH TO SCHOOL IMPROVEMENT

> "When you focus on character, you are giving the child their own purpose, their own autonomy to achieve. They've got that self-motivation, and they've got that intrinsic reward. They want to do more, and they want to get better at things. That's why we focus on character when the pupils are young, because I think it's so foundational.
>
> **Sophie Murfin**
> **Chief Executive Officer, Wise Owl Trust, Manchester**

It is important to stress that there is no blueprint for character education. *The Jubilee Centre Framework for Character Education in Schools* and the Centre's other resources for teachers (*jubileecentre.ac.uk/teacherresources*) offer a perspective on character education, rather than providing a detailed map or programme for how character education might be undertaken in any school. As such, the advice contained in this publication is flexible and relevant to all individuals, organisations, and institutions seeking to articulate their approach to character education.

In the same way, how schools go about the important business of character education is not defined by Ofsted. Schools should utilise the Ofsted inspection framework and handbook to inform how they believe their school should be run in accordance with its local context and community setting.

To help school leaders and teachers reflect on how they integrate character education into their school improvement planning, we outline 16 areas of character education practice – four under each of the Ofsted inspection criteria. Building on research conducted by the Jubilee Centre, the 16 areas of practice have been identified through an analysis of interviews with school leaders who are known for their innovative leadership of character education practice. We have illustrated the descriptions of each of the areas of practice with insightful reflections from the school leaders we interviewed for this publication.

The 16 areas of character education practice that should be used to inform school improvement planning are:

Quality of Education
i) Demonstrate a commitment to character education for all
ii) Cultivate virtue literacy
iii) Nurture the intellectual and performance virtues
iv) Leverage 'teachable moments' across the curriculum

Behaviour and Attitudes
i) Nurture the moral and civic virtues
ii) Encourage autonomous virtue reasoning
iii) Balance extrinsic reward with intrinsic motivation
iv) Accommodate learning from mistakes

Personal Development
i) Engender a sense of belonging
ii) Offer a broad and inclusive enrichment programme
iii) Champion pupil leadership for all
iv) Facilitate opportunities for experiential learning

Leadership and Management
i) Ensure character education is at the heart of the school
ii) Foster school-specific priority virtues
iii) Emphasise the importance of positive role modelling by all
iv) Partner with parents and the wider community

CRITERIA 1: QUALITY OF EDUCATION

Schools that are determined to support children and adolescents to live well and flourish will treat character education as a right for all its pupils. This requires schools to view good education as good character education. In practice, this means schools must focus on attainment and character, as the story of moral responsibility to children, parents, and wider society can only in small part be told by exam success. Schools ought to demonstrate that they are stable settings for pupils to learn and become well-rounded human beings. To reduce schooling to judgements made solely on metrics such as exam results is to impoverish what it means to educate a child. Through the prioritisation of character education exam success will follow, and for the right reasons. It stands to reason that if pupils demonstrate character qualities like determination, integrity, critical thinking, and self-motivation, they are more likely to be better learners. Every school's vision should be to provide quality, academic and character education that allows pupils to thrive as successful learners. Excellence and exemplary character leadership sets the institutional tone of a school.

Studies have empirically demonstrated the positive association between character education and improved academic attainment.[8, 9, 10] The largest known meta-analysis revealed that explicit character education programmes improved grade point average in standardised and unstandardised tests.[11] Importantly, these effects were found independent of pupils' ethnicity and socio-economic status. Notably, character education programmes that had been implemented for over a year had the strongest positive effects on academic achievement. These findings provide encouraging evidence for the academic benefit of prolonged and continuous character education for all pupils, regardless of ethnicity or background. It is for this reason that the Ofsted *School inspection handbook* emphasises the importance of schools facilitating the development of many virtues such as independence, creativity, resilience, reflection, and thoughtfulness, if all pupils are to be successful learners.

> "We had some of our young people describe the four walls of the school almost like a utopia, because it felt so palpably different to when they stepped outside in terms of the expectations that had been set. They had not experienced that in any setting in their lives.
>
> **Dr Herminder K Channa OBE JP**
> **Former Exective Headteacher of Ark Boulton Academy, Birmingham**
> **(Current Midlands Regional Director for Oasis MAT)**

i) Demonstrate a commitment to character education for all

Character education is about equality, inclusion, and fairness. Given that character education underpins attainment, every pupil has a right to attend a school that purposely seeks to nurture their character. It is therefore incumbent on educators to ensure all pupils recognise that the school is committed to their character development and to cultivating virtues that contribute to their flourishing. The school leaders interviewed for this publication make a positive link between creating learning environments built on good character and the quality of education their pupils receive. They also explain that quality of education should be evaluated in terms of how it contributes to human flourishing over the longer term, rather than just on shorter term metrics such as exam results. The school leaders agree with the view that the purpose of education is to prepare pupils for a life of unknown challenges and opportunities for which the need for good character is the only certainty.

