

The Development of Character in Years 5-12

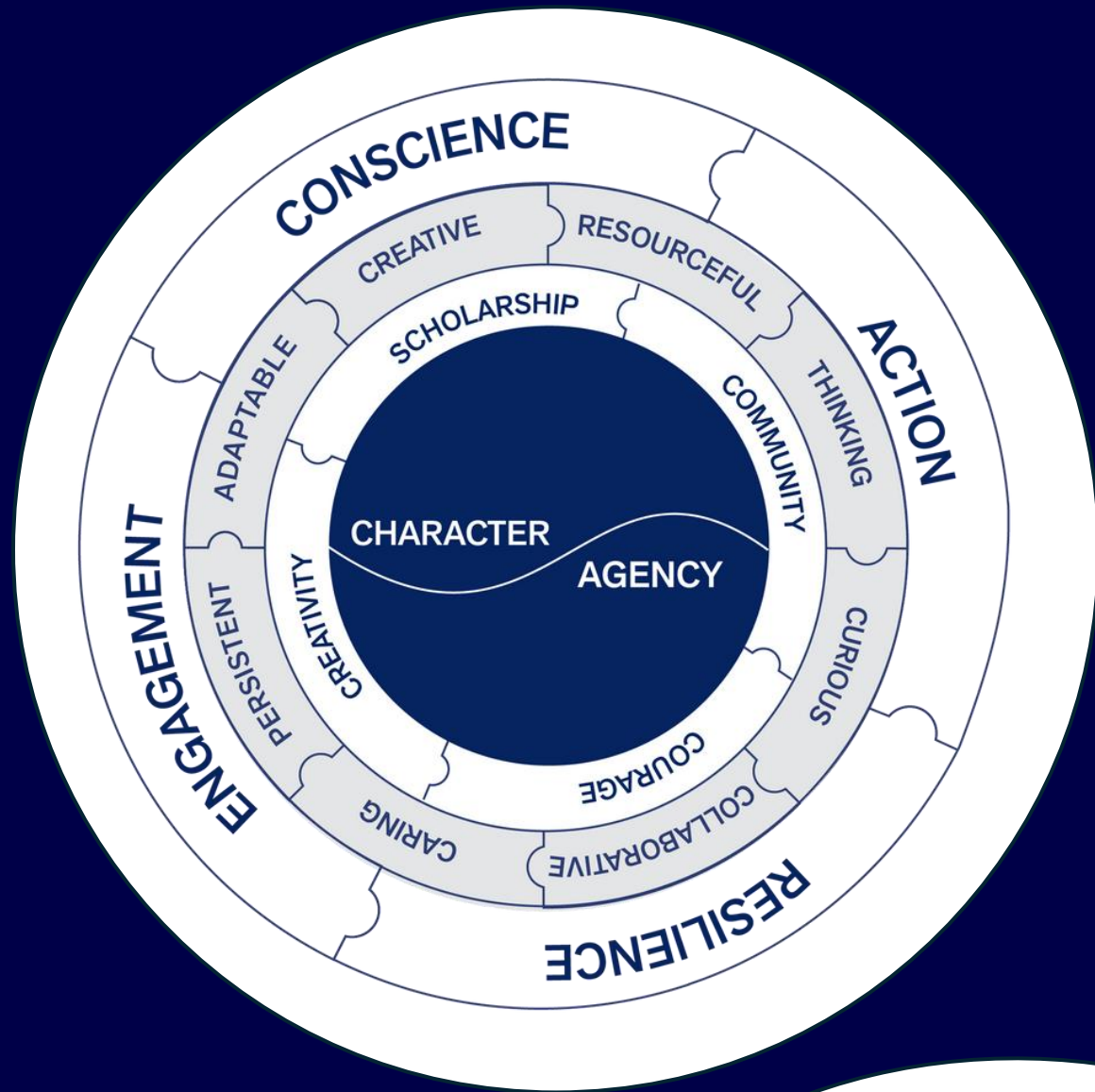


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BACKGROUND & CONTEXT

Westbourne Grammar School

- ELC to Year 12
- 2, 264 Students

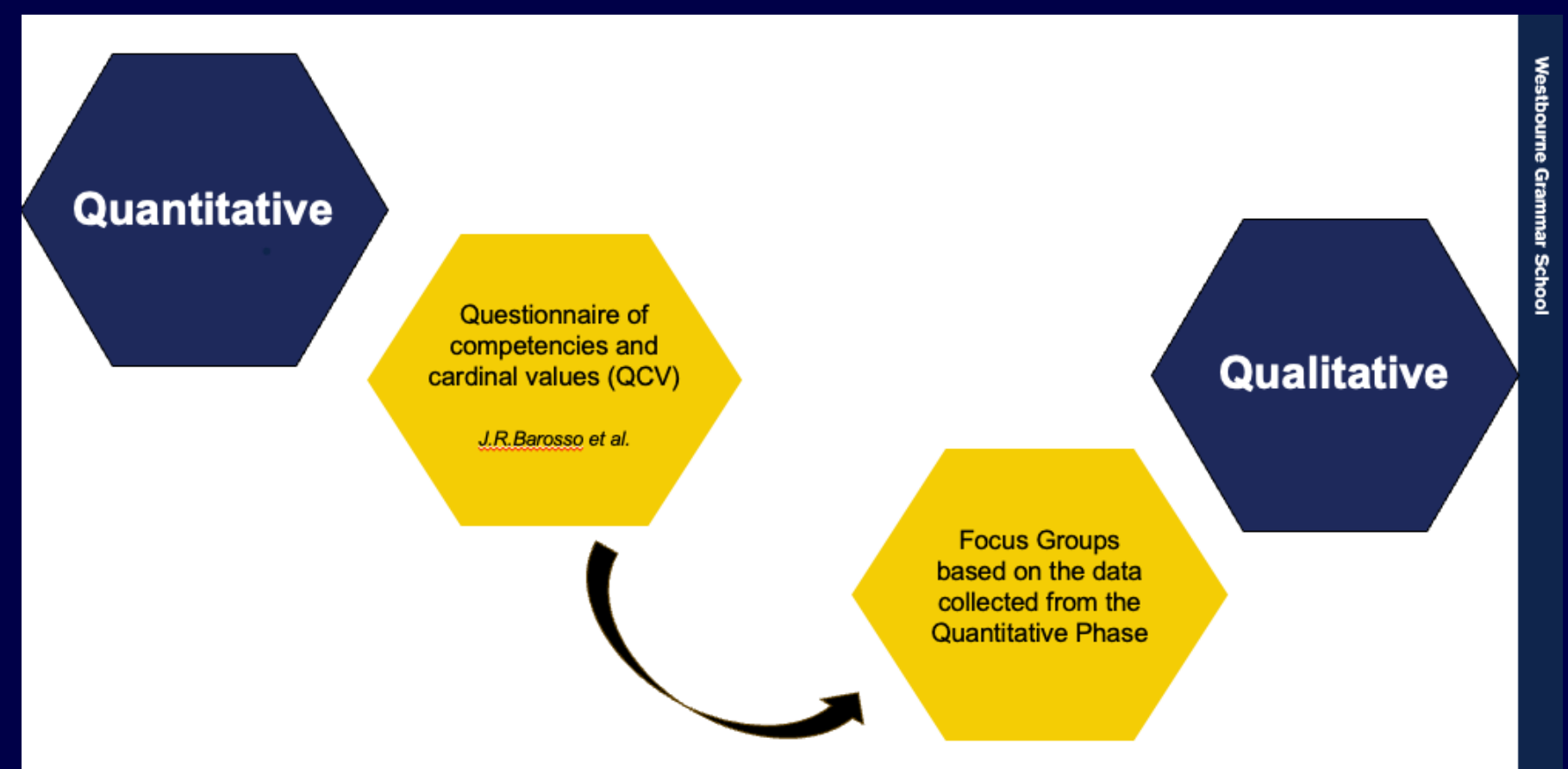


"Character education is the planned, comprehensive and systematic approach of all educational activities that develops positive personal virtues."
(Barker Institute)

"All teachers are teachers of character whether they know it or not."
(Ritchard)

"It aims to intentionally, explicitly and implicitly develop students with the capacity and capability to flourish in their life and a worthwhile contribution to a changing world."
(Barker Institute)

METHODOLOGY



QCV Character Survey

Table 2. Content of the Items of the QCV.

