

# ***‘Building Character, Shaping Futures’***

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Quantock Education Trust Conference  
24 October 2019



# Opening Reflection: What kind of education?

**“Your vocation in  
life is where *your  
greatest joy meets  
the world’s  
deepest need.*”**

**Frederick  
Buechner**

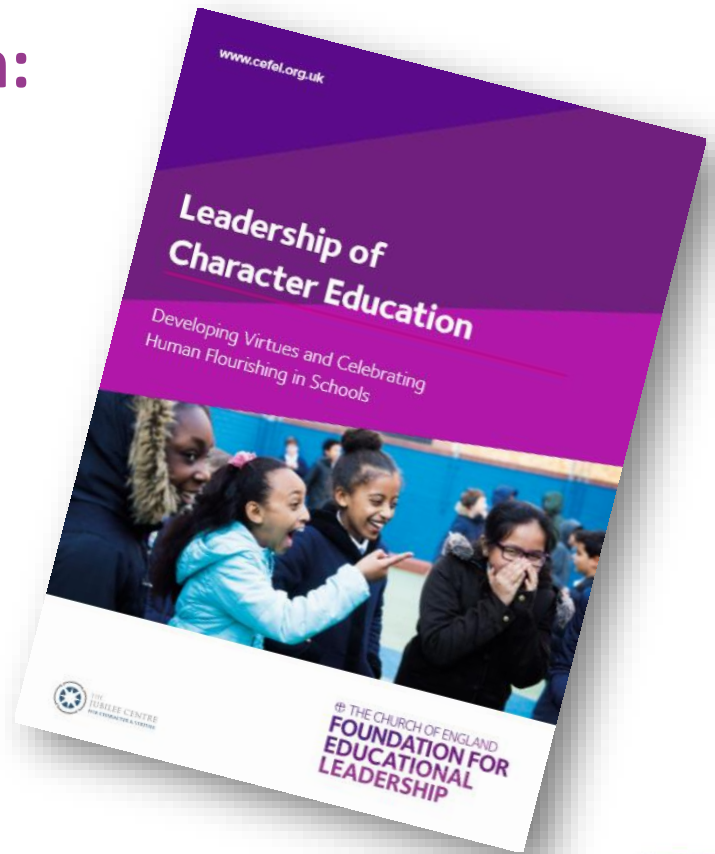




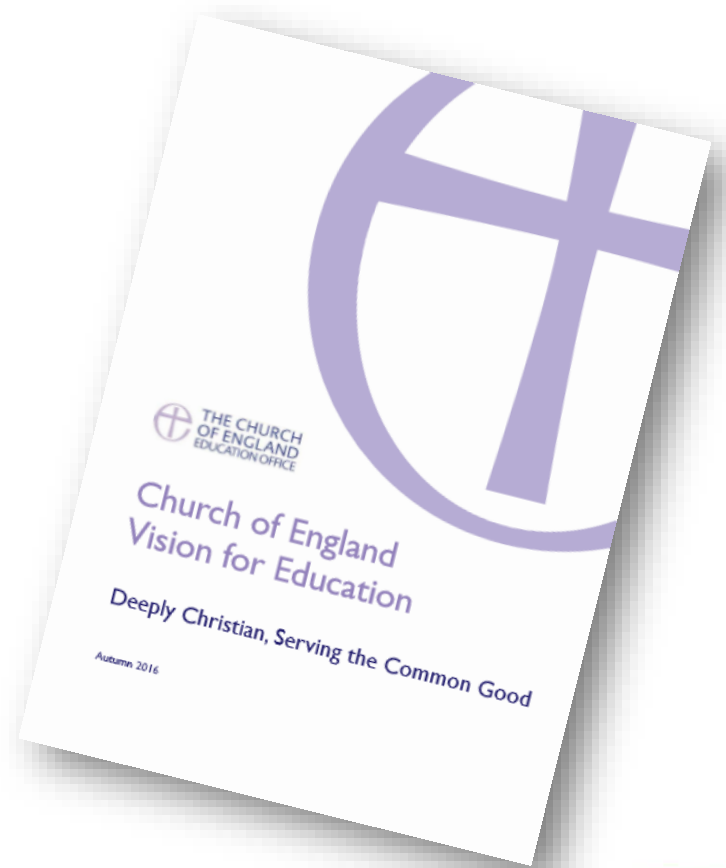
“Vision is a **picture**  
of the **future** that  
produces  
**passion.**”

# Leadership of Character Education: Developing Virtues and Celebrating Human Flourishing in Schools (2017)

Available to download free at  
[www.cefel.org.uk/character](http://www.cefel.org.uk/character)



- ***‘Deeply Christian, Serving the Common Good’*** – published Autumn 2016
- Leadership, Pedagogy and Theology brought together
- Clear vision for education for all schools, ***not just church schools***
- Educating for life in all its fullness



Educating for  
**Wisdom, Knowledge  
and Skills**

Educating for  
**Hope and Aspiration**

***‘Life in all  
its fullness’***

Educating for  
**Community and  
Living Well Together**

Educating for **Dignity  
and Respect**

# Educating for Wisdom, Knowledge and Skills:

Fostering discipline,  
confidence and delight in  
seeking wisdom and  
knowledge, and fully  
developing talents in all areas  
of life.





## **Educating for Hope and Aspiration:**

Seeking healing, repair and renewal, coping wisely with things and people going wrong, opening horizons and guiding people into ways of fulfilling them.

# Educating for Community and Living Well Together:

Ensuring a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.