> "To start with there is gradual immersion into character terms because they're part of our everyday vocabulary. But there are some explicit words that we do teach them from the age of three and we attach those to characters.
>
> **Melissa Milner**
> **Executive Headteacher, Thoresby Primary School, Kingston upon Hull**

> If we hold on to the fact that our role as educators is to develop every child and make them 'adult-world-ready', then our job is to improve academic outcomes, but actually it's so much more than that; it's to raise aspirations and have limitless ambitions for all our pupils so that we ensure they leave us as productive young adults and kind citizens with a set of values which will stand them in good stead for the future.
>
> Caroline Saunders
> Character Lead, The Regis School, Bognor Regis

ii) Cultivate virtue literacy

Virtue literacy is a shared language of character that encourages consistent communication and reflection; it is about pupils knowing and understanding the language and concepts of character, why they are important and how they play out in their own and others' lives.[12] The school leaders highlight how they ensured a collective understanding of key virtue vocabulary even with younger children. They explain how cultivating a language of character helps them to create an environment conducive to learning, as pupils understand the connection between their virtues and their learning. Virtue literacy is seen as an important part of developing a purpose in pupils that is authentic and transferrable to other contexts.

iii) Nurture the intellectual and performance virtues

Intellectual and performance virtues are closely linked to the quality of education a school offers. The performance virtues of confidence, independence, resilience, curiosity, teamwork, self-belief, self-efficacy, determination, and others were valued by both schools and Ofsted. These are seen by the school leaders as important for enabling pupils to show positive attitudes to learning, and self-motivation in their studies. The school leaders say they prioritise the intellectual virtues of creativity, curiosity, resourcefulness, critical thinking, reasoning, and reflection, as they perceive these virtues to be particularly important for learning, and are present in pupils who achieved higher grades.

> I'm a big believer in the gaze of the educator. What is the teachable moment that presents itself? And that could be physics, or it could be personal development. The diversity is important. There's an explicit attempt to educate pupils as people and not to measure everything as an outcome. Pupils are engaged in a curriculum that teaches them very clearly: we care about things that are not examined. They are taught to question 'Am I becoming a better person?.
>
> Hans van Mourik Broekman
> Principal, Liverpool College, Liverpool

> I think academic achievement comes almost as a by-product of focusing on character.
>
> Sophie Murfin
> Chief Executive Officer, Wise Owl Trust, Manchester

iv) Leverage 'teachable moments' across the curriculum

Some schools offer character education as a discrete subject, but most teach about character across the curriculum; subjects like personal, social, health, and economic (PSHE) education, citizenship education and religious education are seen to be good bed fellows for character education. The school leaders described how they seek to initiate discussions about the virtues at relevant moments during the teaching of other subjects. For example, a discussion about resilience when a pupil is struggling with a maths problem, or about sportsmanship when a pupil is accused of cheating in physical education. The school leaders constantly look for occasions where genuine connections can be made in subjects that may not explicitly call for a focus on character. In this vein, the most impactful character education often takes place 'in the moment' as staff and pupils are getting on with the business of the day – whether that be within the richness of pupil and staff relationships or in the particulars of the curriculum. Character education, as the practical application of virtue ethics, comes to life in the moments where difficult decisions have to be made and virtues must be weighed up against those that are seemingly equally deserving. These teachable moments come up regularly throughout the school day and should be seen as excellent opportunities for character development.

[8] Arthur, J., O'Shaughnessy, J. and Earl. S. (2018) *Character and Attainment: Does Character Make the Grade*?, Online at: www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/insight-series/ArthurJ_O'ShaughnessyJ_EarlS_Edit.pdf
[9] Benninga, J. S., Berkowitz, M.W., Kuehn, P. and Smith, K. (2003) 'The Relationship of Character Education Implementation and Academic Achievement in Elementary Schools', *Journal of Research in Character Education*, vol. 1, no. 1, pp. 19-32.
[10] Diggs, C. R., and Akos, P. (2016) 'The Promise of Character Education in Middle School: A Meta-Analysis', *Middle Grades Review*, Vol. 2, no. 2, pp1-19.
[11] Jeynes, W. H. (2017) 'A Meta-Analysis on the Relationship Between Character Education and Student Achievement and Behavioral Outcomes', *Education and Urban Society*, vol. 49, no. 1, pp. 1-39.
[12] See page 10 of *The Jubilee Centre Framework for Character Education in Schools* for a more detailed description of virtue literacy. Online at: www.jubileecentre.ac.uk/framework

> " The best evidence for Ofsted inspectors is children. And we know that you could talk to our pupils about character education all day long. They can talk about how their character education will help them become the person they want to be. They will tell you how it will help them take their place in society in a positive way.
>
> **Robin Venn**
> **Character Lead, Colmore Junior School, Birmingham** "

> " Within the classroom the focus that I would like to see isn't just solely on the academic attainment. I think it's about the ability to be able to work together, to communicate well, and work well as a team, because quite often a big part of attainment in the classroom is being able to listen to the views of others and being able to communicate.
>
> **Sophie Murfin**
> **Chief Executive Officer, Wise Owl Trust, Manchester** "

> " It's not just another initiative. The things that we value as character are not something added on to the top, they're in the middle of everything.
>
> **Ben Miller**
> **Character Lead, Reading School, Reading** "

> "Our values are on the floor, they're on the walls, they're in the playground, they're on our postcards. They're everywhere. Everywhere."

Danielle Givens
Principal, Smith's Wood Primary Academy, Solihull

> "I want to run a school that's got a buzz. I want to feel that there's a bit of life in the place. That comes from the expression of the virtues. You want to feel this creativity, this imagination, this courage, this critical engagement."

