"ARETE CATALYST"

Teacher training program for enhancing pupils' flourishment at school
(Intellectual output No 2)

2019

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Introduction

Two regional authorities, three schools (two of them as associated partners), three universities and a centre of teacher training from Latvia, Estonia and Spain created a strategic partnership for empowering school teachers in the development of pupils' intrapersonal competencies and virtuous character. This teacher training program has been elaborated through an innovative multifaceted perspective, integrating the fields of expertise of each partner in closely related fields, such as philosophy for children, education for coexistence and citizenship, transversal competence development and virtues ethics.

Based on a research on best practices, expectations and needs in the field of character education in the 3 countries, this innovative teacher training program was elaborated, revised and piloted during two years by 35 experts (educational researchers, program developers, school teachers and headmasters, policy makers, educational supervisors). Teachers undergoing this training will become "catalyst" teachers of pupils' moral and academic excellence (Arete). Thanks to the institutional commitment of partners, who ensure a sustainable impact of this project, the teacher training program is available in English, Spanish, Latvian and Estonian for facilitating local implementation and dissemination.

Useful links:

The research report (Intellectual output 1) is available here:

https://iksd.riga.lv/media/INETGRACIJA/09_2018/Final%20research%20report_2018.pdf

The webpage of the project: **www.aretecatalyst.me**

Webpage "Arete Research" link: https://www.lu.lv/index.php?id=57918

Section 1:

General description of the program

Short notice about the theoretical background of the program

Qualitative teacher training in character and virtue education may have a direct positive impact in pupils. Within a context of overloaded school curriculum which focusses on the competitive acquisition of knowledge and skills, pupils need a profound education in values and character development (honesty, commitment, and grit for personal flourishment). Moreover, there is a need of enhancing pupils' transversal skills that underpin innovative behaviour (Chell & Athayde, 2011), such as self-efficacy (e.g., self-belief, self-assurance, self-awareness) and energy (e.g., drive, motivation, hard work, persistence and commitment).

This teacher training program integrates closely related fields, such as Philosophy for Children, Education for coexistence and citizenship, and Virtues ethics. The initial theoretical framework was based on the work of the Jubilee Centre for Character and Virtues of the University of Birmingham (Jubilee Centre, 2015; 2017). During the preliminary research, this approach was enriched with contributions of participants regarding philosophy for children (P4C) and Support for positive behaviour. Philosophising with children in school age leads to growth in learners' self-esteem and has a positive impact on cognitive and reasoning abilities (Sharp, Reed, & Lipman, 2010). Recent studies that have investigated the implementation of P4C in Estonia (Roos, 2016; Säre, 2002; Säre, 2018). In the field of support for positive behaviour (Dreikurs, Grunwald, & Pepper, 1998; Dreikurs, Cassel, & Ferguson, 2004), the implementation of a common system for promoting positive behaviour at school has been proved to facilitate pupils' positive behaviour and personality development, and to decrease of behaviour breaches at school (Ogden & Sørlie, 2009; Daniela, Nīmante, & Kraģe, 2014).

Main elements of the program and flexibility aspects

The program "Arete catalyst" has a core of fundamental fixed elements that are part of the academic identity of the program, and several flexible elements which allow for adaptation of the program to the different contexts of its implementation (different countries, different regions or cities within a country, different schools etc.). In this section we will describe the fixed common elements of the program, and we will refer to some of the aspects that would be the object of flexible local adaptations.

Name of the program

The name of the program should include the expression "Arete catalyst" in all its implementations. **"Arete"** (in Greek - ἀρετή) means "excellence of any kind", and also "moral virtue". For Greeks, arete was bound up with «fulfilment of purpose»: living up to one's full potential, and therefore it is appropriate for designing pupils' flourishment as the ultimate goal of the program. In addition, the term is not gender specific, as in ancient Greece it was applied both to males (e.g., Trojan heroes) and females (e.g., Penelope). In its turns, the word catalyst illustrates well several aspects of the role of teachers as facilitators of pupils' excellence: first, a catalyst is an activator or facilitator of changes and transformations; second, a catalyst is not consumed or corrupted during the process it facilitates, which illustrates the fact that this program is sensitive to the teachers' needs as individual persons and seeks to avoid overloading them, which could lead to their eventual burn-out; third, a catalyst can continue to act repeatedly, which means that the program aims at teachers' long term engagement with pupils' flourishment, which is not a one-shot project; and finally, tiny amounts of catalyst are required during the reaction, which illustrates that the program aims at economizing teachers' time and avoiding hindering the achievement of academic goals while enhancing pupils' moral excellence. Summarizing, in the project teachers are seen as catalysts (facilitators) of pupils' «arete» (personal and academic excellence). Flexibility aspects: The name of the program can include also additional denominations, such as national explanations in the title of subtitles according to the national focus.

Target public

The target-public of the program are in-service teachers (catalyst teachers). The program presented here was not conceived as an initial teacher training program and it requires some teaching experience for being acquired successfully. The program methodology includes references to participants' personal experience in teaching, the classroom activities and the school culture. <u>Flexibility aspects</u>: the program can be implemented by a teacher training institution as a specific course for teachers from different schools, or for the teachers within a particular institution, for example in the frame of a workplace learning project for the school. The program is appropriate for teachers of any age, cultural background and professional experience. With the necessary adaptations, it can be of utility for teachers in any educational level (preschool, primary or secondary).

Academic workload

The number of hours of the program is of at least 32 hours. This includes both the contact hours and participants' independent work. The description file of each activity includes the number of hours necessary for its implementation. <u>Flexibility aspects</u>: The program timeline, i.e., the distribution of the 32 hours into weeks and months, can be different in each country. In some settings it could be implemented during a single full-time week, but in other context it could be implemented during several months. The distribution of the number of contact hours / independent work of catalyst teachers can vary in each implementation, according to the needs of participants and the resources available.

Structure and contents of the program

The structure of the program: The program should include 3 learning modules, with a focus respectively on theoretical knowledge, communication and methodology, an external project and a final assignment activity (see Figure 1). <u>Flexibility aspects</u>: In each implementation, the elements of the program can be implemented in a different order. The name of the modules can be also different in each country. The number of hours in each part of the program its weight in the final assessment can also vary in each implementation according to the needs of participants and the priorities and resources of the implementers. Before the program is launched, the concrete structure (order and duration of the modules, the project and the assessment) is decided by the implementers, eventually in negotiation with the participants.

PROGRAM NAME	"ARETE CATALYST"				
PROGRAM SECTIONS	LEARNING MODULES			EXTERNAL PROJECT	ASSESSMENT PORTFOLIO
SECTION DETAILS	Theory	Commu-nication	Methodo-logy	*In a team External Social*	*Understandings Practices Proposals*
ASSESSMENT				Short project report	Final presentation
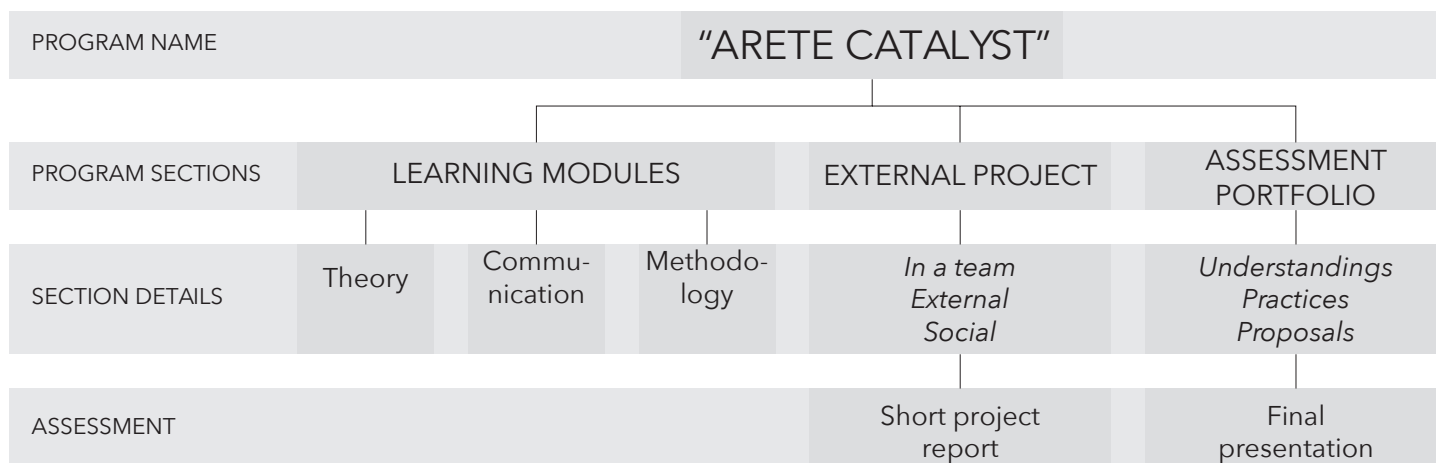
Figure 1: General structure of the program

The contents of each section. The first learning module aims at the enhancement of catalyst teachers' theoretical and applied knowledge of the field, and of teachers' self-awareness about own values and virtues. The second module (communication) aims at developing teachers' communicative skills for transformation of the school culture: definition of school values, work with parents, teachers and administration. The third module (methodology) aims at the enhancement of teachers' methodological competence by designing activities and materials and piloting them in the classroom. The external project is conceived as a practical implementation of the values of the school, the classroom or the catalyst teacher, which will enhance the development of participants' virtues and/or intrapersonal competences. The project should fulfil 3 conditions: 1) it should be implemented in a team (together with other

catalyst teachers from the programme, or teachers and/parents of their school, or with pupils); 2) it should have an external dimension (it should be implemented out of the settings where the group comes from); and 3) it should have a social dimension: it should be addresses to people with different needs (loneliness, illness, ageing, migrants, vulnerable youngsters, people with different dependences, etc.). For the final assignment, students can elaborate a digital portfolio collecting/summarizing the contents of the course, which will have a practical utility for the teacher. It should include a section "action proposal for my school". Flexibility aspects: As an orientation, the portfolio could contain the following sections: 1) "Understandings of virtues and values". It can include several sub-sections: my values and virtues; my school values and virtues; international perspectives; theoretical bases (academic papers). 2) "Practical materials". It can include several sections, such as: materials for classroom hours; teaching values and virtues through subjects; description of social projects; materials for working with families and school administration, etc. 3) "Action proposal for my school": A practical and realistic proposal for transforming the teachers' whole school culture. It can have several sections: general aims, context analysis (opportunities, difficulties at school), steps to implement, necessary resources, etc.

Learning outcomes

Intended Learning Outcomes (ILOs): The program includes six compulsory domains of ILOs to be covered by the program in any implementation, which are non-negotiable. (see Box 1). Within each domain of learning outcomes, one or several concrete learning outcomes should be formulated. Flexibility aspects: the formulation of the learning outcomes within each domain is negotiable. At the beginning of the implementation of each course, the formulation of the ILOs of the course can be discussed with the participants (catalyst teachers), and emerging ILOs can be added at the beginning or during the implementation of the program.

Box 1: Domains of learning outcomes of the program

Domain 1. Advanced disciplinary knowledge and practices: Graduates will have acquired advanced knowledge and skills in the fields of value and virtue education and development of transversal competences, and an ability to evaluate them critically in the context of their country and school.

Domain 2. Self-awareness and cognitive skills: Graduates will have developed advanced awareness of, and critical thinking about, their own values and virtues, and those of their educational community.

Domain 3. Methodological and didactic skills: Graduates will have acquired the knowledge and skills necessary for selecting/elaborating materials for the classroom, for a lesson or for integrating value/virtue education transversally through their subject. They will be able to use them in the classroom and evaluate them.

Domain 4. Communication, adaptive and interactional skills: Graduates will be able to communicate effectively to a range of audiences (school administration, other teachers, parents, pupils)

Domain 5. Practising values: Graduates will have developed an understanding of the importance of practising values inside a community for developing character skills and good habits. They will be able to demonstrate this knowledge together with others during a project with a social dimension.

Domain 6. Transformative skills: Graduates will have developed the ability of conceptualizing and formulating a proposal adapted to their school situation for the creation of a school culture that supports value and virtue education, involving all educational actors

Learning activities and supplementary materials

Learning activities: The description of the learning activities of the program should be done according to the common template (see Annex 2, p. 50). Each program activity should be aligned with one or several ILOs of the program. 3 kinds of activities must be included in each program implementation modality: a reflective one, intended to enhance participants' self-awareness and communication skills; a practical one, intended to help participants to practice the methodological and/or communicative competences intended in the program; and a planning activity showing the participants' transformational ability of adapting the acquired contents to their own context. The final set of activities should sum 32 hours and include at least one of each compulsory kind of activity. Flexibility aspects: In each implementation, the concrete set of learning activities to be implemented is decided at the beginning of

the program, once the concrete learning outcomes are well defined. Participants can be involved in the choice of activities form the available activity bank. The implementation of each activity should follow the activity description file, but local adaptations can be done. Note: You can see an example of a set of activities available in English in Section 3.

Supplementary materials: The file describing the activities should contain a rubric called "supplementary materials", including reading materials, videos, presentations, support materials for implementation etc. Flexibility aspects: The concrete supplementary materials for the implementation of the activity can be different in each country. Those materials can be elaborated in the national language of implementation or in English.

Assessment

Assessment: In addition to the final portfolio, each activity file should include an assessment section, describing how the catalyst teachers will be assessed on this activity. This description should refer to the ILOs of the program. Flexibility aspects: The assessment of the activity should follow the activity description file, but local adaptations can be done. The assessment can be summative, formative or both.

Summary

Please, see in Table 1 the summary of the fixed and flexible elements of the program.

Table 1: Fixed and flexible elements of the program

Aspects	Common elements	Flexible elements
Name of the program	"Arete catalyst"	Can have "national subtitles"
Target public	In-service teachers (catalyst teachers)	Can be implemented for different teachers, or within a single school
Academic workload	32 hours (incl. independent work)	• Program timeline can vary • The number of contact hours can vary
Program structure	3 learning modules, an external project and a final assignment	• Order of modules can vary • Hours per module can vary • Order and duration decided before starting
Learning outcomes (LO)	Six compulsory domains of LOs	• The formulation of the LOs within each domain can vary • Emerging LOs can be added
Learning activities	• Described using a common template • Aligned with ILOs • Three kinds of activities to be included (reflective, practical, planning) • The activity set should sum 32 hours	• Set of activities decided before launching according to ILOs • Local implementation can vary from the description file
Supplementary materials	• Details in the activity description file	Supplementary materials can vary
Assessment	• Details in the activity description file • Assessment refers to the program ILOs	Assessment modalities can vary

Section 2: Bank of activities

This section contains a list of the activities that can be implemented during the program. The concrete set of activities to be implemented should comply with the following four conditions:

1. The four modules of the program are covered

2. The six domains of learning outcomes of the program are covered

3. The three kinds of activities are covered

4. The total amount of hours should be 32 or more (including independent work)

You can find in Annex 4 (see p. 53) a check list that can be useful to create your own program.

Please, find below the list of activates developed during the project. This bank of activities is intended to be developed in the future with new activities, elaborated by different school teachers and other professionals from the field. They will be available online in the website of the project.

Each activity is described according to a joint template (see Annex 3, p. 52). The activity description sheet contains the following information Activity code and name, module(s) and learning outcomes covered by the activity, number of hours, kind of activity, and a description of the activity assessment modalities, teaching and learning materials, references and author of the activity.

