

Mind the Gap Table Discussion

What is Character Education?

Is the list below right?

Would you change it?

- Perseverance, Resilience and Grit
 - Confidence and Optimism
 - Motivation, drive and ambition
- Neighbourliness and community spirit
 - Tolerance and respect
 - Honesty, integrity and dignity
- Conscientiousness, curiosity and focus

Encompasses the general overview. Agree that the terms are less important than the substance as discussed today.

I would agree with most of the words in the list relating to character. I feel that neighbourliness is difficult to define and probably falls into what I would consider community spirit. Character education is important but also inseparable from good learning behaviours. It will not only 'build character' but make pupils more resilient learners.

So important to develop the whole person. List could be added to but categories, probably no point in too big a list.

Yes the list is correct. Character education is the development of a socially well rounded student.

I don't think that character education is a separate entity - we need to ensure that the traits are developed in students through all that they do

Development of the entire person - building on what is there within students already

List is fine. The most important issue is getting staff on board and implementation. and implementation.

Grow mindfulness, not impose it as an initiative

Communication skills (particularly listening), personal / social / corporate responsibility implementation.

"Character education" needs to fit to individual schools context - own ethos / vision too. The list is a good starting point but would need buy in from a schools stakeholders i.e. I will always be slightly unique.

The list is good in principle but would need to be looked at in terms of individual schools' ethos and background and families. CE is a set of traits / characteristics for moral action / interaction

There is no simple definition. It is what a school makes it be through what it does. The important thing is that it is articulated clearly as important with a shared language for staff and students.

Mind the Gap Table Discussion

A range of opportunities and strategies - not necessarily explicit. / Via enrichment opportunities - implicit ethos.

We don't have a "strategy" as such. However we have a very clear ethos, we offer extensive ed. Visits / extra curricular programme etc. We encourage volunteering - locally, regionally , nationally and internationally. As a teaching school I hope to encourage life long learning.

No. Strong house system and enrichment does operate.

Not yet, although we have a number of programmes in their infancy which will develop many character traits.

Introduction of attributes and common language. Now developing systematic ways of embedding these throughout the curriculum - Inside and outside class

We have the language of (CE) and activities established but need to become more strategically constructed.

In post 16 - not whole school. Post 16 is too late , so looking at how to do it from year 7.

Highly developed school student leadership.

No strategic overview but a lot of whole school and co-ordinated activities that could come under this umbrella.

I think we are moving in the right direction. We have embraced mindset and are looking carefully at mindfulness. We are looking to reward good learning behaviours rather than outcome.

We are in the process of developing and implementing an improved programme that is more focussed on the individual and their personal development.

It's not called 'CE' we have a PSHE and community involvement scheme - which may need to be re-branded / packaged to encompass more aspects like our enterprise work too.

Have you implemented a successful CE strategy in your school?

Mind the Gap Table Discussion

How would you define what outstanding practise in Character Education looks like?

School community as a whole buys into it and considers it an important and integral part of the school and childrens' lives. It must make a difference to their life chances and opportunities. Shared language..

High participation in extra curricular / enrichment eg. + 90-1. High participation in work experience. Every student able to articulate explicit skills (not academic) they have developed. High engagement from community.

Implicit part of ethos - probably needs to be explicit to 'launch' and develop the concept.

All our students are 'compelling individuals'.

Student ownership of responsibility for learning. High levels of motivation to lead to bounce back ability and ultimate achievement and success.

Explicit in years 7, 8, 9. Implicit thereafter.

The "end product" ie the value, character, skills, education, experience of the school leaver!

Students being able to articulate the impact of the ethos of the school on their lives beyond the classroom.

Whole school, embedded culture.

'The dream' would be for character, resilience in particular, to run through all aspects of a school. I would like pupils to be rewarded for good character more and far less for achievement.

How the whole staff/stakeholders of the school operate. How pupils talk about/value their school. Students having pride etc.

Opportunities that develop the whole child. Built on relationships and personalised planning. Covering all values and skills needed to develop the whole child.