Dan Wright
Headmaster, The London Oratory School, London

CRITERIA 2: BEHAVIOUR AND ATTITUDES

Behaviour can be defined as what we do; character as who we are. While behaviour and character are interrelated, character is defined by the presence of practical wisdom: a person seeks to act with the right intention and to the right degree so that the right actions follow. Character calls for intelligent, moral and reasoned behaviour and is more permanent than conformist conduct. Teachers recognise that cultivating the intellectual, moral, and civic virtues, including kindness, compassion, honesty, humility, justice, gratitude, civility, and practical wisdom in pupils, will contribute to improved behaviour and attitudes in their school. It is these virtues that help pupils understand their ties and responsibilities to their fellow pupils, teachers, and the wider school community. Alongside other influences on socialisation, such as families and community organisations, schools play a vital role in supporting their pupils to explore and express their moral and civic character. Through the adoption of a character-led approach to behaviour management, pupils can be helped to understand the ethically important aspects of situations in which they find themselves and develop the meta-virtue of practical wisdom – the ability to take the right action for the right reasons. In developing behaviour management policies, schools should prioritise reflexivity and autonomy in the practice of virtue. This requires a language of character, that prioritises the intellectual, moral, and civic virtues to be prominent across the school.

Studies show that adopting a character-focused approach to behaviour management is likely to bring benefits.[13, 14] A meta-analysis found positive associations between character education and specific behavioural outcomes, such as increased self-control, reduced disruptive behaviour, fewer school suspensions, better moral judgement, and higher expressions of love, honesty and compassion. [15] Another meta-analysis revealed character education programmes were associated with lower school behaviour referrals.[16] Given this evidence, it is clear that schools that ground their policies for behaviour in character education, rather than the strict enforcement of rules, will likely see improved attitudes in the classroom whilst also contributing to pupils' development of the virtues.

i) Nurture the moral and civic virtues

In schools where pupils regularly display moral and civic virtues, behaviour is likely to be better. It stands to reason that pupils who are kind and caring to their teachers and peers – and to themselves – are less likely to engage in bullying and abusive behaviour. Likewise, pupils who act with civility and understand the importance of service will contribute positively to the school culture and ethos, as well as more broadly to their communities. The school leaders explained how they explicitly link their behaviour policies to a focus on nurturing the moral and civic virtues. This focus was written down in their behaviour policies but also displayed in their day-to-day enactment of them.

ii) Encourage autonomous virtue reasoning

The aim of character education is to foster virtues in pupils that help them to develop into well-rounded adults and citizens with the ability to reason virtuously and autonomously. This is the basis of character sought *[17]*: pupils seeking out opportunities and experiences within and outside the formal curriculum to cultivate their own character. Schools should look to adopt long-term strategies and move away from behaviour policies that are solely based on the adherence to strict rules; and rather, should allow for pupils to undertake autonomous virtue reasoning. The school leaders understood that there was a necessity for schools to have rules to manage behaviour, but viewed these more as the boundaries that define acceptable conduct. Within these boundaries, pupils, they explained, are encouraged to show their character and exercise practical wisdom – practise making the right decision at the right time. The school leaders do not advocate for pupils to adhere to a set of prescribed virtues, whilst also understanding that they will not instinctively know the right course of action without thought and consideration. They identified that this approach encourages good habits to be formed and that these can be further encouraged by patience and praise from teachers who are respected as role models.

iii) Balance extrinsic rewards with intrinsic motivation

Many schools and teachers seek to manage pupils' behaviour through a combination of rewards and sanctions. Schools enforce punishments when rules are broken and reward good behaviour.

> ❝ There's a balance between rules and building character over time, so that they become better at making decisions themselves. It's very tempting just to say 'you can't do that because that's the rule'. It takes an enormous amount of patience.
>
> **David Atkinson**
> **Headteacher, Dr Challoner's Grammar School, Amersham** ❞

Such approaches often have a positive short-term impact on behaviour in a classroom or school; however, these extrinsic motivations are not encouraging pupils to manage their own behaviour in the long term. Some of the school leaders explained they do use extrinsic techniques such as rewards and badges to recognise and celebrate examples of good character. These were linked to the display of prioritised character virtues rather than rewards for the outcomes of their actions. Most of the school leaders explained how they aimed for pupils to seek out opportunities to demonstrate positive behaviours in and out of school, placing a focus on the autonomy of the individual to seek out virtue, as this led to increasing levels of motivation for virtuous action in the future. In relation to behaviour, the schools talked about the importance of healthy boundaries and emphasised that although some tension and conflict is inevitable, acting in the right way ensures everyone maintains a sense of belonging to the community. Guiding pupils towards feeling emotions that match their reasoning and actions is a key element of character education, and is in part, achieved by tuning into intrinsic motivation rather than habituating children into always seeking an external reward.

> ❝ We shouldn't be quick to reward expected behaviour. Because otherwise people think they deserve recognition just for saying hello nicely. Character is not only about having these positive traits but knowing how, when and why to use them. We tell pupils that arguments are okay, and, in some cases, they can be quite healthy but you need to be able to do it in the right way. Because the environment where exclusion exists is not pleasant, and you can feel it.
>
> **Robin Venn**
> **Character Lead, Colmore Junior School, Birmingham** ❞

> "School culture is one of the indicators that the inspectors were particularly interested in. I think self-management of behaviour rather than a kind of punitive compliance was important. There was no heavy-handed staff presence around the corridors but a sense that they were self-regulating. As a staff we've come up with very practical ways of recognising those virtues in the kids and the idea is that we catch them being good so they end up developing the habits.