The activity code: contains five fields separated by a slash (/): the correspond to the number of the activity, the module(s) covered by the activity (T=Theory and self-understanding; C=Communication; M=Methodology; A= Assessment module), the domain(s) of learning outcome (K=Disciplinary knowledge and practices; A=Self-awareness and cognitive skills; M=Methodological and didactic skills; C=Communication and interactional skills; P=Practising values; T=Transformative skills), the kind(s) of activity (R=reflective activity; PR=Practical activity; PL=Planning activity), and the number of hours covered by the activity.

For example, the code 1/M/M/PR-PL/6 means that the activity No 1 covers the module 'Methodology' (first M), the domain of 'Methodological skills' (second M), that it is a 'Practical activity' and a 'Planning activity' (PL-PL), and that it last 6 hours.

Activities

Co-funded by the
Erasmus+ Programme
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Erasmus+
KA Cooperation for innovation and the exchange of good practices
Strategic Partnerships for school education
PROJECT
Supporting teachers for developing intra-personal competencies and character education at school
(ARETE CATALYST) 2017-1-LV01-KA201-035435

Activity description sheet

Activity code
1/M/M/PR-PL/6

1. Name of the activity:

Choosing and adapting classroom materials

2. Module(s) covered by the activity (Tick one or several modules):

 Theory and self-understanding module

 Communication module

X Methodological module

 Assessment module

3. Domains of learning outcomes covered by this activity (choose one or several domains):

 Disciplinary knowledge and practices

 Self-awareness and cognitive skills

X Methodological and didactic skills

 Communication and interactional skills

 Practising values

 Transformative skills

4. Concrete learning outcome(s) to be acquired during the activity:

- Choose, adapt or elaborate classroom materials (inside a subject or for an independent lesson) for enhancing a concrete aspect of pupils' personality (a value, a virtue or set of virtues, etc.)

- Pilot some of the chosen/elaborated materials in their classroom and evaluate their experience

5. Total number of hours necessary for implementing this activity: 6

including: Number of contact -hours: 4 Hours of participants' independent work: 2

6. Kind of activity (tick one or several kinds):

 reflective activity; **X** practical activity; **X** planning activity; other:

7. Description of the activity

Warm-up activity "Life Highlights"

The purpose of this activity is to:

• Clarify values

• Examine how values are active in different areas of life.

Ask participants to close their eyes and picture some of the best moments of their lives. With their eyes still closed, instruct the group to decide the best 30 seconds of their life, or the 30 seconds of their life that they would like to relive—as if it were their "highlights reel." Have everyone take turns sharing their highlight with the group.

Debrief the activity using the questions below.

Is your life highlight connected with your values? How? Why?

Introduction

This activity will help to develop a variety of different skills related to selecting, adopting, using and elaborating classroom materials and activities on character development. It requires communication and team working skills as each group (ideally 4-5 participants in each group) will be given a selection of resources, from these resources each group must plan a product idea (Action plan "World Values Day"), elaborate the product (plan and activities), develop a promotional strategy (presentation) for the product and the pitch the product to a panel of judges. The panel of judges will decide which group wins, they must judge the groups on the 4 criteria – strength of action plan "World Values Day" and idea, quality of chosen, adapted, elaborated activities, strength of promotional strategy and ability to pitch the action plan "World Values Day" to an audience of potential users of the designed plan and activities.

Implementation

1. Divide participants into groups of 4-5 and hand to each group resources (Flipchart papers, markers, Post-it).

2. Ask groups to imagine that the following information is from a textbook they will teach their pupils, and ask them to design an Action Plan for an activity that is based on use of this information. Participants will be required to present the designed Action plan and its activities in front of the whole group and judges.

3. Ask participants to choose and analyse two or three blog posts on https://www.worldvaluesday.com/blogs-2-2/. To complete the activity, participants will need to read the information on www.worldvaluesday.com.

4. After spending 15 minutes discussing the blogs and video blogs about values development possibilities in different communities, ask the participants to decide on what specific Action plan they want to work on. It might be Community where participants live or work. Or a community based on faith, sport or other common interest. Or it could be a virtual community.

5. Ask participants to choose a value or to identify a value that participants feel is really important for that community. For help on this step and more about values see **Values Guides** (https://www.worldvaluesday.com/wp-content/uploads/2018/08/Values-Guide-for-Schools-2018.pdf) for Individuals, Organisations, Community, Groups, Schools.

17 October 2019

World Values Day is an opportunity to think about our most deeply held values and to act on them. Staying true to our values and acting on them has never been more important. This year's core theme is about values as the core of who we are. They are motivators, our drivers the passion in our hearts and the reason why we do the things we do.

What will you do this World Values Day?
Source: https:/?www.worldvaluesday.com
© Ieva Margeviča-Grinberga

6. Once the participants have decided for a community and a value, they are invited to assign roles to the members of the group. The roles taken should be leader, co-worker, specialist, assistant.

7. *Take an Action!* First, ask participants to put the chosen value into action in a way that makes a positive impact on the community. Keep it as simple and practical as you can. Involve others as much as possible. For ideas on planning your action see **Values Guides** (https://www.worldvaluesday.com/wp-content/uploads/2018/08/Values-Guide-for-Schools-2018.pdf).

8. The second step after assigning roles in the group is that participants should gather ideas for their project in a brainstorming manner. The leader of the group directs this process.

9. When all people have an idea of the project outline, they start to research good practices. Either online, in books or real life they gather examples on how to do what they are planning to do themselves. When they have gathered enough input, the team members share their findings.

10. Once the 'product' has been elaborated, the group will then need to develop a promotion strategy.

11. *Share It! Tell the world!* Each group presents their Action plan and then a discussion follows. The presentation itself need not be complicated nor overly elaborate. Every Action plan (example) should take between 5 and 7 minutes to present. If participants feel they need more time, time can be increased.

12. A panel of judges will then discuss the different groups overall performance and democratically decide on the winning group.

13. Debrief the activity using the questions below:

    •   How closely to the realisation of the character education outputs is linked to your action plan?

    •   What are the criteria for developing a good strategy?

Reflection

At the end of the lesson give learners time to reflect and decide what to focus on in the next lesson.

    •   What was the most challenging moments in the activity? What made them so?

    •   What would you say is the most important thing you learned today personally? As a team?

    •   How did you help others during the activity?

    •   How will you use what you've learned in the future?

8. Assessment of the activity

1. Choose, adapt or elaborate classroom materials (inside a subject or for an independent lesson) for enhancing a concrete aspect of pupils' personality (a value, a virtue or set of virtues, etc.)

    Embedded Assessment

    In this activity assessment is viewed as part of an integrated, collaborative learning experience.

    Embedded assessments are assignments and activities that are done as part of this lesson, but that are used to provide assessment data about a particular learning outcome. Program participants will learn better when their experiences are not collections of isolated activities, but are purposefully designed as coherent, integrated learning experiences in which courses and out-of-class experiences build on and reinforce one another. (Maki, 2010, 4)

    Direct Methods: Designed Product, Developed Presentation, Oral Presentation, Reflections

    Designed Product (Action Plan) and **presentation** require participants to represent or demonstrate their learning and produce work so that the teacher trainer can assess how well participants' work and responses fit program and module-level expectations.

    Reflection is about participants becoming aware of their own thinking processes, and being able to make those transparent to others. It enables assessment of the "why" and "how" of the learning, and what needs to be done as a result. Participants reflect on the process of choosing, adapting or elaborating the classroom materials (inside a subject or for an independent lesson) for enhancing a concrete aspect of pupils' personality (a value, a virtue or set of virtues).

2. Pilot some of the chosen/elaborated materials in their classroom and evaluate their experience. Reflection on experience aims to explore program participants' professional competence on choosing, adapting and elaborating the classroom materials on character development. Program participants (in-service teachers) during piloting process collect evidence about pupils' learning; this evidence is collected from three different sources. These sources are conversations, observations, and products. Conversation with pupils in a less formal, less structured way; these conversations can take place as pupils enter the classroom, in the halls of the school between classes, etc. Observations take place during class time, while pupils are involved in individual, pair or group work. The participant (in-service teacher) will circulate around the room and observe pupils' learning. Observations can be documented using a check list (which outlines specifically what the teacher is looking for, e.g., action, expressing opinions etc.) or anecdotal notes (the teacher simply makes written comments about what a pupil is doing, how they are working, which concepts the pupil has grasped, which concepts the pupil still struggles with, etc.). Pupil products (projects, blog posts, social projects, portfolios etc.) refer to the tangible materials to assess outputs of chosen, adapted or elaborated activities.

9. Teaching and learning materials

Get involved with World Values Day 2018! https://www.youtube.com/watch?v=lMQvaxjsuCk

World Values Day is 17 October 2019. https://www.worldvaluesday.com/

10. References

Maki, P.L. (2010). Assessing for learning. Sterling, VA: Stylus Publishing, Inc.

Activity sheet elaborated by (name of institution, contact email):

University of Latvia, ieva.margevica@lu.lv

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Erasmus+
KA Cooperation for innovation and the exchange of good practices
Strategic Partnerships for school education
PROJECT
*Supporting teachers for developing intra-personal competencies and
character education at school*
(ARETE CATALYST) 2017-1-LV01-KA201-035435

Activity description sheet

Activity code
2/T-C/S-C/R-PR/6

1. Name of the activity:

The role of personal values, character and life goals in the education context

2. Module(s) covered by the activity (Tick one or several modules):

X Theory and self-understanding module

X Communication module

 Methodological module

 Assessment module

3. Domains of learning outcomes covered by this activity (choose one or several domains):

 Disciplinary knowledge and practices

X Self-awareness and cognitive skills

 Methodological and didactic skills

X Communication and interactional skills

 Practising values

 Transformative skills

4. Concrete learning outcome(s) to be acquired during the activity:

- Recognize, formulate and evaluate values and character strength of their own,

- Understand and reflect on the role of the personal value and character in the educational process

- Can listen empathically and provide non-judgmental feedback to each other

5. Total number of hours necessary for implementing this activity: 6

Including: Number of contact -hours: 4; Hours of participants' independent work: 2

6. Kind of activity (tick one or several kinds):

X reflective activity; **X** practical activity; planning activity; other:

7. Description of the activity

The 1st phase of the activity can be used separately as well to strengthen participant's personal meaning of their work. This option is particularly recommended if participants need support when faced with chronic stress and risk of burnout. Also, 3rd phase can be used separately to provide support for colleagues in a structured way to deal with difficult situations.

The implementation of the activity requires agreement on the principles of cooperation between the group of members, which include mutual support, respect for different views, and respect for each member. The size of the group should preferably be up to 20 members, a room where smaller groups can be grouped freely. Members of the group are invited to be open to themselves, to share with the group on their observations, while retaining the right not to divulge personal information.

1st Phase. My values, my character's strengths, and my goals of life

Participants are invited to use the metaphor of a lively, green tree ("If I was a tree, what would I be?"), thinking of oneself as a personality in the whole. (You can also use drawing technique and draw a tree that includes three parts – roots, trunks, and branches.) In turn, participants are asked to reflect on the three questions and to write the answers (or to display them in the visual form of associations).

Roots (values, principles): "What is important for me in my life?"

When formulating the instruction, it is important to explain that it is desirable to think about the principles and values that are personally important, such as love, freedom, justice, not areas of life (e.g. work, health). It is desirable to mention the 3-5 units. Give a few minutes for the participants to respond.

Trunk (character strengths): "What are my character strengths that I can rely on?"

In the instruction, it is important to emphasise that this is not about skills, but about character, personality, such as humour, consciousness, playfulness, optimism. It is desirable to mention at least 5 properties. Give a few minutes for the participants to respond.

Twigs (goals of life): "What do I want in my life... to achieve?...to experience?... to leave behind?"

When formulating the instruction, all options for the ending of the question shall be offered and each member may choose which wording of the question address him personally. Give a few minutes for the participants to respond.

Participants are asked if they have managed to find answers to all 3 questions and invited to reflect on the final question, "How does things what I do now (my work, my training) help me in all three aspects – to act in accordance with values, to use the character strengths of and to fulfil the goals?"

Give time to think and ask for reflection in the group about the observations made during the task. It is important to recall that participants do not have to share personal information but to reflect on observations, reflections, and issues. Reflections shall be heard without further discussion. Provides information that value coherence is the basis for greater job satisfaction (value conflict predicts more frequent job leaving). Similarly, more satisfaction with life is found among those who use 4 and more character strengths in their daily life (if fewer, it is reasonable to add some new to the list; if some of them are not recognized for use at work, they may be attempted to expand). On the other hand, awareness of how work helps to achieve important goals in their personal life helps to boost the sense of meaning, which also predicts higher satisfaction and lower risk of burnout.

When working with young people, this activity can be used to encourage them to understand how their current activities (timing, choice of day-to-day activities) are in line with their values, allow them to use character strengths and move forward with important goals. In the course of the debate, it is very important to draw attention to the practice of acceptable, dignified treatment: each person talks only about their own observations, does not discuss the others, the different experiences and opinions are respected, there is no one right answer.

2nd Phase. Congruence of the personal values and character with the education environment

At first, participants are invited to reflect on how their personal values, character strengths and life goals manifest in (a) working with learners; (b) in the educational community, e.g. in cooperation with colleagues, parents, administration. Each participant is asked to find two examples from their experience: one situation where is a positive expression or coherence, the other a situation where there is a negative expression or a discrepancy.

Then participants are asked to joint small groups (3 to 5 members) by selecting people with whom they feel comfortable.

The group's rules (supportive, non-judgmental treatment, respect) are recalled before reflecting. The trainer clearly states and calls for the refrain from judging, challenging, expressing his point of view ("Yes, but... "We don't have it...") and emphasise the importance of learning from the positive experiences of their own and others.

In the group, one member first tells about a situation where character strengths are expressed. Other members of the group are listening carefully without interrupting.

The audience then gives a non-judgemental feedback (summarize or tell in their own words what they've heard

with positive support and encouragement). For example, one of the participants tells you how his sense of humour helped establish contact with a complicated group, and the audience listens without breaking, and finally says "So you managed to restrain the fuss in the classroom with a playful attitude." All members of the group shall speak in this way.

When everyone has spoken, the trainer asks each participant to loudly name one thing he feels pleased about in relation to himself in an educational environment, e.g. "I am grateful that in my school we have high value for justice"; "I am pleased that my ability to operate in a team allows us to achieve ambitious goals".

<u>When working with teens and young people</u>, this activity can be used to identify their unique and shared strengths.

First, each of the participants is asked to write a characteristic he or she likes within him/herself or a skill he or she is proud of. Participants are then invited to stand up one by one and say it aloud. When the first example has been said, the trainer calls for all those who might say the same about themselves to stand up as well. Then it proceeds with the next participant, each time asking to stand up for those who might apply the mentioned good thing to themselves. When everyone has said, the trainer comment that we all have many good qualities (these are our support every day and at difficult times as well) and we have a lot in common (which is a good basis for joint cooperation).

In the next step, each participant is invited to think about some of his or her qualities, skill or ability that distinguishes him or her from others. Once again, everyone is invited to say this out loud, and those who can say the same about themselves also stand up. This is an opportunity to emphasise that we are excellent and valuable in our diversity.

3rd Phase. Cooperative learning. For the analysis of the cases of negative expression or discrepancy, the "learning through cooperation" method is useful.