# Educating for Dignity and Respect:



Ensuring the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

# How can we evaluate the prevailing educational narratives?

Every Child  
Matters  
(2003)

The  
importance of  
teaching  
(2010)

Schools that  
work for  
everyone  
(2016)

Your child,  
your schools,  
our future  
(2009)

Educational  
Excellence  
Everywhere  
(2016)

# How can we evaluate the prevailing educational narratives?

'A building  
with 4 walls  
and tomorrow  
inside'

'Building a  
better world,  
one student  
at a time'

Learners  
Today.  
Leaders  
Tomorrow.

Imagine  
greatness.  
Knowledge is  
Power

'Be safe. Be  
Kind. Be  
smart'

# How can we evaluate the prevailing educational narratives?

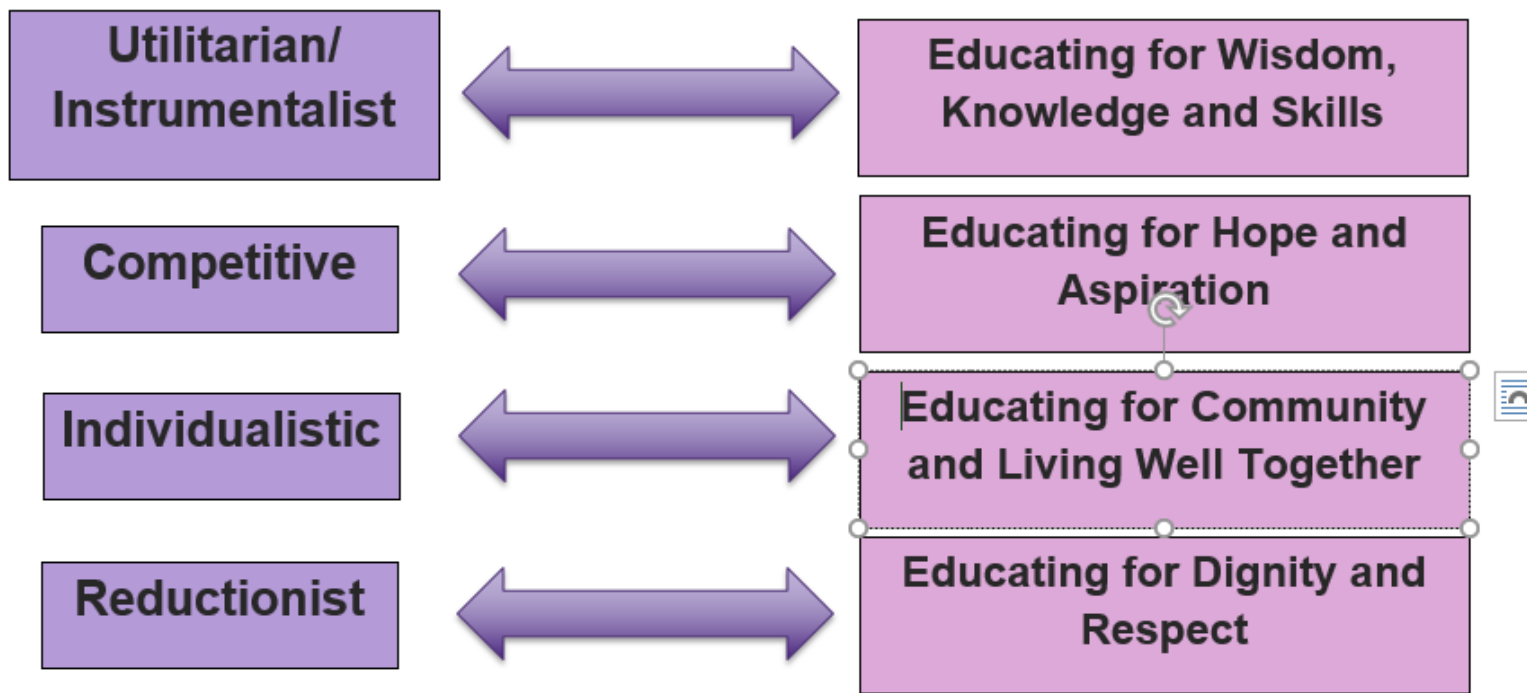
Every  
percentage  
point counts

Narrowing the  
horizons of learning  
– keeping it tight  
until May in Year 6

Your child?  
Our unit of  
economic  
capital

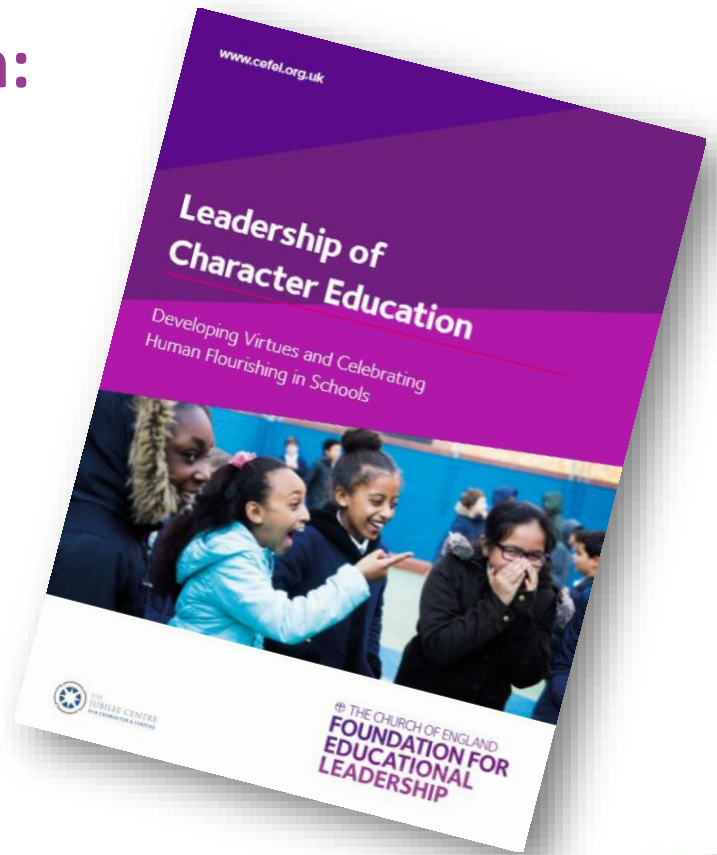
Their results?  
My job.

