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Contributors:

Dr Anthony Seldon is 13th Master of Wellington College, one of Britain's most famous independent schools. He is author or editor of over 30 books on contemporary history, politics and education. Dr Seldon is Professor at the College of Teachers, and Fellow of King's College London, the Royal Historical Society and the Royal Society of Arts. He founded, with Professor Peter Hennessy, the Institute of Contemporary British History, and the Action For Happiness with Lord Layard and Geoff Mulgan. His books and lectures on education include *Public and Private Education: The Divide Must End* (2001); *Partnership not Paternalism* (2002); *An End to Factory Schools* (2009); *Why Schools? Why Universities?* (Cass Lecture, 2010); and *Why the Development of Good Character Matters More Than the Passing of Exams* (Priestley Lecture, 2013). Dr Seldon is a passionate exponent of co-education, the International Baccalaureate, independent education, the teaching of happiness/well-being and the development of the all-round child.

David Walker completed a first career in the British Army in September 2007. For the last 8 years of this, he worked as a regional manager of specialist welfare, delivering interventions and advice to families, service members, and to the chain of command. His academic progress took place on a part-time basis alongside his first career until he started a full-time PhD at Durham University in September 2007 (ESRC funded). This research investigated identity transitions of 28 career soldiers and officers anticipating exit from the British Army. After working freelance for a number of organizations (NHS, Army Welfare Service, Durham University and Institute of Criminal Policy Research at Birbeck, University of London), David became a Research Associate at Purdue University, Indiana, USA. He worked in the Military Family Research Institute (part of the HDFS Department) on a large longitudinal study of National Guard families experiencing operational deployment. David was also involved in research and writing activities for other projects such as the evaluation of Sesame multimedia materials designed for families with a wounded or injured member. At the Jubilee Centre for Character and Values, David is working on a project investigating the place of character and virtue education in British Schools.

Jane Hawkes BSc MSc CTA PTSTA UKCP Registered Psychotherapist Trustee of the International Values Education Trust (IVET) Jane Hawkes is a qualified and respected psychotherapist. For many years Jane worked as an innovative trainer and guidance counsellor, supporting disaffected young people. Jane actively supports the development of Values-based Education (VbE) worldwide, addressing conferences and leading workshops in Australia, Belgium, Brunei, Cyprus, Iceland, Ireland, Netherlands, New Zealand, Norway, Singapore, Sweden, Seychelles and throughout the United Kingdom. Her particular professional interests are currently focused on supporting both adults and children to understand

the Inner Curriculum of thoughts, feelings and emotions and how they impact on behaviour, which is essential when establishing a values-based school and community. Jane can be contacted about speaking at conferences and running training workshops at: jamar591@btinternet.com

Howard Rodstein has, since 1978, been working in the Scarsdale public schools where for the past seven years he has served as the director of the Scarsdale Alternative School. As the head of this "Just Community" school, he has co-led numerous workshops at national and international conferences, most recently in St. Louis, New York City, Chicago, and Charlotte, North Carolina, on the application of Lawrence Kohlberg's theory of moral development to the A-School's six core structures. Raised in a small town in north Georgia where he attended public school, Howard completed his undergraduate work at Brandeis University, and he holds two Masters degrees from Teachers College, Columbia University and Bank Street College of Education, also located in New York City. He is also an Annenberg Institute trained Critical Friends Group coach; using this model of reflective practice, he has been co-facilitating a teacher study group in Scarsdale for more than a dozen years, and he has been training teacher-leaders in a school district neighboring his own in suburban New York. Besides serving as an administrator and staff developer, Howard continues to teach 10th grade English at the A-School.

Dr. Chi-Ming (Angela) LEE is full professor of National Taiwan Normal University, Taiwan. She is greatly interested in empirical research on moral development, moral atmosphere and professional curricula of civic and moral education, both the creation and improvement of their implementation. She has devoted herself to the international communities of the Association for Moral Education (AME) and the *Journal of Moral Education (JME)* since 2001. She has also adapted global and theoretical trends of moral education into research projects related to her country's moral education framework. She has published five books in Chinese and more than fifty related papers in Chinese and in English.

ethos is edited by:
David Rowse

To contact the editor or for information on how to contribute to future editions please contact:

David Rowse, Editor, Ethos
c/o Atherstone College, Ratcliffe Road, Atherstone,
Warwickshire, CV9 1LF
Telephone: 01827 830342
Email: david.rowse@virgin.net
Web: www.ethos-education.com

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All design work by Claire Lomas at FrameRate
Creative, c.lomas@frameratecreative.co.uk

An Example of a Character-Based School Culture Project



Dr Chi-Ming (Angela) Lee illustrates a CBSC indicator framework with ten principles for implementing and evaluating school moral and character education and its application to Taiwanese primary and secondary schools

Moral and character education had been a mandatory subject in Taiwanese schools for several decades. However, since 2004 a moral and character education course was no longer part of formal curricula due to educational reforms. The ongoing policy of moral and character education is the “Moral and Character Education Improvement Program” (MCEIP), which stresses character-based school culture (called CBSC), intended to balance Eastern and Western, traditional and modern cultures. The Taiwanese Ministry of Education funded me through a grant to develop a systematic and feasible indicator framework for implementing and evaluating the moral and character education of schools in 2007, as I am the drafter of the MCEIP. I therefore have the honour of introducing a CBSC project I conducted for two years to

show an example of the indicator framework applied in a junior high school (here called School X), to British and overseas readers.