Independent work: Self-analysis of value understanding. Participants are invited to raise their self-awareness of value understanding during this independent individual task. According to form (Appendix I), they should identify their own understanding of the important value related topics, development of it from younger age to now, perspective taking on that how others understand it, and message formulation for education purposes. Reflection on that is very personal and should not be shared in the group.

8. Assessment of the activity

An integrated evaluation of the process during the duration of activity, carried out by the trainer, observing the dynamics of individual and group work. Participants are asked what their observations and reflections are about each of the stages of the task. If the participants have not performed the task in phase 1 or do not wish to reflect on it, the reflexion may be carried out in pairs or in writing. At the end of the 2nd phase, participants shall undertake self-assessment by formulating it in a content way, if one of the participants can't or doesn't wish to reflect, it should be respected, but it should be requested to reflect on observations on the process.

It is very important to encourage participants to express themselves in a descriptive way, in the feedback provide encouragement and recognition, and, if applicable, recommendations for concrete action. The trainer's task is to follow that the group's cooperation rules are complied with and to indicate without delay if they are infringed (by expressing a desire for positive action). The trainer clearly states and calls for the refrain from judging, challenging, expressing his point of view ("Yes, but... "We don't have it..."), instead of practising supportive, non-judgmental attitudes. Consistent practice of accepting, supportive, invaluable attitudes during training forms the basis for further training and communication of character and values.

9. Teaching and learning materials

A4 pages, colour pencils, pens for writing

Form for self-analysis of value understanding (see p. 16)

10. References

https://www.viacharacter.org/www/Research/VIA-Character-Strengths-in-the-Workplace#

http://www.viacharacter.org/blog/characterizing-workplace-using-character-strengths-create-sustained-success/

Activity sheet elaborated by: University of Latvia, ieva.stokenberga@lu.lv

Appendix I: Form for self-analysis of value understanding

It is suggested to include those values included in the education policy or value related topics relevant to your education community (e.g. sex outside of the marriage).

Values or topics related with values	What did I think about it when I was a child / adolescent / young person (similar to my learner)	What do I remember / suppose my parents thought about it in that time	What is my attitude / opinion today	What do other agents involved in the education environment (e.g. other teacher, parents) think about it	What understanding I would like to promote in my learners
Human dignity					
Freedom					
Family					
Nature					
Work etc.					

Questions for self-reflection:

• What are my observations during the task?
• How did my value-understanding develop?
• How do my values interact with others in education environment?
• How can I deal with situation when values different from mine are expressed?
• Is there universal value understanding?
• How can I promote value development of my learners?

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Activity description sheet

Activity code
3/T-M/D-M-P-T/PR-PL/6

1. Name of the activity:

Theory in Practice

2. Module(s) covered by the activity (Tick one or several modules): X Theory and self-understanding module

X Theory and self-understanding module

 Communication module

X Methodological module

 Assessment module

3. Domains of learning outcomes covered by this activity (choose one or several domains):

X Disciplinary knowledge and practices

 Self-awareness and cognitive skills

X Methodological and didactic skills

 Communication and interactional skills

X Practising values

X Transformative skills

4. Concrete learning outcome(s) to be acquired during the activity:

a. Demonstrate an advanced understanding of the body of knowledge of the field.

b. Develop shared awareness of values in their own classroom and school.

c. Choose/adapt or elaborate classroom materials (inside a subject or for an independent lesson) for enhancing a concrete aspect of pupils' personality (a value, a virtue or set of virtues, etc.).

5. Total number of hours necessary for implementing this activity: 12

including: Number of contact -hours: 4

Hours of participants' independent work: 8

6. Kind of activity (tick one or several kinds): reflective activity; **X** practical activity; **X** planning activity; other:

7. Description of the activity

Phase 1

Prior to the face to face seminar participants are encouraged to read the theoretical material suggested (see Section 10. References, p. 20), which can be easy accessed through the Internet: "Research-Based Reflections about Character Education: Myths, Challenges and International Perspectives", "Cultural and historical research on character and virtue education in Latvia in an international perspective. Research report", etc.

Phase 2

The Face to Face seminar is introduced by explaining the task of the day and expected outcomes.

The next activity is dedicated to enhancing the participant's theoretical knowledge on character education and developing shared awareness of values in their own classroom and school.

The participants are asked to discuss on several topics which are related to character education (based on e- materials and their own experience). There are some statements formulated, so participants have to express their attitude and explain, why they have chosen to answer in certain way. There are statements as: the parents are responsible for children' s character education; To learn the school subjects (math, language, etc.)- that is the main task for children at school; There are just few major virtues that must be taught to children. If time allows there can be added some other statements to the list.

For the discussion there are used so called Four Corner method. Every corner of the room represents one possible answer to the statement (Yes, No, partly yes, partly no). After hearing the statement participants have to decide whether they agree or disagree with statement, then physically move to one of the corners of the room, then use some time to discuss with others and come up with most convincing arguments to defend their view. The group decides who will represent the results of discussion to all participants. The leader of the seminar encourages the discussion by adding and highlighting most important points from theory and providing with additional information.

Phase 3

In the next phase the seminar participants are asked to work in small groups. Their task is to choose one virtue and come up with methodological strategies that can be used in the classroom to teach it. The representatives from each group presents discussion results to the whole group. The leader of the seminar comments on presentations.

The next step is to introduce a methodological approach that can be used in teaching virtues in the classroom.

There should be 5 steps implemented:

1. Encourage Thinking by Asking Questions, Offering Activities (Suggestion)

2. Introduce the main thinking and action algorithm (Awareness)

3. To Practice It (Reinforcement)

4. Analyse practice cases, evaluate, give your judgment (Strengthening)

5. Self-reflection - what I have learned (Reflection)

One example of teaching topic "Less prejudice, more tolerance" in the classroom is provided below.

In the first step the activity "Find someone who…" can be used. During the activity pupils first have to fill the chart about themselves, then find at least 10 persons who have the same things in common with them. Then children choose one of the pupils from the classroom and work in pairs. They have to work with Venna diagram, to find more things they have in common with other child and the things that are not in common. After some 10 minutes' work, children are asked to choose one characteristic that is common to both of them and come up with situations in school life and outside the school where those characteristics can be viewed as bad ones and person could be judge because of that. Children are asked to share their conclusions.

For the second step children are asked to come up with some kind of recommendations- how to avoid prejudices about a person or situation.

The answers are collected and written on the board. The teacher finalises the list and stresses out that there are important principles should be used:

• Avoid prejudices (find out about person all you can, every person has something good in him/her, do not judge);

• Treat a person like you like the persons treats you;

• Defend those against whom there are used misjudgement. Do not follow the common view, use your own head, every person has bad and good characteristics.

For the third step some role play games should be used to play out several situations related to the topic. For

example, someone says that your clothes are outdated, or you are too fat to participate in the volleyball. In the role-play children have to play out – what would other children say, what would teacher say, etc.

For the fourth step children will practice the responses to those different situations. There could be used a special place in the classroom (like white board or paper wall) to document all possible answers. Then the children have an opportunity to strengthen their responses even after the classroom. As a home work – they can interview some people about those situations and possible responses, analyse them.

For the final task – reflection - children can be asked to draw their experience and what they have learned.

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The seminar participants are introduced with the step by step approach of the methodology, then they are asked to participate in a real lesson, where this approach is used. Participants play children's role in the lesson.

At the end of phase 3 participants are asked to reflect on their experience as a child participating in the lesson, participants are encouraged to critically evaluate their experience and to suggest other possible methodological solutions.

Phase 4

Participants are asked to adopt the provided methodological material for their own use in their classroom. Participants work in pairs or in groups to come up with specific plan. Plan should include the objectives (virtue), form (lesson, project, excursion, etc.), time line, step by step approach and activities, involvement of parents, school administration and assessment.

8. Assessment of the activity

At the end of face to face seminar, the participants are asked to elaborate on the leaning objectives and their own learning outcomes, what they have learned. What have helped, what are the possible suggestions. At the beginning, time and sheets of paper are provided for self-reflection, then participants are asked to talk in pairs about their learning outcomes. Finally, every participant has to report about his/her college's learning outcomes.

9. Teaching and learning materials

A Framework for Character Education at school (see Annex 5, p. 54)
Reading material: see "Section 10. References" below
Se below the beginning of a presentation that can be used (in Latvian). The full PowerPoint presentation is available here: https://drive.google.com/file/d/1Vya0QbgIcsVv7ApzGHjw1asTZJExSbGU/view?usp=sharing

10. References

Fernández González, M. J. (2018). Research-Based Reflections about Character Education: Myths, Challenges and International Perspectives. [Zinātniski pētniecisks skatījums uz rakstura audzināšanu: mīti, izaicinājumi un starptautiskās perspektīvas. Accessible: http://journals.ru.lv/index.php/SIE/article/view/3133/3006

Fernández González, M. J. (2019). Cultural and historical research on character and virtue education in Latvia in an international perspective. Research report. [Rakstura un tikumiskās audzināšanas kultūrvēsturiskā izpēte Latvijā un pasaulē]. Accessible
in Latvian: https://dspace.lu.lv/dspace/handle/7/46410
in English: https://dspace.lu.lv/dspace/handle/7/46411

Fernández González, M. J. (2019). *Skolēnu morālā audzināšana Latvijas skolās: vecāku, skolotāju, topošo skolotāju un skolu un izglītības pārvaldes vadītāju viedokļi*. Populārzinātniskais pētījuma ziņojums. Rīga: Latvijas Universitātes Pedagoģijas zinātniskais institūts. https://dspace.lu.lv/dspace/handle/7/46498

Martinsone, B., Niedre, R. (2013). Sociāli emocionālā audzināšana. Rokasgrāmata. Latvijas Universitāte. ISBN 978-9984-45-744-4

Martinsone, B., Nīmante, D., Daniela, L. (2013). Atbalsts pozitīvai uzvedībai. Rokasgrāmata. Latvijas Universitāte. ISBN 978-9984-45-726-0

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Activity description sheet

Activity code
4/M/M-C-P-T/PR-PL/10

1. Name of the activity:

Discussion gathering

2. Module(s) covered by the activity (Tick one or several modules):

 Theory and self-understanding module

 Communication module

X Methodological module

 Assessment module

3. Domains of learning outcomes covered by this activity (choose one or several domains):

 Disciplinary knowledge and practices

 Self-awareness and cognitive skills

X Methodological and didactic skills

X Communication and interactional skills

X Practising values

X Transformative skills

4. Concrete learning outcome(s) to be acquired during the activity:

1. Self-awareness and cognitive skills: Graduates will have developed advanced awareness of, and critical thinking about, their own values and virtues, and those of their educational community.

2. Advanced disciplinary knowledge and practices: Graduates will have acquired advanced knowledge and skills in the fields of value and virtue education and development of transversal competences, and an ability to evaluate them critically in the context of their country and school.

5. Total number of hours necessary for implementing this activity: 10

including: Number of contact -hours: 8; Hours of participants' independent work: 2

6. Kind of activity (tick one or several kinds):

X reflective activity; **X** practical activity; planning activity; other:

7. Description of the activity

Dialogical chat. This activity is face-to-face. It is a collective construction of meaning and knowledge based on dialogue between the participants. That is why the gathering is done in person. The objective is to enhance the direct approach of the participants without distinction of age, gender, culture or ability to the meaning of the Arete.
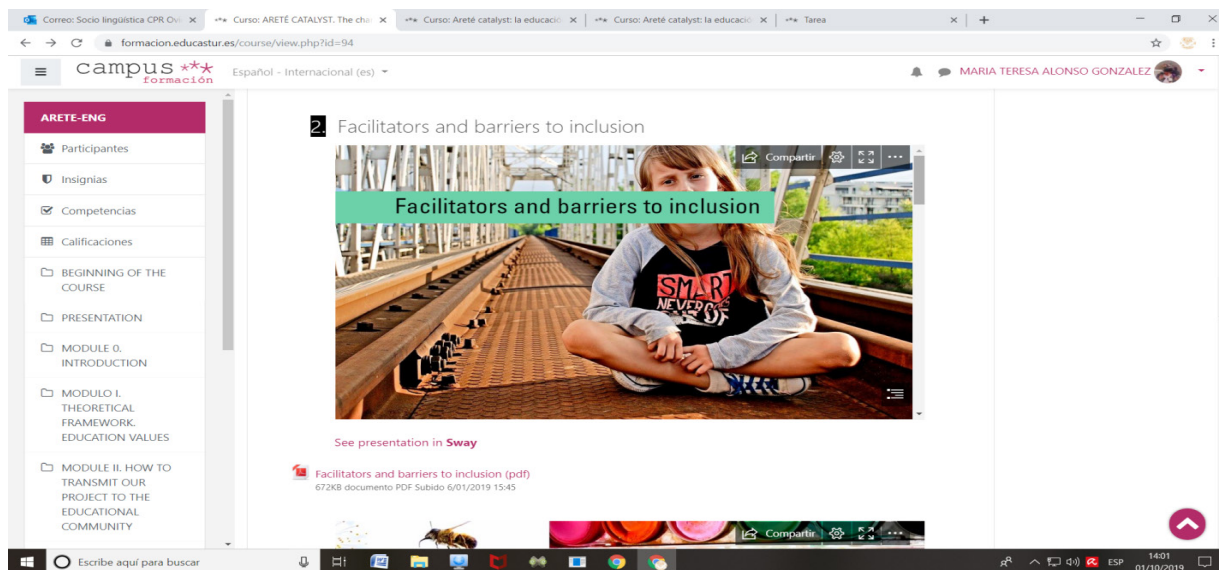
The activity is developed by means of the following work sequence:

a. Reading of the article: "Inclusive education. Smiles and tears".
b. Task 1: it consists of a brainstorming activity about "inclusive education". A web application is provided for its realization, which includes a tutorial explaining how to manage the web tool. The objective is that the student is able to share through the social networks (twitter with the hasthag #ARETECPROVIEDO, facebook, etc. ...) the product he/she has achieved.

8. Assessment of the activity (around 300-400 words)

1.1. Recognize, formulate and evaluate their own value attitudes and virtues.

1.2. Develop shared awareness of values in their own classroom and school.

2.1. Demonstrate an advanced understanding of the body of knowledge of the field.

2.2. Critically evaluate international and intercultural perspectives in the field.

The assessment of the activity will be performed by means of the task completion described below:

Task 2. It consists of taking into account the resources used in the performance of task number 1 and elaborating a document including the answers to the following questions:

1. What is an inclusive school?

Write a definition that allows you to tell your educational community about what an inclusive school is.

2. What actions inherent to an inclusive school does your educational community develop?

Indicate at least three examples, related to the different sectors of the community: students, teachers, families, environment.

3. Which values are on the base of each of the actions mentioned above?

Match the previous examples to at least one of the values of the inclusive school.

9. Teaching and learning materials

The course "Arete catalyst: character education" is hosted at Campus Training, a platform developed in Moodle 3.5 that provides support for online teacher training activities managed by the Ministry of Education and Culture and the CPR of Asturias.