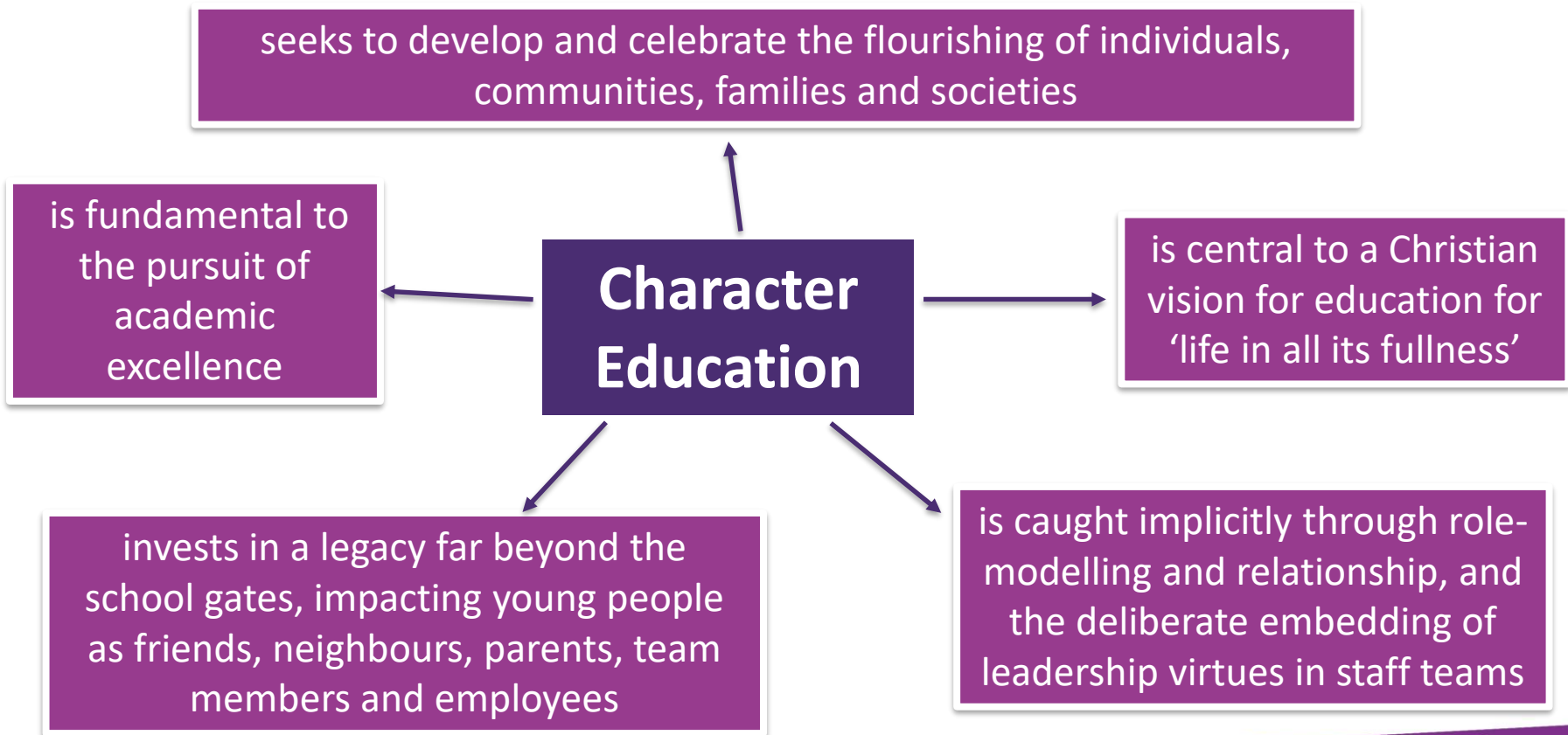
Most children matter,  
some matter more  
than others