Ten dimensions of indicator framework

The indicator framework for implementing and evaluating school moral and character education of primary and secondary schools contained ten respective and complementary dimensions, including characteristics of school, administrative leadership, teacher professionalism, resources integration, formal curriculum, informal curriculum, hidden curriculum, student progress, school atmosphere and sustainable development (as seen in Table 1).

Table 1 *the indicator framework*

Ten dimensions	Indicators
characteristics of school	Indicator 1 schools with comprehensive educational goals and well thought out project for moral and character education
administrative leadership	Indicator 2 schools with administrators' moral leadership

teachers' professional development	Indicator 3 schools with teachers' professional development in moral and character education
resources integration	Indicator 4 schools with integrated resources for moral and character education
formal curriculum	Indicator 5 schools' formal curricula infused with moral and character education
informal curriculum	Indicator 6 schools' informal curricula infused with moral and character education
hidden curriculum	Indicator 7 schools' hidden curricula infused with moral and character education
student progress	Indicator 8 schools with students' moral and character development
school atmosphere	Indicator 9 schools with moral culture
sustainable development	Indicator 10 schools with sustainable development in moral and character education

Indicators and their applications

Characteristics of school

Indicator 1 contains three strategies: 1. to organize a 'Committee for School Moral/Character Education' (CSCE) to plan, promote and evaluate moral and character education; 2. to choose core ethical values by democratic and participatory democracy; and 3. to infuse into school year planning and implementation throughout school life by multiple methods. The CBSC project revealed apparently three identical features. First, approximately twenty people from School X organized the 'Committee for School Character Education', a group which included the principal, the director of office of academic affairs, the directors of all other offices, representatives of teachers, students' parents and students. The CSCE was a group, which planned, implemented and evaluated the CBSC project. Second, the project held a survey asking all students, students' parents and staff to choose certain 'core ethical values' based on their school's characteristics recommended by different groups' meetings respectively. Three school groups (including staff, students' parents, and students) of School X have their own 'voice' in discussing, dialogue, and voting for

core ethical values. This was the first time for them to choose their own core ethical values, which showed a principle of participant democracy practiced in campus instead of top-down educational policies. The core ethical value voted in secret ballots by staff members was 'respect'; the one chosen by students was 'love in the heart'; and the one chosen by students' parents was 'love in the heart' as well. The core ethical values not only required students, but also adults, including staff and students' parents to put these into practice. Third, the project was to blend the School X's core ethical values and the central components (justice, caring and developmental discipline) of the project with various curricula in order to build a positive and school-based culture.

Administrative leadership

The main purpose of indicator 2 is developing principals and other administrators' competence and willingness of moral leadership. There were four workshops in the CBSC project for CSCE members (including the principal, five administrators and other members of School X) to help them understand the principles and strategies of the project. These discussed how to implement the project into School X's

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formal agenda. I, the director of project, held regular meetings for CSCE members every month to reflect on the proceedings of the project as well. However, due to the method of participatory observations, a number of administrators, who were compulsory by the pressure of the principal and other colleagues, refused to accept critical thinking on moral and character education. Some other administrators, who had inflexible and traditional thinking on moral and character education, found it hard to transform their mind. The result indicated the importance of moral leadership in school and the need for it to be cultivated over a long period.

Teachers' professional development

Indicator 3 stresses teachers' professional development and encourages them as role models for students. Seven teachers of School X voluntarily participated in the CBSC project, which included two homeroom teachers, one PE teacher, one Music teacher, one Social Studies teacher, and two Chinese teachers. I held four workshops for CSCE members (including the staff) to help them understand the principles and strategies of the project and discuss how best to implement the project into School X's formal agenda.

I held regular meetings for CSCE members every month to reflect on the proceedings of the project as well. In addition, I guided five graduate students and two volunteer teachers of School X in developing twenty-five teaching plans, each plan lasting approximately three to four class periods, and then providing the staff with this plan as a basis of instruction. I held several small meetings with teachers to discuss the suitability of these teaching plans and how to both use and revise them. Most of the staff indicated that they were quite successful in promoting moral and character education. The result showed that teachers do improve their professional development for moral and character education if they have enough support and training.

Resources integration

Indicator 4 stresses effectively integrating various resources including human, material and financial resources from both in and outside the school for promoting moral and character education. School X received adequate financial aid (e.g. copying materials of teaching and learning; small gifts used to praise and reinforce students' positive behaviour, transportation fare for experimental group visiting one elementary school) from the CBSC project and the Taiwan Ministry of Education (TMOE), both of which contributed to the implementation of the project. In addition, the CBSC project joined students' parents in several aspects of the project. For instance, School X invited all parents to vote for the school's core ethical values. Five parents cooperated with teachers to accompany students engaged in service-learning classes. Two parents, representatives of Parents Association (PA), were CSCE members and took part in regular meetings and workshops. In short, School X's project integrated certain financial aids and parents resources; however, it did not offer any connection with its community because Taiwanese schools historically have no close relationship to their surrounding community.