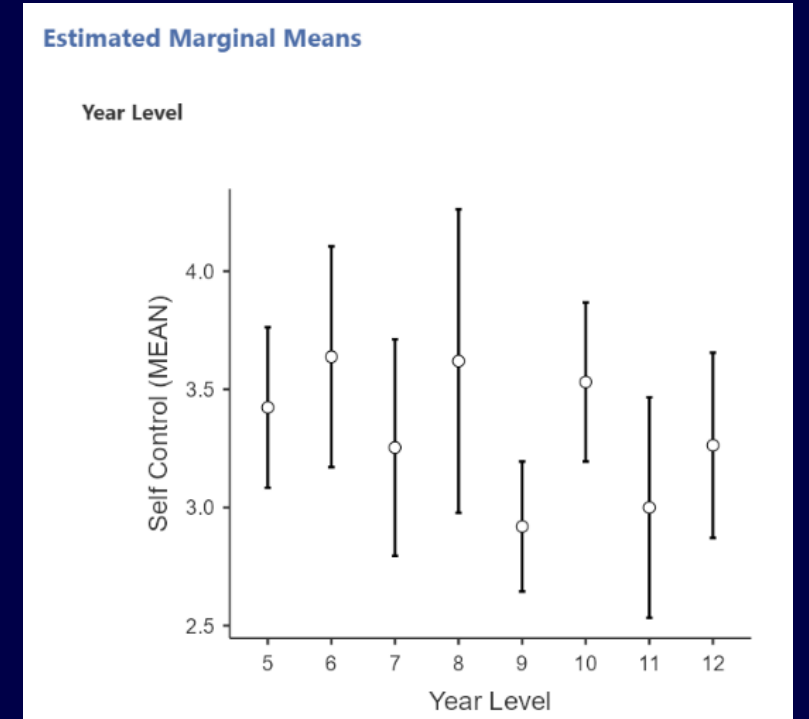
Content of the item	Competency	Virtue
I question ideas (my own or others).	Critical Thinking	Prudence
I confront my ideas with reality.		
I change my ideas if I find reasons to do it.		
I fundament my ideas through solid and contrasting evidence.		
When I have to make an important decision, I identify different alternatives.	Decision making	
Before making important choices, I value other options.		
I make decisions after weighing up the pros and cons.		
I face adversity with a positive attitude.	Resilience	Fortitude
I easily overcome problems or adverse situations.		
After an adverse or unfavourable situation, I come out stronger.		
I take the initiative to achieve my goals.	Proactivity	
I take action to reach my goals.		
I plan actions to achieve my objectives.		
I use the strategies that seems more efficient to achieve my goals.		
I find it hard to sacrifice time for entertainment when I have more important tasks to complete	Self-Control	Temperance
When I try to put aside distractions (social networks, series, games...), I find it difficult to do so.		
I find it difficult to 'know how to wait' when I don't get immediate answers.		
I know how to name my emotions.	Emotional management	
I understand the 'why' of my emotions		
I manage my emotions by adapting them to the situation.		
I engage with my partners so that everyone brings the best of themselves.	Service Leadership	Justice
I help others when they need it, despite of my affinity with them.		
I guide others wisely to achieve their goals.		
When working in a team, I encourage a climate of listening among all members.	Team Work	
I carry out all agreed tasks for the work team.		
When working in a team, I collaborate with my colleagues and try to improve the work done.		

Year 5-12 Student Data

	Critical Thinking (MEAN)	Decision Making (MEAN)	Resilience (MEAN)	Proactivity (MEAN)	Self Control (MEAN)	Emotional Management (MEAN)	Service Leadership (MEAN)	Team work (MEAN)
Year 12	4.28	4.01	3.74	4.10	3.33	3.85	4.03	4.35
Year 11	4.28	3.99	3.76	4.04	3.23	4.00	3.97	4.27
Year 10	4.12	3.89	3.60	3.95	3.36	3.81	3.82	4.23
Year 9	4.19	3.95	3.63	4.07	3.22	3.76	3.92	4.30
Year 8	4.03	3.75	3.63	4.18	3.43	3.87	3.89	4.19
Year 7	4.11	4.08	3.98	4.39	3.62	4.05	4.08	4.53
Year 6	4.21	4.14	3.97	4.48	3.78	4.12	4.09	4.73
Year 5	3.96	3.84	3.97	4.44	3.62	3.83	4.06	4.52
Overall	4.13	3.85	3.77	4.20	3.44	3.80	3.97	4.37
Rank	3	5	7	2	8	6	4	1

A major dip in Year 9 with the Self-Control Competency.

How can we plan for this dip by speaking to current Year 8s?



RESEARCH QUESTIONS

How is character defined at Westbourne Grammar School?

What virtues and competencies do students currently embody?

How can we as a school develop the character of our students?

Key Findings

Distractions: Social and Digital

- Classwork, friends and devices all compete for student attention.
- Boredom in the classroom is one common cause for students to seek distractions.

Classroom Environment

- Student behaviour and teacher classroom management impacts attention.
- Student engagement significantly impacts focus.

Next Steps

- Review use of technology in the classroom with the Director of Digital Learning.
- Use data with Directors of Faculty to increase engagement in upcoming metacognition professional learning.
- Review Year 9 Flagship Program where metacognition can build the Competency of Self-Control.
- Evaluate and reflect on the effectiveness of these interventions.