Link to the course:
https://formacion.educastur.es/course/view.php?id=92
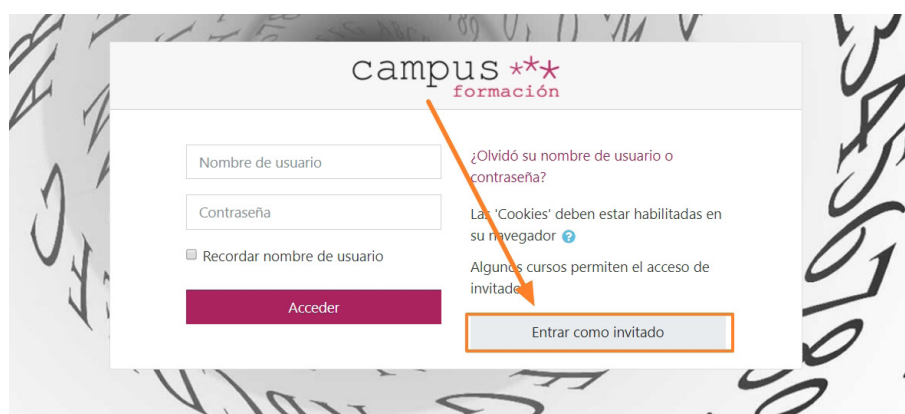
10. References

Pedagogical gatherings: using the handbook [Tertulias pedagógicas dialógicas: Con el libro en la mano]. Author: Fernández González, Sonia; Garvín Fernández, Rosa & González Manzanero, Víctor. Editorial: REIFOP (*Revista Electrónica Interuniversitaria de Formación del Profesorado*), 15 (4), 113–118. 2012. ISSN 1575-0965.

Activity sheet elaborated by (name of institution, contact email):

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*Supporting teachers for developing intra-personal competencies and
character education at school*
(ARETE CATALYST) 2017-1-LV01-KA201-035435

Activity description sheet

Activity code

5/M/M-K-P-T/R-PR/10

1. Name of the activity:

Service-learning project

2. Module(s) covered by the activity (Tick one or several modules):

 Theory and self-understanding module

 Communication module

X Methodological module

 Assessment module

3. Domains of learning outcomes covered by this activity (choose one or several domains):

 Disciplinary knowledge and practices

 Self-awareness and cognitive skills

X Methodological and didactic skills

X Communication and interactional skills

X Practising values

X Transformative skills

4. Concrete learning outcome(s) to be acquired during the activity:

1. Practising values: Graduates will have developed an understanding of the importance of practicing values inside a community for developing character skills and good habits. They will be able to demonstrate this knowledge together with others during a project with a social dimension.

2. Transformative skills: Graduates will have developed the ability of conceptualizing and formulating a proposal adapted to their school situation for the creation of a school culture that supports value and virtue education, involving all educational actor.

5. Total number of hours necessary for implementing this activity: 10

including: Number of contact-hours: 8 Hours of participants' independent work: 2

6. Kind of activity (tick one or several kinds):

X reflective activity; **X** practical activity; planning activity; other:

7. Description of the activity

Community Service Project. The Service Project is the main activity of the course, in which each one of the learning outcomes that are intended with the course will be synthesized.

This activity is focused on analyzing the procedure to develop a Service Learning Project (APS). A workshop is organized in which each participant presents his/her own project and assesses one of his/her partners´projects (peer evaluation), offering comments and suggestions for improvement. A virtual wall (Padlet) is created with all the projects.

The phases of project performance are described below:

PHASE 1. PROJECT. Prepare a small Service Learning Project (APS) that will be assessed by your classmates using the following instrument:

- Rubric for the evaluation of PHC projects

It is recommended to use the following items in order to structure the project:
- Title
- Starting point. Analysis of the context and the need of the Service.
- Reflection about who is the project addressed to? Who participates? Improvement areas.
- Goals.
- Actions (activities) and their timing.
- Resources and organization in order to achieve the objectives.
- Monitoring and assessment: indicators of achievement.

PHASE 2. SENDING OF THE PROJECT: according to a number of instructions fixed respecting the deadlines, in order to be assigned for the assessment from different institutions.

8. Assessment of the activity

1.1. Plan and conduct an external social project as a practical implementation of their (or their community or classroom) values, which enhances the development of participants' values and virtues.

1.2. Demonstrate an understanding of, and the ability to apply, the principles of teamwork and collaboration during the implementation of the project.

2.1. Make a concrete proposal for their own school in order to create/develop a school culture that supports the development of students' values, virtues and intrapersonal competences, based on the knowledge and skills acquired in the program.

2.2. Involve in their proposal all educational actors (school administration, other teachers, parents, students) for the creation of such a school culture.

The activity evaluation plan will be developed by means of the peer evaluation technique, using the service project evaluation rubric attached in the 7." Description of the activity" section.
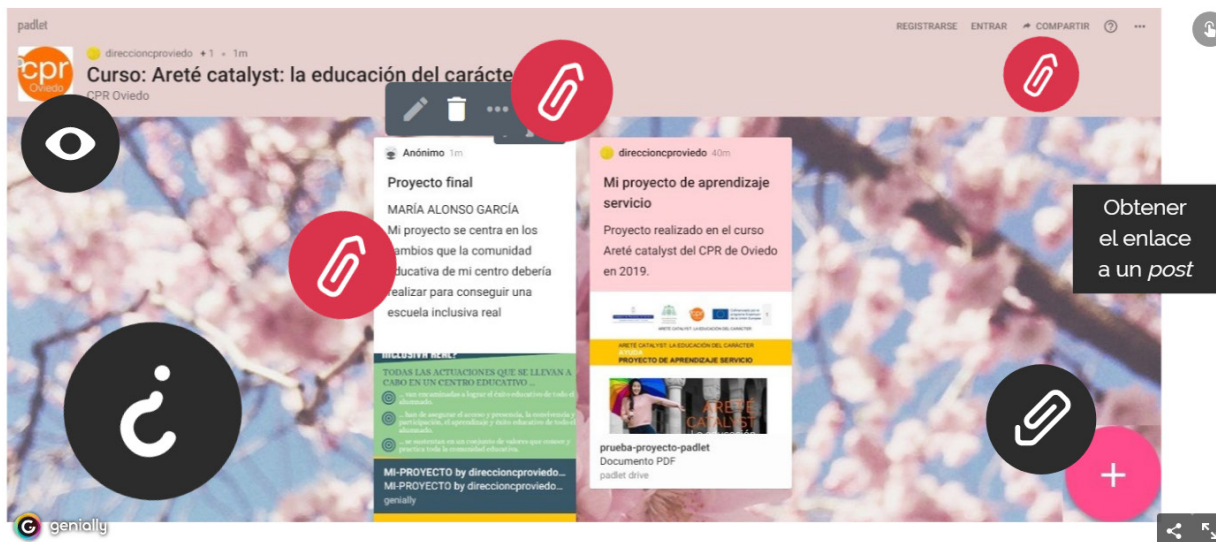
9. Teaching and learning materials

The course " Areté catalyst: character education" is hosted at Campus Training, a platform developed in Moodle 3.5 that provides support for online teacher training activities managed by the Ministry of Education and Culture and the CPR of Asturias.

Link to the course: https://formacion.educastur.es/course/view.php?id=92
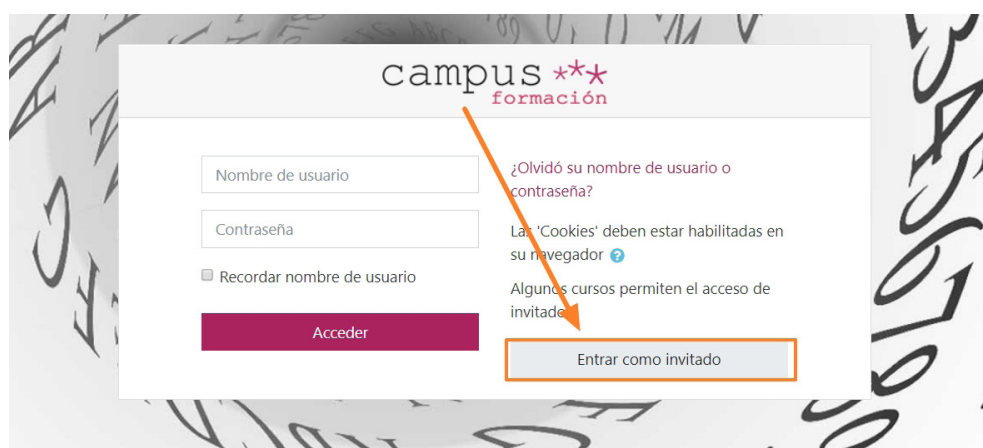
RUBRIC. Evaluation of APS projects

- Leer y descargar artículo completo en internet (pdf, 1,5 Mb)
- Descargar el resumen de la rúbrica (pdf, 450 Kb)

10. References

How to develop a learning service project [Cómo desarrollar un proyecto de aprendizaje-servicio]. Authors: Autoría: Roser Batlle Suñer (Consultoria social en Inpacte). Editorial: *Education*, February 5, 2018. License: CC Attribution-Non-Commercial-Share Alike License

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Activity description sheet

**Activity code
6/T-C/D-S-C/R/8**

1. Name of the activity:

Philosophical discussion about virtues and mindfulness exercises

2. Module(s) covered by the activity (Tick one or several modules):

X Theory and self-understanding module

X Communication module

 Methodological module

 Assessment module

3. Domains of learning outcomes covered by this activity (choose one or several domains):

X Disciplinary knowledge and practices

X Self-awareness and cognitive skills

 Methodological and didactic skills

X Communication and interactional skills

 Practising values

 Transformative skills

4. Concrete learning outcome(s) to be acquired during the activity:

1. Recognize, formulate and evaluate their own value attitudes and virtues

2. Develop shared awareness of values in their own classroom and school

3. Communicate complex ideas related to education of values, virtues and transversal competences in a variety of formats, including new technologies, to a variety of school-related audiences

4. Demonstrate an understanding of, and the ability to apply the principles of teamwork and collaboration during the implementation of the project

5. Total number of hours necessary for implementing this activity: 8

including: Number of contact-hours: 8; Hours of participants' independent work: 0

6. Kind of activity (tick one or several kinds):

X reflective activity; practical activity; planning activity; other:

7. Description of the activity

Philosophical discussion about virtues and mindfulness exercises.

Aims: understanding one's own values. Formulating their own value attitudes. Having a common understanding about the main concepts and terms. Developing critical thinking and reasoning skills.

Learning through experience: catalyst teachers will participate in a moderated philosophical group-discussions repeatedly on different topics related virtues and everyday live topics.

Teachers practice mindfulness exercises guided by the moderator (teacher trainer) during philosophical group-discussions in order to have a personal experience.

The structure of a typical philosophical group discussion could be described as follow. **Philosophical group discussion starts:**

- with a musical ritual, philosophy song, mindfulness or focusing exercise (also discussing the rules, a relaxation exercise, a fantasy trip or a thinking game),

- sharing a stimulus (presenting a story, observing a picture book or playing a game)

- thinking time (children/pupils think about what is interesting or unusual about the stimulus),

- questioning and discussion (children/pupils are asked to respond, with the moderator probing for reasons, examples and alternative viewpoints),

- summary of topic and evaluation of the process (children/pupils are asked to summarise what has been said and reflect upon the activity) where the children/pupils answered sample questions: (1) Did you feel good during the discussion? (2) Did you listen to others? (3) Did others listen to you? (4) Did you like this discussion?

Group works:

Aims: developing teachers' skills to guide a philosophical group-discussion; developing awareness of values in their own classroom and school; reflection of different virtues between own organisation and in society; initiating analysis and reflection about their own school situation; understanding of international and intercultural perspectives in virtue education; recognize methods they feel comfortable with in order to explore different ways to make the discussion more diverse.

- Composing open-ended questions (individually with worksheets, in peers and in groups) at the beginning of the course and at the end of the course.

- Exploring own virtues: formulating their own value attitudes (5-7 writing-cards to write on each one virtue that is important to follow and to rank these).

- Defining values in groups raced in a philosophical group-discussion and/or selected out from previous activity (using min-map and/or picture-card).

8. Assessment of the activity

1. Self-assessment: evaluate the skills of moderating a philosophical group discussion. Participant teachers evaluate their skills and knowledge as a moderator of group-discussion (What are my strengths? What needs practice?) at the beginning and at the end of the course (work-sheet according to Walsh and Sattes, 2011; the assessment sheet after the course).

2. Self-assessment: evaluate the skill of composing open-ended questions as important tool to moderate philosophical group-discussion about virtues and everyday topics in order to be able to develop pupils' critical thinking skills. Teachers were asked to compose questions (pre-post-test) on the basis of the given text in order to develop pupils' reasoning skills during a planned group-discussion. Teachers were asked to analyse the question they composed based on the simplified categorisation system with examples adapted according to previous study by Säre et al. (2017) in order to compare the function of analysed questions. After post-test participant teachers compared the results of pre- and post-test.

3. Self-assessment: evaluate the skill of defining virtues (pre-post-test). Participants define on a worksheet the meanings of some virtues and reason by each virtue why they are important to them and then rank these by importance. After post-test participants compared the results of pre- and post-test.

4. Group evaluation at the course to the implemented philosophical discussions. Reflexion after each discussion provides an analysis which learning outcomes could be achieved.

9. Teaching and learning materials

Minutes of Stillness: http://vaikuseminutid.ee/

Philosophising with children: https://sisu.ut.ee/oppemeetodid2/3-%C3%B5ppe-protsess

P4C with 15 year olds: http://www.youtube.com/watch?v=0FGTg8D7LuM

We think, therefore I am (OV with English Subtitles): https://www.youtube.com/watch?v=kUFEHyD2nHE&t=1242s

10. References

Peterson, A., & Bentley, B. (2015). Exploring the connections between Philosophy for Children and character education: Some implications for moral education? *Journal of Philosophy in Schools, 2*(2), doi: http://dx.doi.org/10.21913/JPS.v2i2.1271

Säre, E., & Luik, P. (2011). A case study analysing the appearance of reasoning in primary students' class discussions using the philosophy for children programme. In: Preschool and Primary Education, 121−134. Frankfurt am Main: Peter Lang Europäischer Verlag der Wissenschaften.

Säre, E., Luik, P., & Tulviste, T. (2016). Improving pre-schoolers´ reasoning skills using the Philosophy for Children programme. *Trames: Journal of the Humanities and Social Sciences, 20*(3), 273–295. Estonia: Estonian Academy Publishers, doi: 10.3176/tr.2016.3.03

Säre, E., Tulviste, T., & Luik, P. (2017). The function of questions in developing a preschooler's verbal reasoning skills during philosophical group discussions. *Early Child Development and Care, 0*(0), doi: 10.1080/03004430.2017.1331221

Walsh, J. A., & Sattes, B. D. (2011). *Thinking through quality questioning. Deeping student engagement.* United Kingdom: Corwin Press. A Sage Company.

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Appendix: A concrete example of a philosophical discussion

Philosophical discussion on the topic:
Why aren´t all people rich?

Please look at these pictures and share your opinion:

What do you think, who could live in these houses?

Possible questions to moderate the discussion:

Why do you think, that .....?

Why aren´t all people rich? Why do you think that ...?

What makes a person rich?

Who is a rich person?

Who can we call a rich person? What kind of people can we call rich people?

Are all rich people equally rich? Why aren´t ...? How do they differ? What makes them different?

Who are rich?

What do you need to be rich?

How to become rich? How can you become rich?

What is actually richness?

Who is a poor person? (penniless)

Richness and affluence, how are they different? How do you compare wealth and affluence people? How do they differ?

What have richness and affluence in common?

Thinking Experiment

How to guide a thinking experiment (TE):

During TE I am going to ask you to imagine it would be like if you were rich. I am going to support you with questions during the exercise you might see pictures or a movie with your closed eyes or you might hear some words or you experience some feelings. But, even if you don´t see or hear or feel anything, it´s fine. Now we are going to start our TE. You can close your eyes if you feel comfortable. If you don´t want to close your eyes you can just look on the floor.