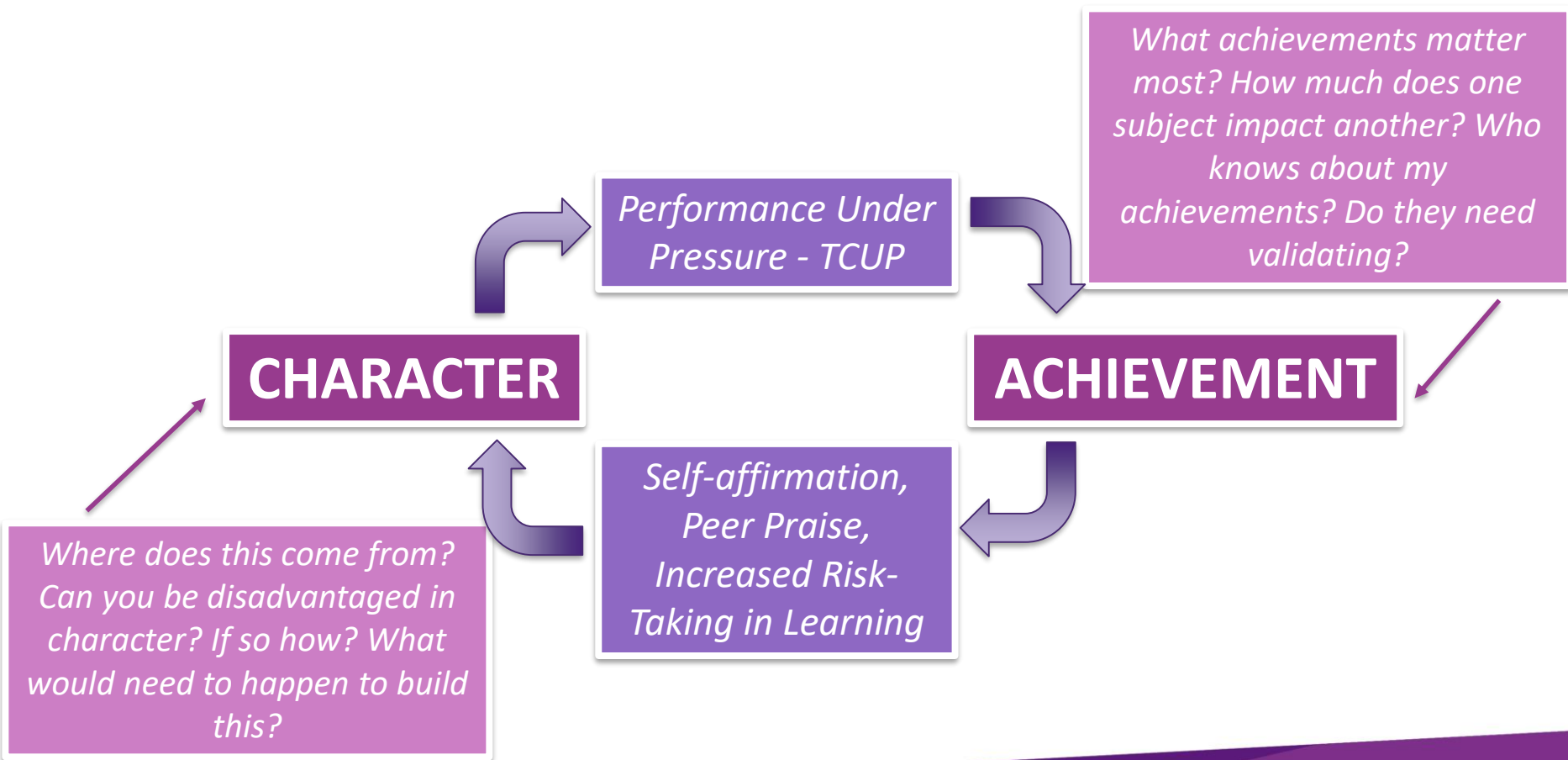


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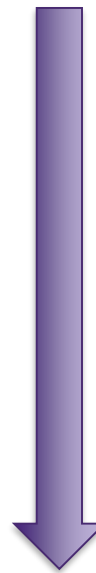






*“Leaders who love their pupils recognise the transference of fear that can ensue from macro to school to teacher to pupil, and care deeply for the mental health and wellbeing of their pupils, taking great care with them, particularly at pressure points of examinations.”*

## ***Transference of Fear?***



**MACRO**

**SCHOOL**

**TEACHER**

**PUPIL**

*“Leaders who love their pupils recognise the transference of fear that can ensue from macro to school to teacher to pupil, and care deeply for the mental health and wellbeing of their pupils, taking great care with them, particularly at pressure points of examinations.”*

***Transference  
of Hope?  
Building of  
Character?***



**MACRO**

**SCHOOL**

**TEACHER**

**PUPIL**



There is no fear in  
*love*  
but perfect love  
casts out *fear*

- 1 John 4:18

# Leading Character Education for Wisdom, Knowledge and Skills

“The extent to which leaders can model, develop and celebrate practical wisdom within their context is pivotal to the success of their school and the flourishing of their community. This is a vision for leaders who wish to fully embrace the pursuit of academic excellence, but also to fully pursue the development of their pupils’ character formation, and their human flourishing in its fullest sense. Character traits are not simply switches to be turned on and off, or lesson objectives to be achieved, but necessitate school leaders’ long-term investment in their formation, and the patience of wisdom that comes with this.”

# Leading Character Education for Hope & Aspiration

“The development of character is a long-term prospect. It is not easily measured or tracked, may not obviously change in the course of each one-hour teaching period, and is not a linear journey. Hope can colour and enhance each interaction, and will change the language used in the most challenging conversations. Indeed, the embodiment of hope by the school leader may be one of the most fundamental building blocks for learning of any pupil. It is not simply a matter of hoping that things get better of their own accord, but demonstrating confidence in the notion that God is at work through his grace, for human flourishing to occur.”

# Leading Character Education for Community and Living Well Together

“Human flourishing cannot occur in a vacuum – it is an inherently social phenomenon or experience. Very few character virtues can make much sense without reference to other people, as they usually imply an outworking in action towards another. The extension of the school’s definition beyond its own walls can be a key measure of the effectiveness of its approach to character education; those that have really grasped the nature of service will be doing so far beyond the obvious boundaries of their school community, and will be contributing significantly to the flourishing of society at large.”

# Leading Character Education for Dignity and Respect

“Dignity is a necessary pre-cursor to academic learning and progress in any effective classroom, and is a key starting point for the development of character. In treating another person with dignity, effective school leaders embrace the individual regardless of background and pre-conception and assume that anything is (still) possible. They provide necessary and targeted resources for virtue development, including patience where necessary, and champion a vision of personal growth in character that is relentlessly celebrated at every turn. In so doing, they are doing as Jesus did, in “paying special attention to the disadvantaged, excluded, despised and feared”

“If the Vision for Education fails to make and sustain meaningful connections between a school’s ethos and its outcomes, it will become nothing more than a deeply eloquent and well-meaning piece of writing...”