Dan Wright
Headmaster, The London Oratory School, London

iv) Accommodate learning from mistakes

The Jubilee Centre's philosophy of character education recognises the varied pathways an individual may take on their way to becoming increasingly virtuous over a lifetime. This includes various detours through good intention undermined by weakness of will or making a poor decision. Misunderstandings of character education can perceive it to be paternalistic or conservative – that it seeks to go against an individual's wishes or is about 'fixing' people. The opposite is true: the goal of character education is to equip young people with the tools they need to make choices that are in line with their desire to live a 'good life'. During the ongoing journey to this goal, it is inevitable that mistakes will be made and hopefully lessons learned. The school leaders were clear that these mistakes are crucial for moral development, and therefore, it is not desirable to maintain an iron grip on behaviour management. Leaders explained how they try to ensure that the boundaries give enough room for pupils to individually express themselves and make mistakes from which they will learn. This requires that schools act not only as rule enforcers but as behaviour coaches, role models, and mentors supporting pupils to think through their decisions and how these decisions inform how they will act differently in the future.

[13] Weber, M., Wagner, L., and Ruch, W. (2016) 'Positive Feelings at School: On the Relationships Between Students' Character Strengths, School-Related Affect, and School Functioning', *Journal of Happiness Studies*, vol. 17, no. 1, pp. 341-355.

[14] Weber, M., and Ruch, W. (2012) 'The Role of a Good Character In 12-Year old School Children: Do Character Strengths Matter in the Classroom?', *Child Indicators Research*, vol. 5, no. 2, pp. 317-334.

[15] Jeynes, W. H. (2017) 'A Meta-Analysis on the Relationship Between Character Education and Student Achievement and Behavioral Outcomes', *Education and Urban Society*, vol. 49, no. 1, pp. 1-39.

[16] Diggs, C. R., and Akos, P. (2016) 'The Promise of Character Education in Middle School: A Meta-Analysis', *Middle Grades Review*, Vol. 2, no. 2, pp1-19.

[17] See page's 12 and 15 of *The Jubilee Centre Framework for Character Education in Schools* for a more detailed description of virtue literacy. Online at: www.jubileecentre.ac.uk/framework

> "If we want children to show self-regulation and show that bit of stickability by working through the four Bs (their brain, a book, a buddy, the boss) yet the minute they put their hand up the teacher helps them, we've completely undermined what we've asked them to do. The brave bit is walking away and leaving them.

Ruth Jennings
Deputy Headteacher and Character Lead,
Kings Langley School, Hertfordshire

> We're just starting a piece of work to try to find connections at a subject level. What do aspiration, kindness and resilience look like in maths or geography or physics? Then we can start to help pupils understand that character crops up everywhere.

**David Atkinson
Headteacher, Dr Challoner's
Grammar School, Amersham**

> If you look at academic outcomes, attendance, and other key performance indicators, for any of those to improve you need to have the right culture, and character education gives you that framework, that vehicle to significantly improve school culture.

**Chris Clyne
Principal, Northampton Academy,
Northampton**

EXTRACTS FROM OFSTED REPORTS OF OUTSTANDING SCHOOLS
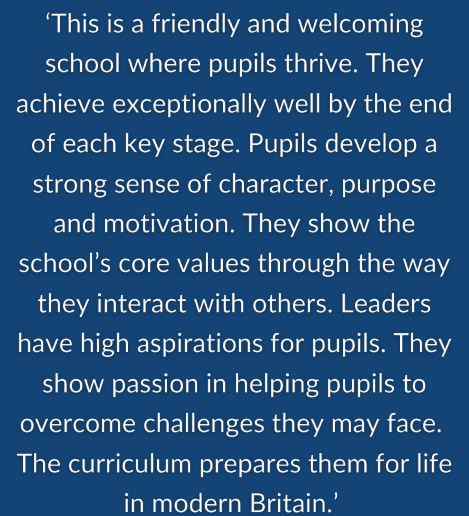
These extracts have come from Ofsted reports of schools that have been graded 'Outstanding' and have been inspected in the last three years. We include these extracts to demonstrate how character education is being positively evaluated by inspectors.

'Leaders provide a vast range of opportunities for pupils to develop their character. Through this, pupils learn courage, resilience, ownership, innovation and motivation. Younger pupils respect older students in positions of leadership and eagerly aspire to take on these responsibilities themselves. They benefit from many opportunities to be responsible, respectful and active citizens.'

November 2022
Aylesbury Grammar School, Aylesbury
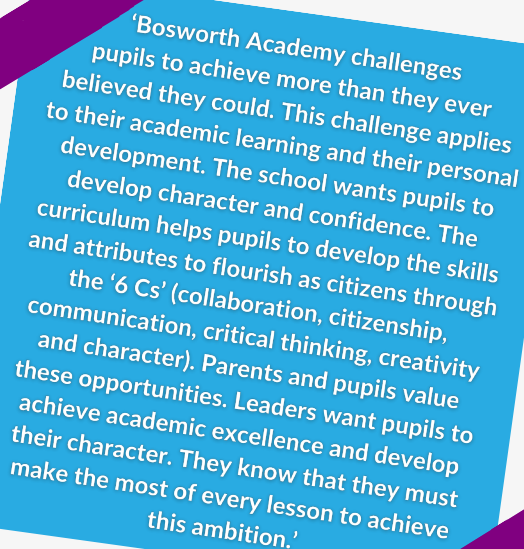Headteacher at the time of inspection: Mark Sturgeon

'This is a friendly and welcoming school where pupils thrive. They achieve exceptionally well by the end of each key stage. Pupils develop a strong sense of character, purpose and motivation. They show the school's core values through the way they interact with others. Leaders have high aspirations for pupils. They show passion in helping pupils to overcome challenges they may face. The curriculum prepares them for life in modern Britain.'