Text to guide the thinking experiment (I)

Imagine, that you are rich. What does it mean for you to be rich? Which person are you then? What makes you rich? Where do you live, which is your house? Where your house is located? With whom are you living with? Who are your friends, acquaintances? What you can do? Which are your skills? What other people think about your richness? How did you even become rich? What´s the feeling of being a rich person?

Discussion after thinking experience: which thoughts and images arose?

Text to guide the thinking experiment (II)

Imagine now that you are poor. What makes you poor? How could you become poor? What happened? How do you feel when you are poor? Did you wanted to be poor? What you can do? Which are your skills?....

Evaluation of the process of philosophical discussion´s

(1) Have you felt good during the discussion? (2) Did you listen to others? (3) Did others listen to you? (4) Did you like this discussion?

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Activity description sheet

Activity code
7/K-M/M-K-P-T/PR-PL/8

1. Name of the activity:

Practicing different activities and methods for virtue education (including the new game "The Supermarket of Virtues").

2. Module(s) covered by the activity (Tick one or several modules):

 Theory and self-understanding module

X Communication module

X Methodological module

 Assessment module

3. Domains of learning outcomes covered by this activity (choose one or several domains):

 Disciplinary knowledge and practices

 Self-awareness and cognitive skills

X Methodological and didactic skills

X Communication and interactional skills

X Practising values

X Transformative skills

4. Concrete learning outcome(s) to be acquired during the activity:

1. Choose/adapt or elaborate classroom materials (inside a subject or for an independent lesson) for enhancing a concrete aspect of pupils' personality (a value, a virtue or set of virtues, etc.)

2. Communicate complex ideas related to education of values, virtues and transversal competences in a variety of formats, including new technologies, to a variety of school-related audiences

3. Plan and conduct an external social project as a practical implementation of their (or their community or classroom) values, which enhances the development of participants' values and virtues

5. Total number of hours necessary for implementing this activity: 8

including: Number of contact -hours: 8; Hours of participants' independent work: 0

6. Kind of activity (tick one or several kinds):

 reflective activity; **X** practical activity; **X** planning activity; other:

7. Description of the activity

Practicing different activities and methods for virtue education.

Aims: recognizing the methods which to include in their own plan; recognizing the methods which they feel comfortable with; adapting the existing methods and materials; recognizing the methods which they can include or develop in a future plan; articulating appropriate solutions and justifying the propositions related to the implementation of value and virtue education in their school.

- Definition of virtues: participants evaluate individually their own virtues and share these in a group-discussion with other teachers, discuss the most important virtue and try to understand each other different viewpoints. Teachers define on a worksheet the meanings of some virtues and select some values that are important to them.

- Group work or work in pairs. Practicing composing quality questions in order to be able to guide different activities and support pupils' reflexion. Analysing the function of questions and composing questions in different cognitive level and for different activities (with worksheets).

- Group work for designing ideas for a new game „The Supermarket of Virtues". Analysing and developing the dilemmas for a game in order to implement the game in different ages and in different levels. Discovering possibilities to conduct the elements of game in different subjects and achieving different learning outcomes and developing a project-week.

8. Assessment of the activity

1. Group evaluation as a group-discussion at the course to the implemented methods, games, discussions or exercises. Reflexion after each discussion, game, or. Reflexion provides an analysis which learning outcomes could be achieved with each approach and how each practised approach could develop different virtues in pupils or parents or organisations etc.

2. Group evaluation for analysing the function of questions and composing questions in different cognitive level and for different activities (based on a systematic criterion on a work sheet).

9. Teaching and learning materials

Minutes of Stillness: http://vaikuseminutid.ee/

Moodle e-learning environment (with unique password of university): https://moodle.ut.ee/course/view.php?id=8726

Philosophising with children: https://sisu.ut.ee/oppemeetodid2/3-%C3%B5ppe-protsess

P4C with 15 year olds: http://www.youtube.com/watch?v=0FGTg8D7LuM

We think, therefore I am (OV with English Subtitles): https://www.youtube.com/watch?v=kUFEHyD2nHE&t=1242s

10. References

Säre, E., & Luik, P. (2011). A case study analysing the appearance of reasoning in primary students' class discussions using the philosophy for children programme. In: Preschool and Primary Education, 121–134. Frankfurt am Main: Peter Lang Europäischer Verlag der Wissenschaften.

Säre, E., Luik, P., & Tulviste, T. (2016). Improving pre-schoolers´ reasoning skills using the Philosophy for Children programme. *Trames: Journal of the Humanities and Social Sciences, 20*(3), 273–295. Estonia: Estonian Academy Publishers, doi: 10.3176/tr.2016.3.03

Säre, E., Tulviste, T., & Luik, P. (2017). The function of questions in developing a preschooler's verbal reasoning skills during philosophical group discussions. *Early Child Development and Care, 0*(0), doi: 10.1080/03004430.2017.1331221

Walsh, J. A., & Sattes, B. D. (2011). *Thinking through quality questioning. Deeping student engagement.* United Kingdom: Corwin Press. A Sage Company.

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Activity description sheet

**Activity code
8/K-M/M-K-P-T/PR-PL/8**

1. Name of the activity:

Piloting their own plan to implement different methods or games.

2. Module(s) covered by the activity (Tick one or several modules):

☐ Theory and self-understanding module

X Communication module

X Methodological module

☐ Assessment module

3. Domains of learning outcomes covered by this activity (choose one or several domains):

☐ Disciplinary knowledge and practices

☐ Self-awareness and cognitive skills

X Methodological and didactic skills

X Communication and interactional skills

X Practising values

X Transformative skills

4. Concrete learning outcome(s) to be acquired during the activity:

1. Choose/adapt or elaborate classroom materials (inside a subject or for an independent lesson) for enhancing a concrete aspect of pupils' personality (a value, a virtue or set of virtues, etc.)

2. Pilot some of the chosen/elaborated materials in their classroom and evaluate their experience.

3. Plan and conduct an external social project as a practical implementation of their (or their community or classroom) values, which enhances the development of participants' values and virtues

4. Demonstrate an understanding of, and the ability to apply, the principles of teamwork and collaboration during the implementation of the project

5. Make a concrete proposal for their own school in order to create/develop a school culture that supports the development of students' values, virtues and intrapersonal competences, based on the knowledge and skills acquired in the program.

6. Involve in their proposal all educational actors (school administration, other teachers, parents, students) for the creation of such a school culture.

5. Total number of hours necessary for implementing this activity: 8

including: Number of contact-hours: 0; Hours of participants' independent work: 8

6. Kind of activity (tick one or several kinds):

☐ reflective activity; **X** practical activity; **X** planning activity; ☐ other:

7. Description of the activity

During this activity, participants will pilot a philosophical group-discussion, a mindfulness exercise and other different methods of their choice. The will offered the possibility of creating their own new approaches and to implement these with pupils and parents.

Aims: to implement in real life a practical activity, testing its feasibility and sustainability.

Participants in the course will define their concrete activity with the agreement of the leader of the course.

For the implementation of the activity they can use the examples provided in the e-learning environment of the program (Moodle platform; see section 9. "Teaching and learning materials" below). There they can find specific instructions for guidance, as well as practical materials and descriptions for implementing different activities, exercises, games and discussions.

Once they have chosen and implemented their activities with pupils and parents, they will upload them in e-learning environment for allowing other participants in the course to read them and for being assessed.

A concrete example of a mindfulness activity (exercise from Vaikuseminutid)

Break for breathing

Sit on a chair, no a couch, or on the floor – wherever is comfortable for you. Place both of your feet on the ground, stretch out your back but try to be relaxed, place your hands on your legs or in your lap. If you want, close your eyes.

Notice, that your body is breathing. Be aware of your breathing, both in and out. Observe every breath from the beginning to the end. Try to observe your breathing without intervening – just observe how it happens naturally. After that try to notice if you recognize breathing in your nose. Maybe it is tickling your nostrils? How does the temperature of the breathe change when breathing in and breathing out? Take your attention to your chest. Also there, find your natural breathing. Notice how your chest arises when breathing in, and falls when breathing out. Next, can you find your breathing in your stomach? Notice the movements of your stomach, how it changes when breathing in and breathing out. How does your back move when doing so?

Expand your attention to your whole body, from head to toe. How does it feel to be sitting here and breathing? Allow the in-breath to give you strength, and let go of everything when breathing out.

When you are ready, open your eyes.

Exercise retrieved from http://vaikuseminutid.ee/pere-kodu-harjutused/

8. Assessment of the activity

Peer-evaluation in e-learning environment before the last module about the implemented methods, games, discussions or exercises. Each participant evaluates individually at least two uploaded and implemented methods, games, discussions or exercises conducted with pupils and/or parents. Reflexion provides an analysis which learning outcomes could be achieved with each piloted approach and how piloted approaches could develop different virtues.

9. Teaching and learning materials

Moodle e-learning environment (with unique password of university): https://moodle.ut.ee/course/view.php?id=8726

10. References

Säre, E., Luik, P., & Tulviste, T. (2016). Improving pre-schoolers´ reasoning skills using the Philosophy for Children programme. *Trames: Journal of the Humanities and Social Sciences, 20*(3), 273–295. Estonia: Estonian Academy Publishers, doi: 10.3176/tr.2016.3.03

Säre, E., Tulviste, T., & Luik, P. (2017). The function of questions in developing a preschooler's verbal reasoning skills during philosophical group discussions. *Early Child Development and Care, 0*(0), doi: 10.1080/03004430.2017.1331221

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Activity description sheet

Activity code
9/K-V/K-T/D-PR/8

1. Name of the activity:

Presenting the implemented methods to colleagues.

2. Module(s) covered by the activity (Tick one or several modules):

 Theory and self-understanding module

 Communication module

 Methodological module

X Assessment module

3. Domains of learning outcomes covered by this activity (choose one or several domains):

X Disciplinary knowledge and practices

 Self-awareness and cognitive skills

X Methodological and didactic skills

X Communication and interactional skills

 Practising values

 Transformative skills

4. Concrete learning outcome(s) to be acquired during the activity:

1. Communicate complex ideas related to education of values, virtues and transversal competences in a variety of formats, including new technologies, to a variety of school-related audiences

2. Demonstrate an understanding of, and the ability to apply, the principles of teamwork and collaboration during the implementation of the project

3. Make a concrete proposal for their own school in order to create/develop a school culture that supports the development of students' values, virtues and intrapersonal competences, based on the knowledge and skills acquired in the program.

5. Total number of hours necessary for implementing this activity: 8

including: Number of contact -hours: 8; Hours of participants' independent work: 0

6. Kind of activity (tick one or several kinds):

X reflective activity; **X** practical activity; planning activity; other:

7. Description of the activity (around 600-800 words)

Presenting the implemented methods to colleagues at the course.

Aims: demonstrate an advanced understanding of the implemented methods with pupils and about workshop for parents; demonstrate an understanding of the principles of teamwork and collaboration; reflect group understanding and future ideas and aims.

- Peer-evaluation in e-environment before the last module. Group evaluation at the course.

- Mini-discussion about the implemented methods effectiveness in order to achieve the learning outcomes.

- Group understanding: which of the learning outcomes and virtues can be supported by each method or game according to the curriculum and the school's aim/vision.

- Composing open-ended questions (individually with worksheets) at the beginning of the course and at the end of the course.

- Exploring own virtues: formulating their own value attitudes (5-7 writing-cards to write on each one virtue that is important to follow and to rank these), at the beginning of the course and at the end of the course.

- Participants analyse their skills and knowledge as a moderator of group-discussion (What are my strengths? What needs practice?) at the beginning and at the end of the course (work-sheet according to Walsh and Sattes, 2011).

8. Assessment of the activity (around 300-400 words)

1. Self-assessment: evaluate the skills of moderating a philosophical group discussion. Participants evaluate their skills and knowledge as a moderator of group-discussion (What are my strengths? What needs practice?) at the beginning and at the end of the course (work-sheet according to Walsh and Sattes, 2011; the assessment sheet after the course).

2. Self-assessment: evaluate the skill of composing open-ended questions as important tool to moderate philosophical group-discussion about virtues and everyday topics in order to be able to develop pupils´ critical thinking skills. Teachers were asked to compose questions (pre-post-test) on the basis of the given text in order to develop pupils' reasoning skills during a planned group-discussion. Participants were asked to analyse the question they composed based on the simplified categorisation system with examples adapted according to previous study by Säre et al. (2017) in order to compare the function of analysed questions. After post-test participant teachers compare the results of pre- and post-test.

3. Self-assessment: evaluate the skill of defining virtues (pre-post-test). Teachers define on a worksheet the meanings of some virtues and reason by each virtue why they are important to them and then rank these by importance. After post-test teachers compare the results of pre- and post-test.

4. Group evaluation as a group-discussion at the course to the implemented methods, games, discussions or exercises. Reflexion after each presentation to piloted methods, games, discussions or exercises with pupils and parents. Reflexion provides an analysis which learning outcomes could be achieved with each piloted approach and how piloted approaches could develop different virtues of pupils or parents or organisations etc.

9. Teaching and learning materials

Moodle e-learning environment (with unique password of university): https://moodle.ut.ee/course/view.php?id=8726

10. References

Säre, E., Tulviste, T., & Luik, P. (2017). The function of questions in developing a preschooler's verbal reasoning skills during philosophical group discussions. *Early Child Development and Care, 0*(0), doi: 10.1080/03004430.2017.1331221

Walsh, J. A., & Sattes, B. D. (2011). *Thinking through quality questioning. Deeping student engagement.* United Kingdom: Corwin Press. A Sage Company.

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Activity description sheet

Activity code
10/T-C/S-C/R-PR/6

1. Name of the activity:

The relay of creativity

2. Module(s) covered by the activity (Tick one or several modules):

 Theory and self-understanding module

X Communication module

X Methodological module

X Assessment module

3. Domains of learning outcomes covered by this activity (choose one or several domains):

X Disciplinary knowledge and practices

X Self-awareness and cognitive skills

X Methodological and didactic skills

X Communication and interactional skills

X Practising values

X Transformative skills

4. Concrete learning outcome(s) to be acquired during the activity:

- Identify and analyse the good practice in character education in the context of the personality, class/group, school, municipality and country;

- Develop the data basis – a text, video or photo file (facts, arguments) for personal ideas in character education;

- Model, work out, implement, present and promote a project in character education;

- Analyse the impact of one's project on character education in the context of the personality, class/group, school, municipality and country;

- Form/supplement/improve the Portfolio.

5. Total number of hours necessary for implementing this activity: 4

Including: Number of contact -hours: 4; Hours of participants' independent work: 8

6. Kind of activity (tick one or several kinds):

X reflective activity; **X** practical activity; **X** planning activity; other:

7. Description of the activity

Part I: Getting acquainted –Business card personal virtues

1.1. Participants of the activity are acquainted with some inspiring story about a noble action of a person, which reveals the values or virtues, e.g., *offering to view a video about the running race in Nigeria where in the run of 10 km the runner from Kenya Simon Chaprot did not win the golden medal because he lost time helping his competitor who had tripped some metres before the finish to stand up and completed the race with the athlete who had collapsed in his hands and called the medical aid. He explained his action in the following way: "My father once said - if you see a person on your way who gets sick, don't pass him!"* (Available: https://www.facebook.com/budsvetom/videos/331678224428620/).