**What outcomes are you trying to improve?**

- *What are the pressures and challenges?*
- *Who defines this journey?*
- *What help could the Vision offer you?*

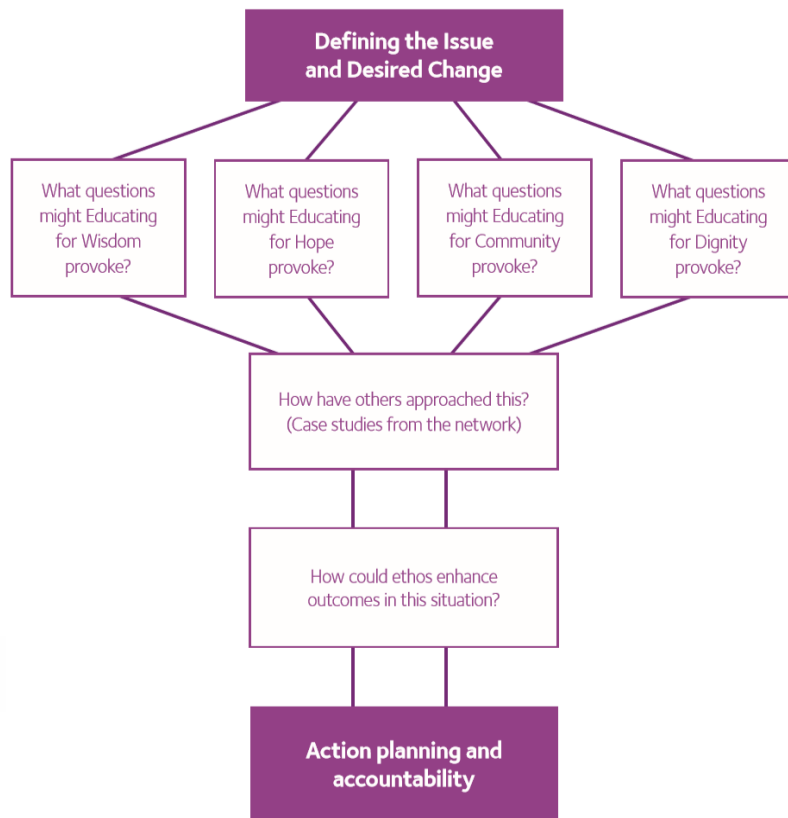
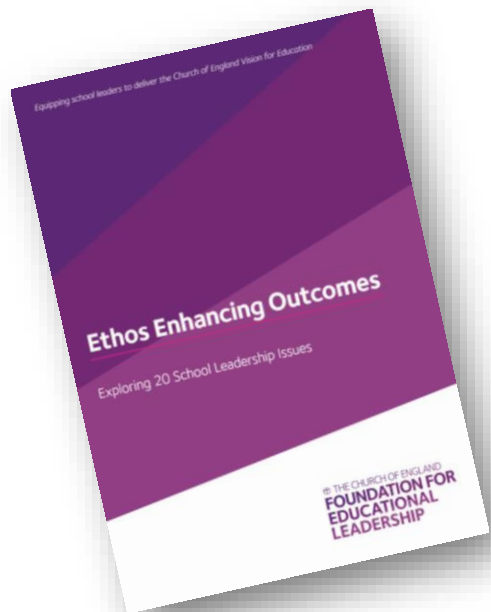
**ethos**

**enhancing**

**outcomes**

**How do you define this for your school?  
(in a sentence...)**

- *Where does your ethos come from?*
- *What are the commonalities and differences between us?*
- *What difference does it make to your lived reality?*



**Available for:**

- 20 School Leadership Issues**
- 17 Governance Issues**
- 18 MAT Leadership Issues**

## CHARACTER EDUCATION

### Educating for Hope and Aspiration



- If character is formed and revealed '*in the drama of ongoing life*', how are we actively developing our students' ability to '*approach the future*' well?
- Does character develop in young people's bad experiences, and learning to deal with them well?

- When you celebrate great leaders or figures from history in the curriculum or in collective worship, do you focus on their achievements or their character development?
- How are you teaching your pupils about '*relationships and commitments*' and how does your staff team embody and model what you mean by this?



### Educating for Community & Living Well Together

# BREAK

# Rethinking Resilience

*"...we had no rest, but we were harassed at every turn – conflicts on the outside, fears within." (7.5)*

*"Therefore, since we have such a hope, we are very bold" (3.12)*

*"We were under pressure, far beyond our ability to endure" (1.8)*

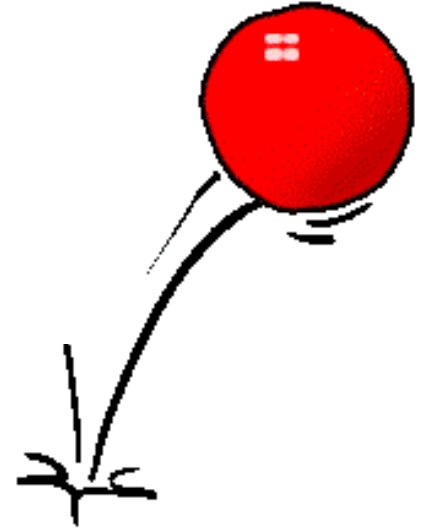
## **Rethinking Resilience**

*"But since you excel in everything – in faith, in speech, in knowledge, in complete earnestness and in the love we have kindled in you – see that you also excel in this grace of giving." (8.7)*

*"Therefore since through God's mercy we have this ministry, we do not lose heart." (4.1)*

*"But we have this treasure in jars of clay to show that this all-surpassing power is from God and not from us. We are hard pressed on every side, but not crushed; perplexed but not in despair; persecuted but not abandoned; struck down but not destroyed." (4.7-9)*