March 2022
Azhar Academy Girls School, London
Executive Headteacher at the time of inspection: Rookshana Adam

'Bosworth Academy challenges pupils to achieve more than they ever believed they could. This challenge applies to their academic learning and their personal development. The school wants pupils to develop character and confidence. The curriculum helps pupils to develop the skills and attributes to flourish as citizens through the '6 Cs' (collaboration, citizenship, communication, critical thinking, creativity and character). Parents and pupils value these opportunities. Leaders want pupils to achieve academic excellence and develop their character. They know that they must make the most of every lesson to achieve this ambition.'

June 2022
Bosworth Academy, Leicester
Headteacher at the time of inspection: Simon Brown

'The school's work to promote pupils' personal development is exemplary. Pastoral care is central to the school's work, including in the sixth form. Many pupils feel fragile. Staff remind them of their place and function in society. Staff develop pupils' character through modelling a can-do attitude. They raise pupils' aspirations.'

July 2021
The Priory Roehampton Hospital School, London
Principal at the time of inspection: Russell Cooper

'Leaders place great emphasis on developing pupils' character. Pupils are proud to be here. They told inspectors that 'Hattoneers' value and respect everyone equally, embrace challenges and put in their best effort.'

February 2022
Christopher Hatton Primary School, London
Headteacher at the time of inspection: Gwen Lee

'Pupils thrive in every way here. There is a climate of respect and compassion for all. The school's values of tolerance, consideration of others and love are encouraged through all aspects of school life. Pupils are considerate, respectful and support one another.'

November 2022
St Bonaventure's RC School, Newham
Headteacher at the time of inspection: Christopher McCormack

'Support for pupils' personal development is exemplary. Teachers closely track pupils' personal, social and emotional development through the character curriculum.
The 'Delves offer' sets out 50 stimulating activities that pupils experience before they leave Year 2. Through these varied and exciting experiences, pupils develop confidence and resilience ready for the next steps of their education.'

March 2022
Delves Infant School, Walsall
Executive Headteacher at the time of inspection: Amanda Arnold

'Leaders' work to develop pupils' character is impressive. It is part of the fabric of the school. Pupils frequently lead fund raising activities to provide support for communities in need. Leaders are relentless in their drive to provide all pupils with the most interesting and varied opportunities to support their personal growth. Nothing is left to chance…This school is a truly special place. Pupils flourish here. They gain a deep knowledge of the things they are taught, and develop into curious, reflective and resilient young people.'

May 2022
Lawrence Sheriff School, Rugby
Headteacher at the time of inspection: Teresa Mpofu

'As one pupil typically said, 'School culture is everything here.' Pupils take to heart the core values of community, love of learning and character.'

October 2021
The Tiffin Girls School, Kingston Upon Thames
Headteacher at the time of inspection: Ian Keary

'Trust leaders have identified 50 core virtues to guide pupils' character development. These include, for example, optimism and modesty. Parents and carers, pupils and staff value these virtues. Teachers reward pupils who display the virtues in assemblies at the end of each week.'

July 2022
Nishkam School, West London
Principal at the time of inspection: Sukhjeet Rai (Primary) and Gerard Dineen (Secondary)

'Pupils spoke about why the 'Oasis 9 Habits' of character development are important. They said they try to live by these every day. Older pupils nurture and guide younger pupils and they act as role models through their positive attitudes and behaviour.'

January 2022
Oasis Academy Byron, Coulsdon
Principal at the time of inspection: Joanna Poplett

'The work to develop pupils' character is exceptional. 'Love to Learn' projects inspire pupils to work independently and read around topics that interest them. Pupils with leadership responsibilities are working with leaders to develop a sensory room to support pupils with their mental well-being. Careers education begins in Year 7. Local colleges visit to talk about what options pupils have at post-16. Pupils and students learn about apprenticeships and university pathways.'

March 2022
Dyke House Sports and Technology College, Hartlepool
Principal at the time of inspection: Adam Palmer

'Pupils at the Mark Way School are exceptionally well prepared for their future lives. The school 'virtues', communication, responsibility, tolerance, respect, resilience, independence, courage and organisation, are an intrinsic part of everything pupils do. As a result, pupils flourish. They successfully develop their independence and resilience. They go on to further education as respectful, responsible young adults with a range of useful qualifications.'

February 2020
The Mark Way School, Andover
Principal at the time of inspection:
Sonia Longstaff–Bishop

'Leaders are committed to the personal development of every pupil. Pupils benefit from a vast range of opportunities that develop their character and nurture their talents and interests. Pupils' focus and determination to improve themselves are remarkable.'

March 2022
Rushy Mead Academy, Leicester
Principal at the time of inspection: Gulbanu Kader

'Pupils flourish at Dr Challoner's Grammar School. The values of aspiration, kindness and resilience underpin school life. As a result, pupils become intellectually curious, compassionate and responsible in equal measure. The school offers a dazzling array of extra-curricular opportunities. These inspire a diverse range of interests and skills.'

November 2019
Dr Challoner's Grammar School, Amersham
Headteacher at the time of inspection:
David Atkinson

'This is a school where pupils thrive. They are happy and safe. Leaders have high ambitions for the achievement of all pupils. The academic curriculum is broader than the national curriculum. Leaders have very high expectations for the behaviour of pupils in the school and pupils behave exceptionally well... They are curious learners who work hard in class... Leaders encourage pupils to become considerate and critical thinkers through their well-established, character-developing curriculum... Pupils described the school community as a family.'