1.2. Participants are asked to reflect what the athlete lost (a golden medal,...) and what he gained (15 000 $,...).

1.3. Each participant then is asked to write his/her name, attach it clothes and say the name out loud; to choose one virtue or a positive character feature he/she has or describes him/her, to explain it by giving arguments, to tell in the group about the personal experience who (a person/people) or what (situations, metaphors) have facilitated its formation.

1.4. Participants are asked to reflect on the virtues, character features of the colleagues and how they have been formed.

Part II: Generation of ideas

2.1. Get inspired!

1.1.1. Participants, using media either individually and/or in groups are asked to identify, summarise and present the good practice in character education In their school;

- In their town/city/region;
- In their country;
- In Europe (Available: https://www.jubileecentre.ac.uk/1604/projects/current-projects/teaching-character-through-subjects);
- In the world (Available: https://www.character.org/).

2.1.2. The analysis of the good practice – strengths, weaknesses, opportunities and threats.

2.2. Dare and create!

1.1.1. Participants are asked to read the article written by the representative of the **Theory of Evolution of Matter and Models (TEMM)** M. Rubin "Personal files – the basis of creativity" (Available: http://www.temm.ru/ru/section.php?docid=3401).

1.1.2. Then each participant is asked to make his/her own data basis - a text, video or photo file (facts, arguments) which presents how some virtue(s) or character feature is revealed in the person (people).

1.1.3. Then each participant of the activity presents the personal file in the form of a poster thus acquainting others with his/her vision (project idea) how he/she could use the information of the file in the professional work according to the speciality (the teacher of the concrete school subject) and/or the responsibilities (e.g., the class teacher, career consultant).

1.1.4. Networking: participants are asked to stick 3-5 post-its to the poster file cards where they see the possibilities of using them according to their subject and/or responsibilities.

1.1.5. Reflection about the possibilities of using the file cards – With which colleague(s) are there cooperation possibilities? How? What could be the end-product?

Support for developing a file (Muraškovskis, 2015, 358-359):

Making of the personal file is a way how to develop creativity in oneself and help the child to be creative.

The teacher/parent HIMSELF/HERSELF should make a creative personal file; besides, the child must see it.

The theme of the file should correspond to the child's sound internal motivation.

The main goal of the first stage is that the child acquires the technical aspects of making the file: to cut, to glue, to write the cards, using IT in design, and later to classify, analyse, etc.

Factors that encourage the child to make the file: repetition of the adults' actions; the manifested interest and appreciation; willingness to take up something new; the fact that adults , too, use the file; competition; the use of the file in action; the use of the file to make toys, models, to do something useful and necessary. The child will always want to have a clear and tangible result of the file not at some point in the future but immediately, in worst case- tomorrow.

2.3. Participate!

2.3.1. Participants of the activity are asked to imagine the scheme of the personality scale as the system of concentric circles (Muraškovskis, 2015, 411), where each person can live in different circles and the trainer gives concrete examples:

- in oneself and for oneself;

- in the family and for the family;

- in the groups of direct interaction – friends, colleagues in the circle of regular communication;

- in the professional group with people who are related to the teacher's profession all over the world being either the consumer of the professional information accumulated by the group or the provider of this information;

- in large social groups that are united by common group culture (religious, sub-culture, national groups) (*e.g., based on the fact that one person who has been diagnosed the death of the brain can help eight people to live, to reflect and make a decision to agree to become the donor of organs after the death.* **"***Pope Benedict XVI always had a certificate in his pocket that allowed his organs to be donated. The Church reminds that it is more beneficially to give than to take, therefore this attitude is very Christian and it does not contradict the faith." (*Available: https://www.lsm.lv/raksts/zinas/latvija/ari-latvija-paplasinas-iespejas-iedzivotajus-padarit-par-potencialajiem-organu-donoriem.a269612/)

- in the humankind and for the humankind (*e.g., the social project "Simulation game as a method of preventing drug addiction" that took place in Riga and all regions of Latvia – 5 sub-projects. During the project, the participants (the youth) were divided in teams; each team worked under the guidance of an expert on one particular subtheme, e.g., one team explored the problem of drug addiction from the point of view of legal perspective under the guidance of a lawyer, another – from a medical point of view under the guidance of a drugs expert; another – from a psychological point of view – under the guidance of a psychologist; another –from the point of view security under the guidance of a policeman or customs officer, yet another team from the point of view of the society under the guidance of a social worker. It is possible to involve parents as experts or volunteers, sponsors and/or organizers. It was not a completion among the groups; they supplemented each other emphasising the particular aspect. At the end each group presented its work making radio broadcasts on drug addiction, its prevention, causes and consequences*).

- For the future of mankind (*e.g., the inspiring speech given by the 16 years old Greta Thunberg on the summit meeting of UNO on climate changes in New York and initiatives for environmental protection.* Available: https://www.facebook.com/gretathunbergsweden/) (see Picture 1).

Picture 1. Pupils' initiatives against climate changes and their resonance in the society

2.3.2. Groups of participants are asked to model and implement their initiative (public address, action, project…) in character education in one of the circles of their own choice having agreed on common criteria in the group.

Support: The life in the circle starts with setting the aims that have to turn into outcomes (see Picture 2).
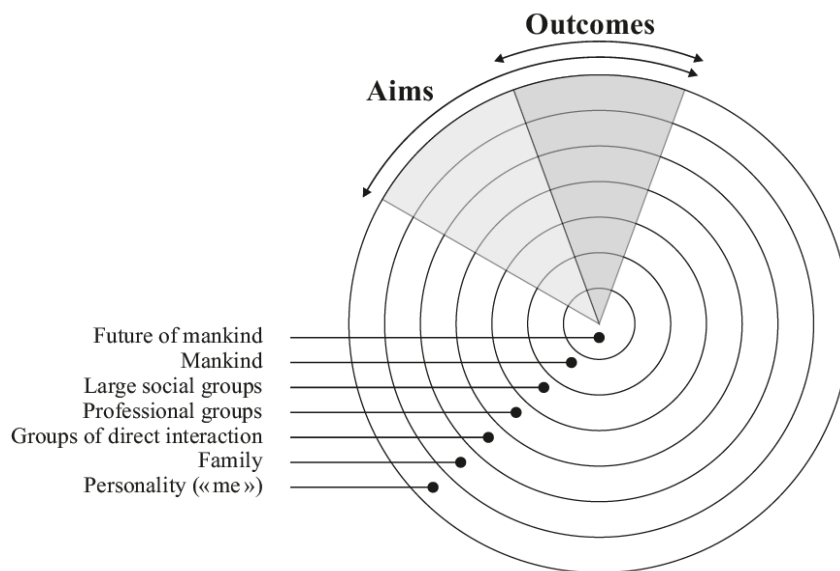
Picture 2. **The personality scale** (according to Muraškovskis, 2015, 411)

2.4. Share!

Participants of the activity are asked to present and share their ideas and project on character education in their profile in the social networks, the school webpage, the webpage of their city/region or publish in national media.

8. Assessment of the activity

Summarising the experience and presentation

Participants of the activity are asked to make or supplement their

- Digital Portfolio (Sava et al., 2012);

- Profile, Blog in the social network with new methodological and didactic materials (video, posters, etc.) developed in the activity.

Self-assessment + 360-degree feedback model (see Picture 3)

Participants of the activity are asked to perform the self-assessment about the implemented project in the form of an essay (strengths, weaknesses, what they would do differently, why, its impact on the author and society in different contexts – personality, micro (class), mezzo (school), macro (municipality, country)) and in accordance with the 360-degree feedback model in order to get a maximum amount of feedback from pupils, colleagues, cooperation partners, external experts, representatives of non-governmental organizations and society.
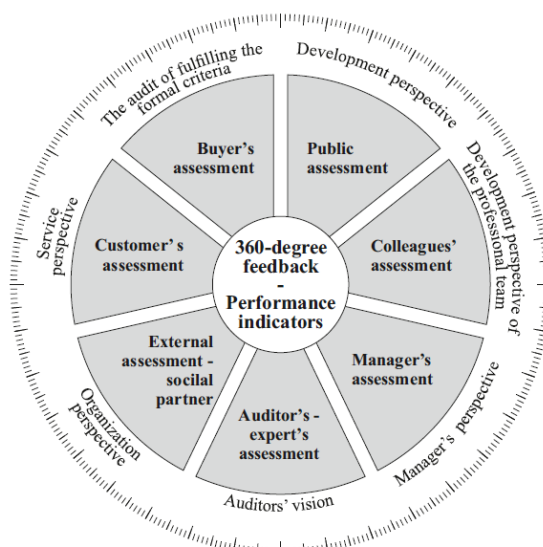
Picture 3. 360-degree feedback model (Johnson, 2004)

9. Teaching and learning materials

https://www.facebook.com/budsvetom/videos/331678224428620/

https://www.jubileecentre.ac.uk/1604/projects/current-projects/teaching-character-through-subjects

https://www.character.org/

http://www.temm.ru/ru/section.php?docid=3401

https://www.lsm.lv/raksts/zinas/latvija/ari-latvija-paplasinas-iespejas-iedzivotajus-padarit-par-potencialajiem-organu-donoriem.a269612/

https://www.facebook.com/gretathunbergsweden/

10. References

Johnson, L. K. (2004). The Ratings Game: Retooling 360s for Better Performance. *Harvard Management Update*.

Muraškovskis, J. (2015). Talantīgās domāšanas noslēpumi. [Secrets of Talented Thinking] Talsi: Asni.

Sava, S., Siliman, A., Duvekot, R., Geerts, J., Stefanie Jütten, S., Strauch, A., Maslo, I., Pīgozne, T. Uebersfeld, F., Claquin, C., Pardal, I., Rosa, C., & et al. (2012). Handbook for the Assessment and Validation of Pedagogical Competences of Adult Educators. TIMISOARA.

Simulācijas spēle kā narkomānijas profilakses metode. (2011). [Simulation game as a method of preventing drug addiction] Rīga: Dardedze.

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Section 3: "Arete catalyst" set-up: practical examples

This section contains an example of set-up of the program "Arete catalyst", and another example of a possible set of activities. First, (A) the concrete learning outcomes are formulated for each domain (see Box 2). Then (B) the activities aligned with them are chosen from the activity bank. Finally, (C) the check list is used for complying with the academic standards of the program (the four conditions explained in the introduction of Section 2, p. 8). These examples can be used as a model for the implementation of the program in different contexts.

Example 1

A. Formulation of the learning outcomes

Box 2: Example of learning outcomes

Domain 1. Advanced disciplinary knowledge and practices: Graduates will have acquired advanced knowledge and skills in the fields of value and virtue education and development of transversal competences, and an ability to evaluate them critically in the context of their country and school.

Participants should be able to:
1.1. Demonstrate an advanced understanding of the body of knowledge of the field

Domain 2. Self-awareness and cognitive skills: Graduates will have developed advanced awareness of, and critical thinking about, their own values and virtues, and those of their educational community.

Participants should be able to:
2.1. Recognize, formulate and evaluate their own value attitudes and virtues
2.2. Develop shared awareness of values in their own classroom and school

Domain 3. Methodological and didactic skills: Graduates will have acquired the knowledge and skills necessary for selecting/elaborating materials for the classroom, for a lesson or for integrating value/virtue education transversally through their subject. They will be able to use them in the classroom and evaluate them.

Participants should be able to:
3.1. Choose/adapt or elaborate classroom materials (inside a subject or for an independent lesson) for enhancing a concrete aspect of pupils' personality (a value, a virtue or set of virtues, etc.)
3.2. Pilot some of the chosen/elaborated materials in their classroom and evaluate their experience

Domain 4. Communication, adaptive and interactional skills: Graduates will be able to communicate effectively to a range of audiences (school administration, other teachers, parents, pupils)

Participants should be able to:
4.1 Communicate complex ideas related to education of values, virtues and transversal competences in a variety of formats, including new technologies, to a variety of school-related audiences

Domain 5. Practising values: Graduates will have developed an understanding of the importance of practising values inside a community for developing character skills and good habits. They will be able to demonstrate this knowledge together with others during a project with a social dimension

Participants should be able to:
5.1. Plan and conduct an external social project as a practical implementation of their (or their community or classroom) values, which enhances the development of participants' values and virtues
5.2. Demonstrate an understanding of, and the ability to apply, the principles of teamwork and collaboration during the implementation of the project

Domain 6. Transformative skills: Graduates will have developed the ability of conceptualizing and formulating a proposal adapted to their school situation for the creation of a school culture that supports value and virtue education, involving all educational actors

Participants should be able to:
6.1. Make a concrete proposal for their own school in order to create/develop a school culture that supports the development of students' values, virtues and intrapersonal competences, based on the knowledge and skills acquired in the program.
6.2. Involve in their proposal all educational actors (school administration, other teachers, parents, students) for the creation of such a school culture

B. Set of activities of the program

Activity code and name	total hours
6/T/K-A/R/8 - Philosophical discussion about virtues and mindfulness exercises	8
7/C-M/M-C-P-T/PR-PL/8 - Practicing different activities and methods for virtue education (inc. new game "The Supermarket of Virtues").	8
8/C-M/M-C-P-R/PR-PL/8 - Piloting their own plan to implement different methods or games	8
9/C-A/C-T/R-PR/8 - Presenting the implemented methods to colleagues.	8
Total	32

C. Check list

Modules covered	Activity number(s)
Theory and self-understanding module (T)	6
Communication module (C)	7,8,9
Methodological module (M)	7,8
Assessment module (A)	9

Domains of learning outcomes	Activity number(s)
Domain 1 (K). Advanced disciplinary knowledge and practices	6,7
Domain 2 (A). Self-awareness and cognitive skills	6
Domain 3 (M). Methodological and didactic skills	7,8
Domain 4 (C). Communication, adaptive and interactional skills	7,8,9
Domain 5 (P). Practising values	7,8
Domain 6. (T). Transformative skills	7, 9

Kinds of activity	Activity number(s)
Reflective activity (R)	6, 9
Practical activity (PR)	7,8,9
Planning activity (PL)	7,8

Other examples of sets of activities

B. Set of activities of the program

Activity code and name	total hours
6/T/K-A/R/8 - Philosophical discussion about virtues and mindfulness exercises	8
3/T-M/K-M-P-T/PR-PL/6 - Theory in Practice	6
5/M/M-C-P-T/R-PR/10 - Service-learning project	10
9/C-A/C-T/R-PR/8 - Presenting the implemented methods to colleagues.	8
Total	32

C. Check list

Modules covered	Activity number(s)
Theory and self-understanding module (T)	3, 6
Communication module (C)	9
Methodological module (M)	3, 5
Assessment module (A)	9

Domains of learning outcomes	Activity number(s)
Domain 1 (K). Advanced disciplinary knowledge and practices	3, 6
Domain 2 (A). Self-awareness and cognitive skills	6
Domain 3 (M). Methodological and didactic skills	3, 5
Domain 4 (C). Communication, adaptive and interactional skills	5, 9
Domain 5 (P). Practising values	3, 5
Domain 6. (T). Transformative skills	3, 5, 9

Kinds of activity	Activity number(s)
Reflective activity (R)	5, 6, 9
Practical activity (PR)	3, 5, 9
Planning activity (PL)	3

ANNEXES

Annex 1: *Worksheet for formulation of learning outcomes for program implementation*

Please, formulate in this worksheet the concrete learning outcomes to be reached during the implementation of the program. You can choose from the examples of learning outcomes provided in Box 2 of this program description (see p. 45). You can also formulate your alternative learning outcomes (one or several per domain).