“A Christian understanding of resilience is **more than simply bouncing back**, grit, toughness or ‘stickability’. In our most challenging or painful times, **God is at work** in us, both as individuals and teams – guiding, strengthening, refining and re-focusing us – as his Holy Spirit helps us to build our **character**, be filled with hope and to thus **bounce back stronger.**”



# Letting Go Of Cultivating

WHAT PEOPLE THINK

PERFECTIONISM

NUMBING + POWERLESSNESS

SCARCITY + FEAR OF THE DARK

NEED FOR CERTAINTY

COMPARISON

EXHAUSTION AS A STATUS  
SYMBOL + PRODUCTIVITY AS SELF-WORTH

ANXIETY  
AS A LIFESTYLE

SELF DOUBT +  
"SUPPOSED TO"

BEING COOL + "ALWAYS  
IN CONTROL"

AUTHENTICITY

Self ♥ Compassion

a RESILIENT SPIRIT

GRATITUDE + JOY

Intuition & trusting FAITH

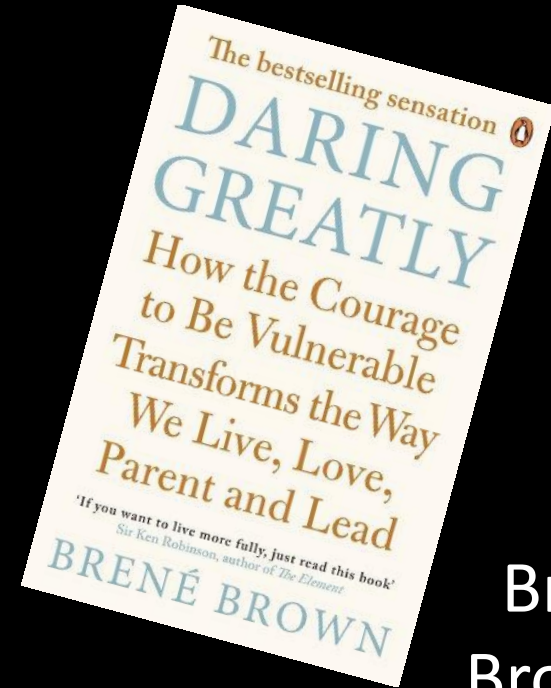
CREATIVITY

Play + REST

Calm + Stillness

MEANINGFUL WORK

Laughter,  
Song & Dance

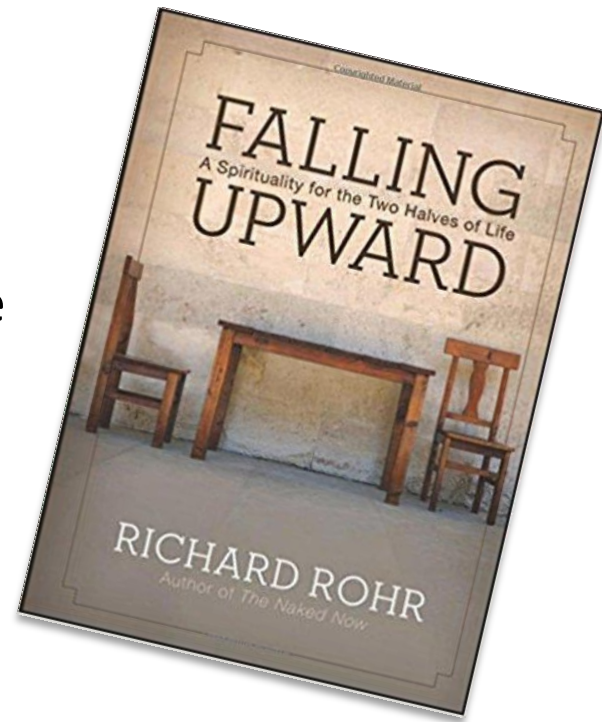


Brene  
Brown,  
'Daring  
Greatly'

# And when we struggle...

## Richard Rohr, 'Falling Upward' (2012)

“The human ego prefers anything, just about anything, to failing...It is not that suffering or failure *might* happen, or that it will only happen to you if you are bad (which is what religious people often think), or that it will happen to the unfortunate, or to a few in other places, or that you can somehow by cleverness or righteousness avoid it. No, it *will* happen, and to you...!”

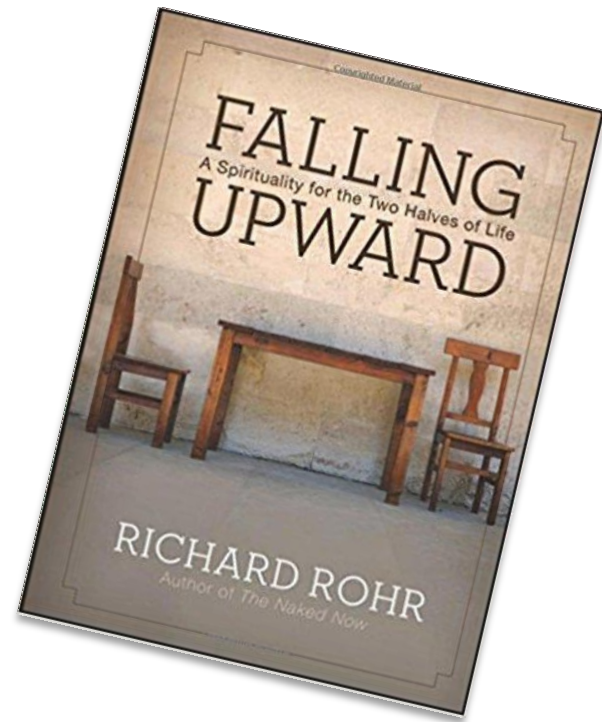


# And when we struggle...

## Richard Rohr, 'Falling Upward' (2012)

"...Losing, failing, falling, sin and the suffering that comes from those experiences – all of this is a necessary and even good part of the human journey..."