Formal curriculum

The CBSC project provided both school-wide and class-wide curricula to implement indicators 5-7. The class-wide curricula, including character education as part of classes in language (Chinese), social studies, music, PE, were scattered throughout the academic year. There were altogether twenty-five teaching plans. The average time of moral and character formal curricula was two to three class periods (one class period with 45 minutes) per week. This project offered teaching plans for the teachers to integrate Moral Dilemma Discussion in Social Studies classes, to integrate literature regarding moral thinking into Language classes, to inspire students' moral feeling in Music classes, and to cultivate students' sportsmanship in PE classes. The most

interesting curricula aspects for students were social studies classes involving interviews and observations, because the teenage students liked to have opportunities to express their viewpoints and to debate with other classmates.

Informal curriculum

The CBSC project offered informal curricula to promote students' moral 'knowing, feeling and actions'. For example, discussing the meaning of school core ethical values in students' class meetings; making a 'moral/character education passport' recorded with School X's core ethical values for every student; holding inter-school activities mixing service learning with inter-school interactive activities and strengthening the active role of students' representatives involved in meetings and workshops. According to interviews and observations, the most impressive 'curricula' for students were inter-school activities. Students of experimental classes visited one neighboring elementary school and then invited approximately sixty students of the school to visit their campus. They made a great effort to prepare for this campus tour, activity arrangements (e.g. flexible basketball game), and performances (e.g. singing songs by boy scouts, doing magic tricks). The majority of students provided positive feedback (e.g. confidence, cooperation, and caring) on their wonderful experiences according to interviews and observations.

Hidden curriculum

The CBSC project of School X aimed for a campus with suitable core ethical values, notably respect and love for others through diversified channels. To this end, the coordinator set up a website of moral and character education to announce news, to share valuable materials and to share these with other teachers, parents and students. Administrators held a 'warming evening meeting' entitled 'Love is Flying' for all staff and students of School X. In addition, experimental group teachers displayed their

teaching materials posters which related to moral and character education in order to share these with other teachers and students in school hallways. However, it revealed some negative feedback towards the hidden curricula. Some students expressed their frustration at being chosen as experimental group members, even though all of them had agreed to participate at the project's start. They also complained about certain teachers' insincere behaviour.

Student progress

Indicator 8 aims to improve students' moral and character development. The CBSC project in School X offered several strategies to evaluate its effects of the process and product. First, the CSCE members held regular monthly meetings to reflect on and revise the overall effectiveness of the project. Second, I individually interviewed the members and representatives of students, students' parents, teachers and administrators in order to explore their perceptions on students' progress in moral and character education. Furthermore, I conducted a quasi-experimental design for experimental classes in order to test the effects of the project for students' perception of their school culture. According to statistical analyses, the experimental group students scored higher than the control group.

School atmosphere

Indicator 9 focuses on cultivating school atmosphere with principles of justice, caring and positive discipline. School X, according to my observation, was pervaded with negative school culture at the beginning of the CBSC project. For example, the coordinator sometimes had grievance against the principal's misunderstanding and staff's passive behaviour. A few students and parents distrusted school's policies and refused to be involved. After one and a half years implementation of the project, staff's negative performance changed marginally because they found their school had acquired reputations for moral/character

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education (e.g. Two teachers won a prize for a teaching plan designed for character education in one Taipei contest; School X was one of the schools recognized with an award for character education). Most students thought they learned a lot from the project and they liked their school with freedom and love, while a few students felt bored or unconcerned with school culture. Two representatives of parents affirmed the project but they still complained about School X's other policies. In sum, School X's atmosphere was improved because of the project but it is necessary to continue implementing the project.

Sustainable development

Indicator 10 aims to establish a self-examination system to implement effective, extended and enduring school moral and character education. The most complicated and troubling issue for the CBSC project was how to implement the project in every class and how to sustain development in School X. That is, the project should have a long-term program for school life instead of being only a short-term research project. However, the coordinator of School X resigned her position as director of academic affairs one year following the completion of the CBSC project. The principal and the new director of School X subsequently modified their moral and character education from an active role

to a mere passive one.

Educational Implications

Although school X is not perfect, the indicator framework provides certain guidelines for schools to implement and improve the effectiveness of moral and character education. The schools are encouraged to become familiar with those strategies and understand their rationale and to place stress on a process of participatory democracy, good relationships and self-government discipline in their implementation. In addition, the schools may reinforce the professional development in moral and character education of school principals, teachers and staff; and to build a sustainable and school-based moral and character culture. Moreover, this framework also offers indicators for evaluating moral and character education for schools. The schools may make good use of those self-assessment checklists to reflect upon and promote their moral and character education with an active and positive attitude. Some countries may consider adopting this example into their schools and employing the indicator framework to determine their effects as well. As Taiwan has been continuing its educational reform as well as UK and other countries, we still face changes and challenges of moral and character education.



Students from schools in Taiwan implements the indicator framework