Domain 1. Advanced disciplinary knowledge and practices: Graduates will have acquired advanced knowledge and skills in the fields of value and virtue education and development of transversal competences, and an ability to evaluate them critically in the context of their country and school.

Participants should be able to:
1.1.
1.2.

Domain 2. Self-awareness and cognitive skills: Graduates will have developed advanced awareness of, and critical thinking about, their own values and virtues, and those of their educational community.

Participants should be able to:
2.1.
2.2.

Domain 3. Methodological and didactic skills: Graduates will have acquired the knowledge and skills necessary for selecting/elaborating materials for the classroom, for a lesson or for integrating value/virtue education transversally through their subject. They will be able to use them in the classroom and evaluate them.

Participants should be able to:
3.1.
3.2.

Domain 4. Communication, adaptive and interactional skills: Graduates will be able to communicate effectively to a range of audiences (school administration, other teachers, parents, pupils)

Participants should be able to:
4.1
4.2.

Domain 5. Practising values: Graduates will have developed an understanding of the importance of practising values inside a community for developing character skills and good habits. They will be able to demonstrate this knowledge together with others during a project with a social dimension

Participants should be able to:
5.1.
5.2.

Domain 6. Transformative skills: Graduates will have developed the ability of conceptualizing and formulating a proposal adapted to their school situation for the creation of a school culture that supports value and virtue education, involving all educational actors

Participants should be able to:
6.1.
6.2.

Activity description sheet

Activity code
X/X/X/X/X

1. Name of the activity:

2. Module(s) covered by the activity (Tick one or several modules):

 Theory and self-understanding module

 Communication module

 Methodological module

 Assessment module

3. Domains of learning outcomes covered by this activity (choose one or several domains):

 Disciplinary knowledge and practices

 Self-awareness and cognitive skills

 Methodological and didactic skills

 Communication and interactional skills

 Practising values

 Transformative skills

4. Concrete learning outcome(s) to be acquired during the activity:

-

-

5. Total number of hours necessary for implementing this activity: _____

including: Number of contact -hours: _____ Hours of participants' independent work: _____

6. Kind of activity (tick one or several kinds):

 reflective activity; practical activity; planning activity; other:

7. Description of the activity (around 600-800 words)

8. Assessment of the activity (around 300-400 words)

9. Teaching and learning materials

10. References

Activity sheet elaborated by (name of institution, contact email):

Annex 3: *Instructions for filling the activity description file*

Please, follow these indications carefully when filling your activity description files. Thanks!

Activity code: It contains five fields separated by a slash (/):

Field 1: Number of the activity

- Field 2: Letter of the module(s) covered by the activity (**T**=Theory and self-understanding; **C**=Communication; **M**=Methodology; **A**= Assessment module)

- Field 3: Domain(s) of learning outcome (**K**=Disciplinary knowledge and practices; **A**=Self-awareness and cognitive skills; **M**=Methodological and didactic skills; **C**=Communication and interactional skills; **P**=Practising values; **T**=Transformative skills).

- Field 4: Kind(s) of activity (**R**=reflective activity; **PR**=Practical activity; **PL**=Planning activity)

- Field 5: number of hours covered by the activity

Section 2: Module(s) covered by the activity (Tick one or several modules):

Refers to the section "Structure of the program" (see p. 5).

Section 3. Domains of learning outcomes covered by this activity (choose one or several domains)

Refers to the section "Intended learning outcomes" (see p. 6).

Section 4. Concrete learning outcome(s) to be acquired during the activity

For each domain that was chosen in section 3, please, formulate a learning outcome that the activity will help to achieve. You can choose from the examples of Learning outcomes provided in Box 2 (see p. 45), or formulate your alternative learning outcomes.

Please, indicate to which domain refer the learning outcome you formulate here.

Section 6. Kind of activity (tick one or several kinds):

Refers to the section "Learning activities" (see p. 6).

Section 7: Description of the activity (around 600-800 words)

Please, explain in detail the process of the implementation of the activity. You should make clear how this activity is aligned with the learning outcomes mentioned in section 4. Explain the role/position of the teacher trainer and the work participants are supposed to do, and the different steps for its completion (introduction, implementation, reflection, etc.). Explain also the teaching and learning materials are necessary for the activity and how they are used.

Section 8. Assessment of the activity (around 300-400 words)

Please, explain in detail how the activity will be assessed. The assessment should refer to the intended learning outcomes mentioned in section 4. Explain the kind of assessment used (peer assessment, self-assessment, formative assessment, summative assessment, etc), when it would be implemented (embedded in the activity, at the end, after some days…), and how it will be communicated to participants, so that they can build their learning outcomes on the received feedback.

Section 9. Teaching and learning materials

Please, make a list of the supporting materials necessary for the activity, with link to eventual work sheets, video lectures, presentations, etc.

Section 10. References

If appropriated, add here scientific references or studies in support for your activity

Annex 4: *Check list before implementation of the program*

For setting-up the concrete implementation of the program, please, fill this check list.

Final check list

Done	Item
	The concrete learning outcomes have been formulated (Annex 1, see p. 49)
	The program activities cover 32 hours
	The activities cover the 4 Modules of the program
	The activities cover the 6 domains of Learning outcomes
	The activities cover the 3 kind of activities

Set of activities of the program

Activity code and name	total hours
Total	

Modules

Modules covered	Activity number(s)
Theory and self-understanding module (T)	
Communication module (C)	
Methodological module (M)	
Assessment module (A)	

Domains of learning outcomes

Domains of learning outcomes	Activity number(s)
Domain 1 (K). Advanced disciplinary knowledge and practices	
Domain 2 (A). Self-awareness and cognitive skills	
Domain 3 (M). Methodological and didactic skills	
Domain 4 (C). Communication, adaptive and interactional skills	
Domain 5 (P). Practising values	
Domain 6 (T). Transformative skills	

Kinds of activity

Kinds of activity	Activity number(s)
Reflective activity (R)	
Practical activity (PR)	
Planning activity (PL)	

*'The aim of our studies is not just to know what virtue is,
but to become good.'*

Aristotle.

INTRODUCTION

The development of children's characters is an obligation we all share, not least parents. Whilst parents are the primary educators of their children's character, empirical research tells us that parents want all adults who have contact with their children to contribute to such education, especially their children's teachers. The development of character is a process that requires the efforts of the developing individual and the society and its schools. A society determined to enable its members to live well will treat character education as something to which every child has a right. Schools should consider questions about the kinds of persons their students will become, how the development of good character contributes to a flourishing life, and how to balance various virtues and values in this process. The aim of this Framework is to provide a rationale and a practical outlet for the interest that schools show in the character development of their students.

Belonging to and actively participating in a school community is a deeply formative experience that helps students develop, amongst other things, their character. In a broad sense, character education permeates all subjects, wider school activities, and a general school ethos; it cultivates the virtues of character associated with common morality and develops students' understanding of what is excellent in diverse spheres of human endeavour. Schools should and do aid students in learning to know the good, love the good, and do the good. Schools should enable students to become good persons and citizens, able to lead good lives, as well as become 'successful' persons. Schooling is concerned centrally with the formation of character and benefits from an intentional and planned approach to character development.

Human flourishing is the widely accepted goal of life. To flourish is not only to be happy, but to fulfil one's potential. Flourishing is the ultimate aim of character education. Human flourishing requires the acquisition and development of intellectual, moral, and civic virtues, excellence specific to diverse domains of practice or human endeavour, and generic virtues of self-management (known as enabling or performance virtues). All are necessary to achieve the highest potential in life. Character education teaches the acquisition and strengthening of virtues: the traits that sustain a well-rounded life and a thriving society. Schools should aim to develop confident and compassionate students, who are effective contributors to society, successful learners, and responsible citizens. Students also need to grow in their understanding of what is good or valuable and their ability to protect and advance what is good. They need to develop a commitment to serving others, which is an essential manifestation of good character in action. Questions of character formation are inseparable from these educational goals and are fundamental to living well and responsibly. Character development involves caring for and respecting others as well as caring for and respecting oneself

Character education is no novelty. If we look at the history of schooling from ancient times to the 20th century, the cultivation of character was typically given pride of place, with the exception of a few decades towards the end of the 20th century when, for a variety of different reasons, this aim disappeared from the curricula of many Western democracies. Contemporary character education, however, is better grounded academically than some of its predecessors, with firm support both from the currently popular virtue ethics in moral philosophy, and recent trends in social science, such as positive psychology, that have revived the concepts of character and virtue. Finally, a growing general public-policy consensus, across political parties and industry, suggests that the role of moral and civic character is pivotal in sustaining healthy economies and democracies

KEY PRINCIPLES FOR CHARACTER EDUCATION

- Character is educable and its progress can be assessed holistically

- Character is important: it contributes to human and societal flourishing

- Good education is good character education

- Character is largely caught through role-modelling and emotional contagion: school culture and ethos are therefore central

- A school culture that enables students to satisfy their needs for positive relationships, competence, and self-determination facilitates the acquisition of good character

- Character should also be taught: direct teaching of character provides the rationale, language and tools to use in developing character elsewhere in and out of school

- Character should be developed in partnership with parents, employers and other community organisations

- Character education is about fairness and each child has a right to character development
- Positive character development empowers students and is liberating
- Good character demonstrates a readiness to learn from others
- Good character promotes democratic citizenship and autonomous decision-making

WHAT CHARACTER EDUCATION IS

Character is a set of personal traits or dispositions that produce specific moral emotions, inform motivation and guide conduct. Character education includes all explicit and implicit educational activities that help young people develop positive personal strengths called virtues. Character education is more than just a subject. It has a place in the culture and functions of families, classrooms, schools and other institutions. Character education is about helping students grasp what is ethically important in situations and how to act for the right reasons, such that they become more autonomous and reflective in the practice of virtue. Students need to decide wisely the kind of person they wish to become and to learn to choose between already existing alternatives or to find new ones. In this process, the ultimate aim of character education is the development of good sense, or practical wisdom; the capacity to choose intelligently between alternatives. This capacity involves knowing how to choose the right course of action in difficult situations and it arises gradually out of the experience of making choices and the growth of ethical insight.

WHAT CHARACTER EDUCATION IS NOT

lectual tools to make wise choices of their own within the framework of a democratic society. Critical thinking is thus a vital facet of a well-rounded character. Character and virtue are not exclusively religious notions. Character and virtue are not paternalistic notions, either. If being 'paternalistic' means that character education goes against the wishes of students and their parents, empirical research shows the opposite. More generally speaking, the character of children cannot simply be put on hold at school until they reach the age where they have become wise enough to decide for themselves. Some form of character education will always be taking place in school. The sensible question to ask about a school's character education strategy is not, therefore, whether such education does occur, but whether it is intentional, planned, organised, and reflective, or assumed, unconscious, reactive, and random. The emphasis on character and virtue is not conservative or individualist – all about 'fixing the kids'.

The ultimate aim of character education is not only to make individuals better persons but to create the social and institutional conditions within which all human beings can flourish. Social and institutional conditions of this kind require that all members of the society contribute in ways that collectively provide everyone with opportunities to live well. Conversely, the cultivation of individual character is most likely to succeed in exactly such conditions of reciprocity and equal opportunity. Fundamental to these conditions is an ethos of cooperation and mutual goodwill. Other necessities, such as adequate nutrition and good health provisions, are foundational to acquiring the virtues, capabilities and understanding essential to individual flourishing and constructive membership in society.

"... schools have a responsibility to cultivate the virtues, define and list those they want to prioritise and integrate them into all teaching ..."

THE PSYCHOLOGY OF MORAL DEVELOPMENT

The development of character - and how to enhance it through education - must be understood against the backdrop of a theory of moral development. According to a neo- Aristotelian view of the psychology of moral development, in which the current **Framework** is grounded, there are a number of pathways to becoming virtuous. These pathways are described, in as simple terms as possible, in the diagram '**A Neo-Aristotelian Model of Moral Development**'. The Model foregrounds the importance of early family upbringing, although it does not exclude the adjustment of negative moral traits formed in early childhood. Depending on the nature of the education that moral learners receive, they may progress rather seamlessly through a trajectory of habituated virtue, developing into autonomously sought and reflectively chosen virtue, which in turn provides them with intrinsic motivation to virtuous action. Or they may need to take a detour through a pathway of good intentions, undermined by a weakness of will, through practical habituation, which provides them with the self-regulation needed to at least be extrinsically motivated to act virtuously.

The most important lesson to be drawn from this pathway model is that character educators should never give up the hope that an individual student can be helped on the way to full autonomous virtue. No two people will progress towards virtue in exactly the same way, nor at exactly the same speed. All provisions in the field of character education thus need to take account of contextual and individual differences and seek practical solutions that work for each individual school, class, or student.

A Neo-Aristotelian Model of Moral Development
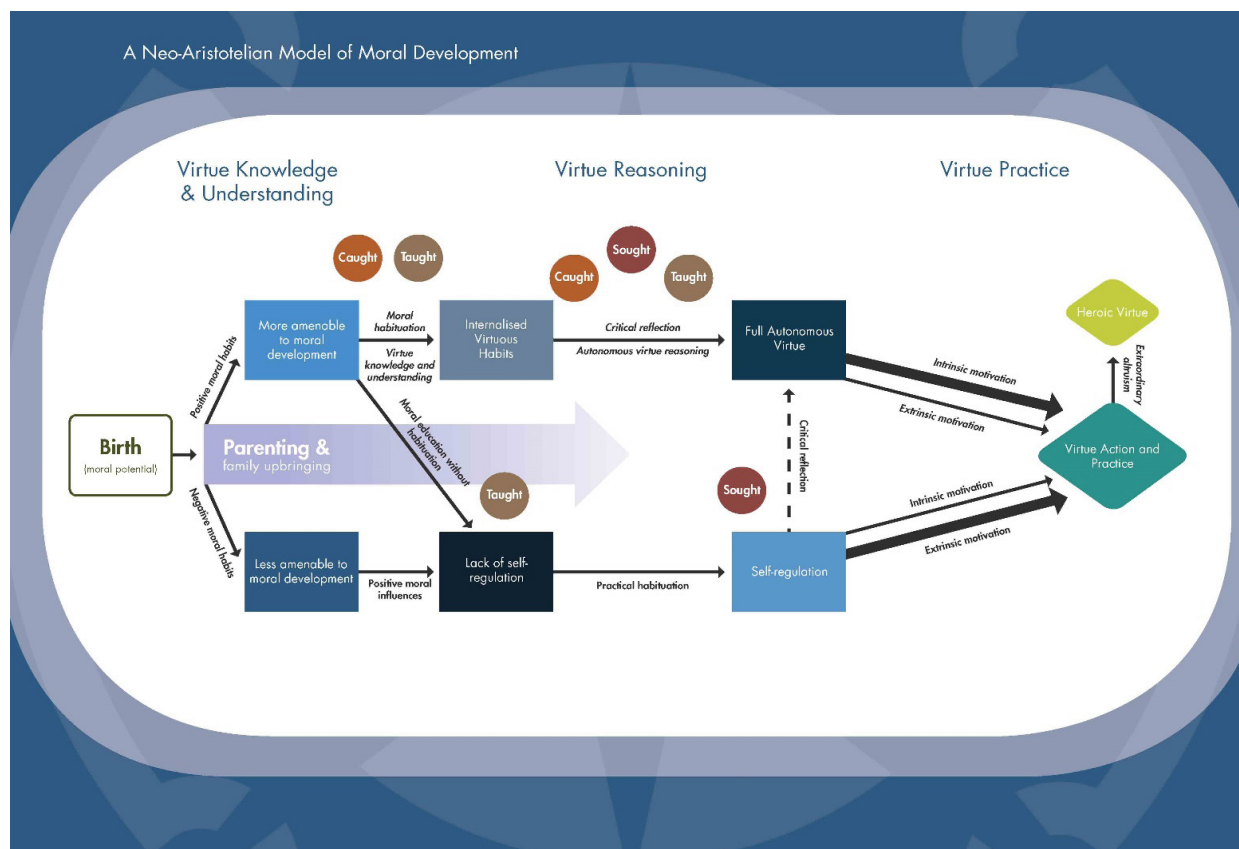
WHICH VIRTUES CONSTITUTE GOOD CHARACTER?