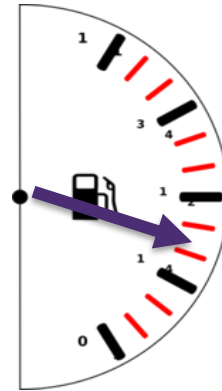
It takes a foundational trust to fall or to fail – and not fall apart. Faith alone holds you while you stand waiting and hoping and trusting."



**Vision**



**Trust**



**Value**



**Joy**



**Sustaining Momentum and  
Building Teams –  
Fuel Gauge model  
Bishop Paul Williams**

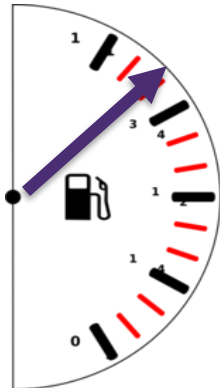
**Vision**



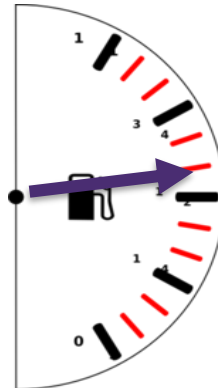
**Trust**



**Value**



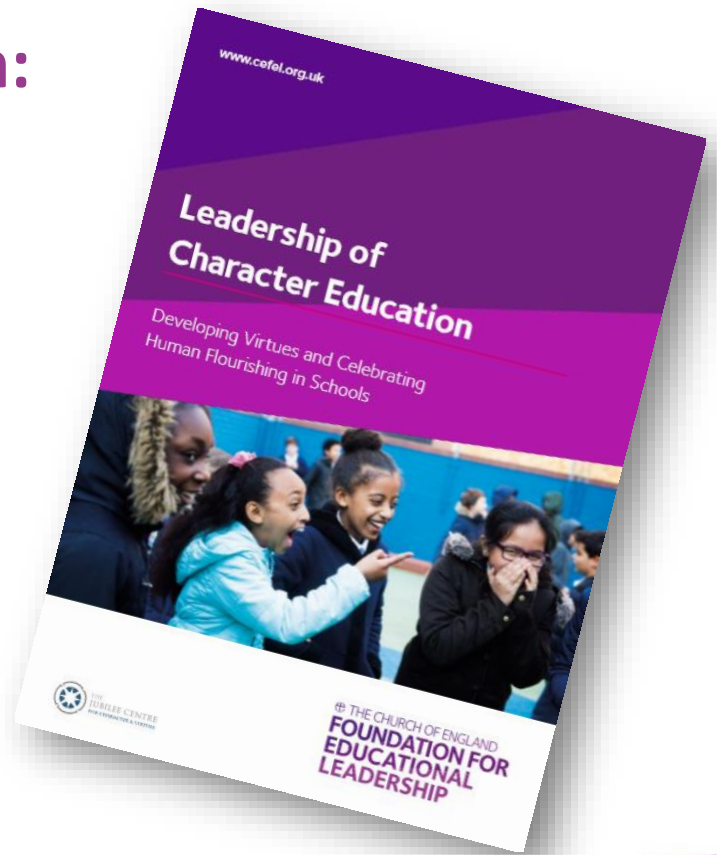
**Joy**



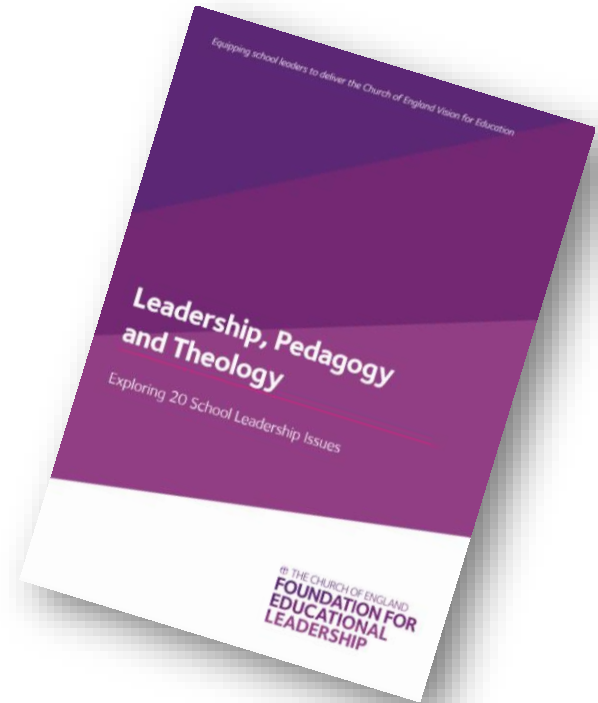
**Sustaining Momentum and  
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# Leadership, Pedagogy & Theology





	Introductory	Emerging	Questioning/ Debating	Challenging
What <b>leadership</b> questions should you be asking....?	What kind of curriculum time do you give to character formation – is it explicit or implicit?	How do you invest in your staff character as a leader?	What impact does a staff member's character have on their performance as a teacher/leader?	How do you test and evaluate character at interview?
What <b>pedagogical</b> questions should you be asking....?	Which matters more to you when you're marking- character or achievement?	How do your lessons allow students to appreciate their differences?	In an individually based assessment system, how do you promote and improve group work?	Could a student effectively fail every course, but see their character formed positively through failure?
What <b>theological</b> questions should you be asking....?	Does God value the development of our character over our achievements and failures?	Does character form primarily through difficult or painful experiences?	What is the role of suffering in character formation?	How does character relate to human flourishing and Aristotle's concepts of 'eudaimonia'?