September 2022
The London Oratory School
Headmaster at the time of inspection: Dan Wright

'Leaders' commitment to the wider development of pupils is exceptional. Leaders ensure that moral values and integrity underpin all aspects of school life. Pupils develop a firm understanding of their position in the world and of their responsibilities. The development of pupils' character is carefully woven through everything the school does.'

May 2022
Newcomen Primary School, Redcar
Headteacher at the time of inspection: Kinga Pusztai

CRITERIA 3: PERSONAL DEVELOPMENT

> Life happens, doesn't it? As adults, as well as children, we need to rely on those virtues. And when difficult things happen, the adults talk about the character virtues and how they're supporting them.
>
> **Melissa Milner**
> **Executive Headteacher, Thoresby Primary School, Kingston upon Hull**

> Personal development is all about character. It's where we talk about the caught, the taught and the sought approach. As a leader, it gives me a clear set of concepts for the team.
>
> **Dan Wright**
> **Headmaster, The London Oratory School, London**

Whilst behaviour might be evaluated by the character qualities pupils form whilst they are at school, personal development can only be truly evaluated over a longer period once pupils have left school. Schools have been successful in their personal development endeavours if their pupils develop the virtues required for them to become responsible, respectful, active citizens who contribute positively to society. Personal development is often a label that conflates various educational activities that happen in a school. It is not a coherent subject covering a single area of knowledge. Personal development is generally seen as a way for pupils to assess their skills and qualities, consider their aims in life, and set goals in order to realise their potential as well as to facilitate employability, health, and well-being, and become good citizens. It therefore can have multiple goals, objectives, methods, and content, and varies considerably between schools. A focus on character education can bring coherence to a school's approach to personal development. Through a focus on the intellectual, moral, civic, and performance virtues, schools can ensure that they are supporting pupils to make wiser decisions throughout their lives – whatever their circumstances. It is for this reason that the Ofsted *School inspection handbook* states that to achieve an 'Outstanding' rating, schools must demonstrate that the way they go 'about developing pupils' character is exemplary and is worthy of being shared with others'.

The *School inspection handbook* also states that 'the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence'. It is important that personal development does not solely focus on performance virtues such as those mentioned above, but also on moral, civic, and intellectual virtues. After all, the role of schools should be to equip pupils with knowledge, skills, and virtues to ensure that they contribute positively to society. This requires that schools provide opportunities for pupils to feel a sense of belonging and understand what it means to become a mature, reflective, and virtuous person.

Research shows that teachers believe that the personal development of the pupils they work with is the most important aspect of their job, and their primary motivation for becoming a teacher.[18] It is for this reason that most teachers acknowledge their role as character educators and the critical role they play in the formation and shaping of the moral character of their pupils.[19] The best character educators exemplify a set of virtues which they demonstrate through personal example. The Jubilee Centre's *Teaching Character Education: What Works* project shows how the moral, performance, civic, and intellectual virtues that are vital for personal development can be educated through role modelling, but also through stories, dilemmas, experiential experiences, and reflection amongst other approaches.[20] Through offering an inclusive, broad, and rich curriculum that prioritises character education, schools can help pupils feel like they can play their part in the greater good, which is vital for their personal development.

> Character education provides another outlet for children to talk about how they feel and understand that they're not alone, that these are all issues that have been around for a long time.
>
> **Robin Venn**
> **Character Lead, Colmore Junior School, Birmingham**

i) Engender a sense of belonging

Individuals often flourish when they feel a sense of belonging to something bigger than themselves. This is the case in families and communities, as well as in schools. Pupils who feel at home in their school will more likely want to take part in activities that help them develop their character and the qualities required to have successful futures – as parents, neighbours, employees and citizens. This process starts by involving pupils in decisions that are required to develop a school of character, for example being part of the process of selecting the school's priority virtues. Belonging to a school community is a deeply formative experience, and by having a clear set of virtues schools can help pupils feel a sense of belonging through pupil-centred mentoring and pastoral care. The school leaders believe that good mentoring and care starts with understanding the context and lives of the pupils and how this has influenced the character qualities they display. Taking time to listen, talk, and understand pupils engenders this sense of belonging, which is the foundation for enhanced character and personal development. The school leaders understand that pupils' experience of belonging, personal growth, and self-determination is foundational to their development of good character, as well as their commitment to lifelong learning.

ii) Offer a broad and inclusive enrichment programme

Character virtues should be reinforced everywhere: on the playing fields; in classrooms and corridors; through interactions between teachers and pupils; in assemblies; via posters; by the headteacher's messages and communications; through staff training; and in relations with parents. The process of being educated in virtue is not only one of acquiring ideas; it is about playing an active role within a community – for schools are, together with the family, one of the principal means by which pupils grow in virtue. A key element of this community is that all pupils are offered opportunities to develop and learn in spaces outside the formal classroom, and by taking part in activities that are complementary to, but different from, the core curriculum. The school leaders explained that character education is purposely and explicitly built into their enrichment programme – it is not just assumed. Sports, music, art, drama and the myriad of other activities offered by the schools are seen as opportunities to talk about and coach character, highlighting its centrality in everything we do.

iii) Champion pupil leadership for all

Personal development is partly about the development of the qualities of self-management and appropriate self-expression. A positive spiritual, moral, social, and cultural environment encourages staff and pupils to root their character development in their world view and take responsibility for leading others in relation to these personal beliefs. By participating in leadership opportunities offered by a school, pupils can be supported to learn valuable human qualities such as: the ability to disagree, agreeably; how to be a servant leader; and how to lead with integrity. The school leaders believe that leadership is a great way for pupils to learn about their own character and how they express important virtues such as courage, compassion, humility, and gratitude.