Individuals can respond well, or less well, to the challenges they face in everyday life, and the virtues are those character traits that enable human beings to respond appropriately to situations in any area of experience. These character traits enable people to live, cooperate and learn with others in a way that is peaceful, neighbourly and morally justifiable. Displaying moral and other virtues in admirable activity over the course of a life, and enjoying the inherent satisfaction that ensues, is what it means to live a flourishing life.

No definitive list of relevant areas of human experience and the respective virtues can be given, as the virtues will to a certain extent be relative to individual constitution, developmental stage and social circumstance. For example, temperance in eating will be different for an Olympic athlete and an office worker; what counts as virtuous behaviour for a teenager may not pass muster for a mature adult; and the virtues needed to survive in a war zone may not be the same as those in a peaceful rural community. There are also a great many virtues, each concerned with particular activities and potential spheres of human experience. It is, therefore, neither possible nor desirable to provide an exhaustive list of the moral virtues that should be promoted in all schools. Moreover, particular schools may decide to prioritise certain virtues over others in light of the school's history, ethos, location or specific student population. Nevertheless, a list of prototypical virtues – that will be recognised and embraced by representatives of all cultures and religions – can be suggested and drawn upon in character education. The list below contains examples of such virtues that have been highlighted in some of the most influential philosophical and religious systems of morality – and that also resonate well with current efforts at character education in schools:

VIRTUE DEFINITIONS

Courage: Acting with bravery in fearful situations

Justice: Acting with fairness towards others by honouring rights and responsibilities

Honesty: Being truthful and sincere

Compassion: Exhibiting care and concern for others

Gratitude: Feeling and expressing thanks for benefits

Humility: Estimating oneself within reasonable limits

Integrity: The quality of having strong moral principles

Respect: Due regard for someone's feelings and rights

In addition to such prototypical moral virtues, schools need to promote specific civic virtues, such as civility, service, citizenship, and volunteering, which help students understand their ties to society and their responsibilities within it. Furthermore, all developing human beings will need to possess a host of intellectual virtues, such as curiosity, and critical thinking, which guide their quest for knowledge and information. Among the intellectual virtues one deserves a special mention here. That is the virtue which the ancient Greeks called phronesis, but can also be called practical wisdom, or 'good sense' – the overall quality of knowing what to want and what not to want when the demands of two or more virtues collide, and to integrate such demands into an acceptable course of action. Living with practical wisdom entails: considered deliberation, well founded judgement and the vigorous enactment of decisions. It reveals itself in foresight, in being clear sighted and far sighted about the ways in which actions will lead to desired goals. The ability to learn from experience (and make mistakes) is at the centre of it. To live with practical wisdom is to be openminded, to recognise the true variety of things and situations to be experienced. To live without practical wisdom is to live thoughtlessly and indecisively. Lack of practical wisdom shows itself in irresoluteness, or remissions in carrying out decisions and in negligence and blindness to our circumstances. To live without practical wisdom is to be narrow-minded and closed-minded; it can reveal itself in an attitude of being 'cocksure' – a 'know-it-all' that resists reality. Practical wisdom forms part of all the other virtues; indeed, it constitutes the overarching meta-virtue necessary for good character.

Virtues are empowering and are a key to fulfilling an individual's potential. Because of the foundational role of the virtues in human flourishing, schools have a responsibility to cultivate the virtues, define and list those they want to prioritise and integrate them into all teaching and learning in and out of school. Students therefore need to learn their meanings and identify appropriate practices in which to apply them in their lives, respecting themselves (as persons of character) and being of service to others.

In addition to the moral virtues, all human beings need personal traits that enable them to manage their lives effectively. These traits are sometimes called performance virtues or enabling virtues, to distinguish them from the specifically moral ones. In contemporary school policy discourse, they are commonly referred to as 'soft skills'. One of the most significant of those is resilience – the ability to bounce back from negative experiences. Others include determination, confidence and teamwork. All good programmes of character education will include the cultivation of performance virtues, but they will also explain to students that those virtues derive their ultimate value from serving morally acceptable ends, in particular from being enablers and vehicles of the intellectual, moral and civic virtues.

Although virtues can be divided up into 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 or 'good sense'.

THE BUILDING BLOCKS OF CHARACTER

Intellectual Virtues	Moral Virtues	Civic Virtues	Performance Virtues
Character traits necessary for discernment, right action and the pursuit of knowledge, truth and understanding. Examples: autonomy; critical thinking; curiosity; judgement; reasoning; reflection; resourcefulness.	Character traits that enable us to act well in situations that require an ethical response. Examples: compassion; courage; gratitude; honesty; humility; integrity; justice; respect.	Character traits that are necessary for engaged responsible citizenship, contributing to the common good. Examples: citizenship; civility; community awareness; neighbourliness; service; volunteering.	Character traits that have an instrumental value in enabling the intellectual, moral and civic virtues. Examples: confidence; determination; motivation; perseverance; resilience; teamwork

Practical Wisdom is the integrative virtue, developed through experience and critical reflection, which enables us to perceive, know, desire and act with good sense. This includes discerning, deliberative action in situations where virtues collide.

Flourishing individuals and society

THE COMPONENTS OF VIRTUE

While the perfect unity of the virtues is an admirable aim for the life-long cultivation of character, most of us will never reach that ideal. This is especially true for young moral learners who are on the way to becoming more virtuous. To complicate matters further, each virtue does not constitute a single discrete trait that one either has or has not. Rather, each virtue comprises various components that may not all develop in tandem. The major components are listed and defined in the Components of Virtue table on page 8. A student can be strong on one (say, with Virtue Emotion) but weaker on another (say, Virtue Action and Practice). Rarely will all those components align in perfect harmony in a single person. Different strategies and interventions in the field of character education target different components and require different methods of evaluating effectiveness. The more of those components that have been cultivated successfully, the more likely it is that the student can master the whole virtue. Character educators need not, therefore, feel disheartened even if they only see progress in some components of virtue at any particular time in the educational process.

COMPONENTS OF VIRTUE

A. Virtue Perception: Noticing situations involving or standing in need of the virtues

B. Virtue Knowledge and Understanding: Understanding the meaning of the virtue term and why the virtue is important, individually and as part of a well-rounded, flourishing life of overall virtue, and being able to apply the virtue to episodes of one's own and others' lives

C. Virtue Emotion: Feeling the right virtue-relevant emotion in the right situation in the right way Virtue Identity Understanding oneself as strongly committed to the virtues

D. Virtue Motivation: Having a strong desire to act on the virtues

E. Virtue Reasoning: Discernment and deliberative action about virtues, including in situations where virtues conflict or collide

F: Virtue Action and Practice: Doing the right thing in the right way

VIRTUE LITERACY

'Virtue Literacy' is a helpful term that can be defined as including components A, B, and F. There are two stages to enhancing Virtue Literacy. The first is developing a knowledge and understanding of virtue terms. The second is developing the ability and willpower to apply the virtues to real-life contexts. Virtue Literacy consists of three inter-related components:

      i.   Virtue 'Perception';

      ii.   Virtue 'Knowledge & Understanding'; and

      iii.   Virtue 'Reasoning'.

The first component is concerned with noticing situations standing in need of virtues. The second component involves acquiring a complex language usage through familiarity with virtue terms. However, knowledge of the virtues themselves will not necessarily change behaviour. The third component concerns making reasoned judgements which includes the ability to explain differences in moral situations. This emphasis on acquiring judgement must be reflective and so allow for the empowerment of the ethical self through autonomous decision-making. A child may acquire some cognitive understanding of what would be the desirable virtue to display in certain circumstances, but be unable to translate this knowledge, understanding, and reasoning into virtuous action. The determination of whether a child is virtue literate should not be reduced to simple outcomes but should consider all three components. Children need to be persuaded of the moral force of acting virtuously. Schools need to provide opportunities for children to exercise the virtues in practice as well as encourage a rich discourse of virtue language, understanding and reasoning.

"Character virtues should be reinforced everywhere: on the playing fields, in classrooms, corridors, interactions between teachers and students, in assemblies, posters, head teacher messages and communications, staff training, and in relations with parents"

THE GOALS OF CHARACTER EDUCATION

It is common for a school to outline the goals of education and a school that seeks to strengthen the character of its students should affirm its commitment to doing so in its mission statement.

Each school needs to describe the kinds of persons it wants to help develop and then outline the philosophy that underlies its approach in the development of its students. The philosophy and approach should involve clear ethical expectations of students and teachers, and modelling by teachers to guide the building of individual virtues in students. Schools should provide opportunities for students to not just think and do, but also understand what it

means to be and become a mature, reflective person. They should help prepare students for the tests of life, rather than simply a life of tests.

Virtues can be…

Caught: the school community of both staff and students provide the example, culture, and inspirational influence in a positive ethos that motivates and promotes character development

Taught: the school provides educational experiences in and out of the classroom that equip students with the language, knowledge, understanding, skills and attributes that enable character development

Sought: the school provides varied opportunities that generate the formation of personal habits and character commitments. These help students over time to seek, desire and freely pursue their character development

SCHOOL ETHOS BASED ON CHARACTER

The research evidence is clear: schools that are values-driven have high expectations and demonstrate academic, professional and social success. They are committed and determined to develop the character of their students through the articulation, demonstration of and commitment to core ethical virtues and to the cultivation of meaningful personal relationships. Because the ethos of a school is the expression of the collective character of everyone, it is important for every member of a school community to have some basic understanding of what character is. Students and teachers therefore need to learn not only the names and meanings of character virtues, but display them in the school's thinking, attitudes and actions. Character virtues should be reinforced everywhere: on the playing fields, in classrooms, corridors, interactions between teachers and students, in assemblies, posters, head teacher messages and communications, staff training, and in relations with parents. Character virtues are critical in extra-curricular activities and should translate into positive feelings and behaviour. The process of being educated in virtue is not only one of acquiring ideas. It is about belonging and living within a community – for schools are, together with the family, one of the main means by which students grow in virtue. A key feature of school communities that nurture good character is that educators understand that students' experience of belonging, personal growth, and self-determination is foundational to the development of good character and commitment to learning.

TEACHERS AS CHARACTER EDUCATORS

Character education builds on what already happens in schools, and most teachers see character cultivation as a core part of their role. Considerations of character, of the kind of person students hope to become, should be at the heart of teaching and education. The virtues acquired through experience by students are initially under the guidance of parents and teachers who serve as role models and moral exemplars.

In order to be a good teacher, one needs to be or become a certain kind of person: a person of good character who also exemplifies commitment to the value of what they teach. The character and integrity of the teacher is more fundamental than personality or personal style in class, and it is no less important than mastery of subject content and techniques of instruction. Teaching a subject with integrity involves more than helping students to acquire specific bits of knowledge and skills. Good teaching is underpinned by an ethos and language that enables a public discussion of character within the school community so that good character permeates all subject teaching and learning. It also models commitment to the forms of excellence or goodness inherent in the subject matter: the qualities of craftsmanship, artistry, careful reasoning and investigations, beauty and power of language, and deep understanding made possible by the disciplines. Such commitment is important if students are to learn the value of what is taught and learn to do work that is good and personally meaningful.

Although a clear picture is emerging of the inescapability of character education, teachers often complain that they suffer from moral ambivalence and lack of self-confidence in their (inescapable) professional position as role models and character educators. Repeated empirical studies show that teachers find it difficult to address ethical issues in the classroom. Although many teachers possess a strong interest in moral issues, they are not always adequately trained to reflect critically upon and convey moral views to their students in a sophisticated way. Unfortunately, the recent surge in interest in character education has so far failed to make an impact on teacher education and training. Indeed, contemporary policy discourse, with its amoral, instrumentalist, competence-driven vocabulary, often seems to shy away from perspectives that embrace normative visions of persons in the context of their whole lives. The lack of teacher education programmes with a coherent approach to character education is most likely the result of an overly narrow concentration on grade attainment and classroom management. See the Jubilee Centre Statement on Teacher Education and Character Education

THE EVALUATION OF CHARACTER EDUCATION

Schools are under increasing pressure to demonstrate their effectiveness but measuring the character of an individual or the impact of a character education intervention is extremely difficult. Because of the complex nature of character, and the specific difficulties attached to observing virtue in practice, it is not feasible or desirable to aim for the aggregation of individual character and virtue profiles, as the results can become counter-productive,

philosophically, psychologically and educationally. Discretion and circumspection is therefore required in any aspiration to measure virtues holistically; caution about the use of self-report measures is especially advised. While there is no simple and unproblematic way to 'measure character', it is possible to evaluate the development of particular components of virtue, as earlier noted. For example, different methods will apply to evaluating the development of virtue knowledge/understanding, on the one hand, and virtuous emotions, on the other.

A crucial question to address at the outset is what constitutes a valid purpose for evaluating a given character education provision? There are three legitimate purposes of evaluation in the area of character education. The first is to evaluate how a school's culture and ethos contributes to character education; schools can self-audit or be peer-audited against a set of criteria about what is known about best school practice in character education. Such evaluations rest upon teachers' professional knowledge and judgement and the picture built up by the evaluation provides evidence as to the school's collective strengths and weaknesses, thus highlighting where more effort, resources and time should be directed. The second purpose is to evaluate the effectiveness of a character education strategy, activity, or approach. Different methods, including preintervention and post-intervention surveys, observations and interviews with teachers and students can be applied with some success to gain evidence about the impact of a new or existing character education strategy or activity. It is recommended that these are carefully targeted at 'measuring' only one or two components of virtue and it would be preferable to triangulate data by using more than one source of evidence. A third purpose is the self-reflection on 'personal' character and virtues undertaken by students themselves. These might be recorded at regular intervals during a student's educational journey, for example in a journal. Evidence gained from peers, teachers and parents would support this process.

In summary:
WHY CHARACTER EDUCATION IS IMPORTANT

- Character is fundamental: it is the basis for human and societal flourishing

- Character is largely caught through role-modelling and emotional contagion: school culture and ethos are therefore central

- Character should also be taught: direct teaching of character provides the rationale, language and tools to use in developing character elsewhere in and out of school

- Character is sought freely to pursue a better life

- Character is educable: it is not fixed, and the virtues can be developed. Its progress can be measured holistically, not only through self-reports but also more objective research methods

- Character depends on building Virtue Literacy

- Good character is the foundation for improved attainment, better behaviour and increased employability, but most importantly, flourishing societies

- Character should be developed in partnership with parents, employers and other community organisations

- Each child has a right to character education

- The development of character empowers students and is liberating

The original version of Framework is available at: https://www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/character-education/Framework%20for%20Character%20Education.pdf