The Church of England Foundation  
for Educational Leadership's mission is:

“To develop inspirational leaders who  
are **called, connected and  
committed** to delivering the  
Church of England's vision for  
education”

# Called:

“Leaders who are called can articulate a strong sense of **personal vocation** to their role, and demonstrate this through their **words, actions and decision making**, exemplifying a strong moral purpose, **confident vision**, and **ambitious trajectory** of improvement. For some, this sense of vocation will be driven by an established or **developing faith** commitment. They show integrity, honesty and a **deep sense of resilience**, underpinned by their personal sense of vocation as a leader.”

# Connected:

“Leaders who are connected operate deliberately **within communities of practice**, positioning themselves within **positive relationships** that **sustain and encourage** all parties. They **embrace interdependence**, demonstrate **compassion** and **embody service to others humbly**. They create shared identity within their teams and **draw colleagues around a common purpose.**”

# Committed:

“Leaders who are committed **exude energy and passion** in all they do, **inspiring confidence and faithfulness** in their teams. They are clear about their purpose and **resilient in the face of challenge**. They take long-term decisions and **not easily swayed** by short-term changes of policy or procedure. They articulate a **sense of mission** in their approach to education to which they draw others, and are committed to the **flourishing of their pupils and colleagues.**”

# Theology of Educational Leadership Practices Matrix (2019)

	Called	Connected	Committed
<b>Educating for Wisdom, Knowledge and Skills</b>	Leading Learning - Refining Judgement	Creating Confidence - Embracing Interdependence	Deepening Understanding - Driving Improvement
<b>Educating for Hope and Aspiration</b>	Developing Imagination - Nurturing Ambition	Healing Relationships - Pursuing Renewal	Sustaining Vision - Building Resilience
<b>Educating for Community and Living Well Together</b>	Removing Disadvantage - Seeking Reconciliation	Accepting Vulnerability - Demonstrating Generosity	Inspiring Faithfulness - Embodying Integrity
<b>Educating for Dignity and Respect</b>	Celebrating Diversity - Enabling Flourishing	Offering Encouragement - Encouraging Service	Practising Humility - Learning Love

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## Networks

MAT PSN – 300 schools  
Rural Schools Networks – 250 schools  
NSLN – 70 schools  
Regional PSN – 250 schools  
MAT Leadership Network – 25 MATs  
International

## Research and Resources

Vision Resources  
Theology of Educational Leadership  
Farmington Scholarships  
Longer-term research – Oxford Gathering  
Leadership Fellows – C/C/C, Leadership  
Journal

⊕ THE CHURCH OF ENGLAND  
**FOUNDATION FOR  
EDUCATIONAL  
LEADERSHIP**


## Programmes

CofEPQH – 150 participants across 5  
regions (*expanding to 240 across 8 regions  
for 2020*)  
DELP – 2 cohorts of 18 current/aspiring  
DDEs  
MAT Governance Programme – with CST

## Wider Leadership Development

National Conference – 6 Feb 2020  
SIAMS LD Resources  
Growing Faith  
Curriculum Development  
Wider Stakeholders (Ofsted, CCT, NGA, CST,  
Unions etc.)

We flourish because  
of our diversity and  
relationships



**Flourishing  
Teams**

**Flourishing  
Adults**

**Flourishing  
Children**

**What could  
this look like  
for Teaching  
and Learning?**



Learning Plantation	Learning Rainforest
'A right way to do things' – set routines – e.g. L.O. on the board every lesson	Nourishing individual talents - high trust/high challenge
Leaders driven by compliance to external voices	Great variety in pedagogy and OK to try new things all the time
T+L focused on what can be examined	If creative approaches deliver, there is high level of autonomy
Data has very high status	Data is part of the picture of learning
Interventions heavily focused on short-term gains	T+L structures are dynamic/organic, aligning T+L to stated school values
Creativity becomes rules – e.g. standardised homework format etc.	Highly personalised CPD

We flourish because  
of our diversity and  
relationships



**Flourishing  
Teams**

**Flourishing  
Adults**

**Flourishing  
Children**

We flourish at different  
times and different  
speeds





**A garden that's bursting into life...?**



We flourish because  
of our diversity and  
relationships

**Flourishing  
Teams**

**Flourishing  
Adults**

**Flourishing  
Children**

We flourish at different  
times and different  
speeds

We flourish when  
we stop doing  
things

**What  
should we  
stop doing?**



We flourish because  
of our diversity and  
relationships

**Flourishing  
Teams**

**Flourishing  
Adults**

**Flourishing  
Children**

We flourish at different  
times and different  
speeds

We flourish so we  
can look outwards  
and give

We flourish when  
we stop doing  
things

“But since you excel in everything – in faith, in speech, in knowledge, in complete earnestness and in the love we have kindled in you – **see that you also excel in this grace of giving.**”

(2 Corinthians 8.7)

We flourish because  
of our diversity and  
relationships

**Flourishing  
Teams**

**Flourishing  
Adults**

**Flourishing  
Children**

We flourish at different  
times and different  
speeds

We flourish so we  
can look outwards  
and give

We flourish when  
we stop doing  
things

**Still build  
the  
cathedral...**



# Reflection – 1 Corinthians 13

If I tirelessly teach five outstanding lessons a day, and see my students make excellent progress against their targets, but have not love, I am only a broken window or a wall covered in graffiti.

If I create a perfect climate for learning, have excellent meetings with parents and resolve all the problems of the day through focused toil, but have not love, I am only an uneaten school dinner or a messy office.

If I give all I have to my school and work a 70 hour week, marking, planning, preparing and evaluating and have the most perfect colour-coded action plan to guide my path, but have not love, I gain nothing.

# Reflection – 1 Corinthians 13

Love is patient. Love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. Love never fails.