> "We've worked out thirty or forty different examples of practical things we want the pupils to show, like respecting the rights of others, showing respect for school rules, welcoming visitors, being trustworthy, being energetic to work on behalf of the school community – even when it's tough – and so on."
>
> **Dan Wright**
> **Headmaster, The London Oratory School, London**

iv) Facilitate opportunities for experiential learning

An aim of character education is to help pupils to cultivate the meta-virtue of practical wisdom – the ability to make the right virtuous choice in the right amount at the right time. Practical wisdom cannot solely be developed through lessons in the classroom. Practical wisdom is habituated gradually through training, experience, and practice – like a muscle. The school leaders explained how they make character education real and rooted in the lives of pupils through encouraging them to try out new activities and experiences. In doing so, pupils developed a sense of self-efficacy which in turn fuelled aspiration. The importance of a reflective cycle was emphasised by many schools – they provide support for pupils to think through their actions with the aim of linking the experiential learning opportunities to personal development.

[18] Arthur, J., Kristjánsson, K., Walker, D., Sanderse, W. and Jones, C. (2015) *Character Education in UK Schools*, Online at: www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/Research%20Reports/Character_Education_in_UK_Schools.pdf

[19] Sanger, M. and Osguthorpe, R. D. (2011) 'Teacher Education, Pre-service Teacher Beliefs and the Moral Work of Teaching', *Teaching and Teacher Education*, vol. 27, no. 3, pp.569-578.

[20] Arthur, J., Fullard, M., and O'Leary, C. (2022) *Teaching Character Education: What Works*, Online at: www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/Research%20Reports/TeachingCharacterEducation_WhatWorks_ResearchReport.pdf

> "We offer lots of opportunities to practise and engage in showing those values outside of the classroom. There's an explicit element there in terms of the curriculum, but also we have a very extensive extracurricular and enrichment programme. Our motto is 'more than a school'. Nearly 60% of our pupils are on free school meals and we want a belief you can aspire to be whatever you want to be."
>
> **Danielle Givens**
> **Principal, Smith's Wood Primary Academy, Solihull**

> We see it, role model it, coach it, scaffold it. You can't talk about character if you're not demonstrating it yourself.

Tom Evans
Assistant Headteacher,
Reading School, Reading

> We narrate the positives, so our reward system is linked to that – 'right place, right time'. As staff, we hold ourselves to account as role models. It's the way we do things around here. Everybody is walking purposefully, and everyone is in the right place at the right time and energetic and eager to learn. As adults we're doing it alongside the pupils and it's powerful. It doesn't become a 'them and us' – it's very much a community of 'this is us'.

Caroline Saunders
Character Lead, The Regis School,
Bognor Regis

CRITERIA 4: LEADERSHIP AND MANAGEMENT

Leaders are not born – they are made. Leaders achieve greatness by bringing out the greatness of others; they must possess good character and not just focus on competence and compliance. School leaders do not act to pursue their own good but rather they pursue the good for those they lead. Building a community of character requires school leaders to show respect for others, demonstrating humility, fulfilling commitments, serving others, taking responsibility, being fair and just, and communicating honestly and truthfully. Character and leadership are about individual and collective meaning and creating this for others. In outstanding schools, you find strong leadership and practical wisdom. Practical wisdom is gained or learnt through experiences, and so the more situations leaders face, the more likely they will become practically wise. Then, they will ask questions like: how can we individually and collectively be the best versions of ourselves in leading others; and, how can we be a force for what is good and what is right in our own leadership practices.

Leaders of schools of character are architects who redesign schools and are motivated by transforming the community they serve. Research shows that schools led by architects are often slower to improve as initially time and energy is spent engaging with the local community and building the 'right' environment inside the school. Over time, indicators of an outstanding school, such as examination results and behaviour start improving, and continue improving long after the leader has left.[21] Leaders who set high standards for their own moral and ethical behaviour are more successful in nurturing honesty, integrity and trust in others, leading to a positive upward spiral that makes it more likely pupils, staff, and those in the school community will grow in character and virtue over time. [22, 23]

> " You cannot be a teacher and not be a character educator. We explain to teachers that they are already character educators. Amazing people have decided to become teachers and we can't lose sight of this opportunity. "
>
> **Robin Venn**
> **Character Lead, Colmore Junior School, Birmingham**

> " You've got to live and breathe it. You've got to display the character values daily. It needs to be a whole school drive and passion. It's not a quick process or something that you can do overnight. You've got to keep talking and keep revisiting it. "
>
> **Danielle Givens**
> **Principal, Smith's Wood Primary Academy, Solihull**

i) Ensure character education is at the heart of the school

Strong and committed leadership is an essential ingredient if character education is to be authentically and extensively embedded into a school's vision, ethos, and culture. School leaders can ensure that character education is the beating heart of a school – that everything that happens in and out of the classroom is informed by a set of priority virtues.

Importantly, leaders ensure these virtues are lived and not just laminated. It is vital that every member of a school community not only understands what character is and why it matters, but also how the virtues are to be enacted across the school: in teaching; in conversations between teachers and pupils; in communications with home; in personal tutoring; in behaviour management; and in all daily interactions around a school. The school leaders described character education as like a stick of rock: cut through the school anywhere and you should discover a focus on the cultivation of the virtues.

ii) Foster school-specific priority virtues

Schools should seek out ways to cultivate intellectual, moral, civic, and performance virtues in their pupils. Although virtues can be divided up into these four different categories, they form a coherent, mutually supportive whole in a well-rounded life; and character education is all about their integration, guided by the overarching intellectual virtue of practical wisdom.

To make the virtues explicit, many of the school leaders explained how they had drawn up a list of priority virtues that were central to everything they do. The list is often developed in consultation with pupils, staff, parents, and governors, as well as those in the community. These priority virtues are central to the language of the school – they can be seen and heard everywhere.

> " I want staff who come with a purpose-driven approach to education that actually is about forming kids. And when we say forming kids, it's not just putting knowledge in their heads, it's actually helping them become the kind of pupils that form the basis of a decent society. Schools have got an absolute key role in that – good schools can build communities. "
>
> **Dan Wright**
> **Headmaster, The London Oratory School, London**

> " And actually, we made our language very visual and tangible so it's literally everywhere in the building and it's in their ear from the minute they walk in. "
>
> **Caroline Saunders**
> **Character Lead, The Regis School, Bognor Regis**

iii) Emphasise the importance of role modelling by all

Virtues are acquired by pupils, initially under the guidance of parents, and then teachers who serve as role models and moral exemplars. Pupils 'catch' character from observing the behaviour of teachers, other school staff, and importantly, their fellow pupils. The ethos and culture of a school is the expression of the collective character of every member of the school community. It is therefore important that leaders encourage teachers to see character cultivation as a core part of their role. The school leaders explained how they sought to appoint not just excellent maths, science, English or PE teachers but also teachers of character – who display the virtues and practical wisdom in their actions around the school and encourage others to do the same. Through a process of osmosis, the schools reported a rising tide of character that had knock-on effects on improvement in all areas of school life.

iv) Partner with parents and the wider community

Parents and families are the primary educators of their children's character. This means that schools should seek out opportunities to work in partnership with them to offer a coherent and united message about why character matters and how it is fundamental for individual and societal flourishing. Members and organisations in the community are also sources for inspiring character education – for example, faith groups, charities, businesses all offer formative experiences and motivation for pupils to grow and develop. Sadly, the school leaders reported that not all pupils have supportive families, and at times staff acted as alloparents, offering the role modelling, mentoring, personal support, and experiences that were required for these pupils to learn about and habituate the virtues.

> " It's important as leaders to recognise that words are important, but deeds are more important. It's important that we role model behaviours in the right way – having high standards and making sure that there's a cohesion across the school. Your school community needs to have a sense of what you value in people's character and how you want to develop people's character. "
>
> **David Atkinson**
> **Headteacher, Dr Challoner's Grammar School, Amersham**

[21] See a summary of the research at: The One Type of Leader Who Can Turn Around a Failing School - hbr.org/2016/10/the-one-type-of-leader-who-can-turn-around-a-failing-school

[22] Damon, W. and Colby, A. (2015) *The Power of Ideals*. Oxford: Oxford University Press.

[23] Steyn, F., and Sewchurran, K. (2021) 'Towards a Grainier Understanding of How to Encourage Morally Responsible Leadership Through the Development of *Phronesis*: A Typology of Managerial Phronesis', *Journal of Business Ethics*, Vol. 170, no. 4, pp. 673–695.

> " Whatever we did with children, we modelled with the teachers. We'd start off having a three-week focus on empathy, or kindness or self regulation. And we asked teachers to fill in the self-reflection booklet, and then we would discuss examples of how they've shown things, how they haven't, how they've been challenged, how they can introduce it. "

Ruth Jennings
Deputy Headteacher
and Character Lead,
Kings Langley School,
Hertfordshire

> " When the children understand that there are values rather than just arbitrary rules, that gives longevity. I'm not in my office that much during the school day, because I'm interacting with staff, I'm interacting with pupils. But then at a more strategic level, we've got the overarching character action plan. And things get done if the head fully believes in it. "

Chris Clyne
Principal, Northampton Academy, Northampton

JUBILEE CENTRE TEACHING RESOURCES

The following is a list of Jubilee Centre resources that will inform schools who are seeking to transform their school improvement through an explicit focus on character education.

The Jubilee Centre Framework for Character Education in Schools
www.jubileecentre.ac.uk/framework

The Character Teaching Inventory
www.jubileecentre.ac.uk/TheCharacterTeaching Inventory

Leading Character Education in Schools - Online CPD Course
www.jubileecentre.ac.uk/cpd

Character Education Evaluation Handbook For Schools
www.jubileecentre.ac.uk/handbook

Window into Schools: Celebrating Character
www.jubileecentre.ac.uk/windowsintoschools

Primary Programme of Study - A Taught Course for 4 to 11 Year Olds
www.jubileecentre.ac.uk/primaryprogramme

Secondary Programme of Study - A Taught Course for 11 to 16 Year Olds
www.jubileecentre.ac.uk/secondaryprogramme

All Jubilee Centre teaching resources can be freely downloaded from:
www.jubileecentre.ac.uk/teacherresources

ACKNOWLEDGEMENTS

MA CHARACTER EDUCATION
–
A three year, part time, online programme, the MA Character Education adopts a broad, multidisciplinary understanding of character – encompassing aspects of wellbeing, ethics, citizenship and social and emotional education.

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