



CHARACTER AND LEADERSHIP MODEL

Student Character and Leadership Development through Purpose-Designed, Experiential, Community-Based Learning and Projects

The Knox School – Character and Leadership Model (CLM): Student Character and Leadership Development Through Purpose-Designed, Experiential, Community-Based Learning and Projects

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Allan Shaw
Principal and Chief Executive

Year 6 Student

'One of my greatest strengths is care and empathy. I have learned to look out for others and care for them when needed. I will use my leadership skills to teach others what is right and I will use my care and empathy skills to show other people that it is not all about yourself...'

Year 9 Teacher

'[The camp] was great. It was transformative for some. It allowed [the students] to learn how to be uncomfortable but still manage, and how to function as a team. One of my students had a major epiphany on the camp. "I just realised, camp is what you make it," and I was able to broaden it to "life is what you make it....". He now has new part time job....pretty amazing for a student who had significant anxiety throughout 2019.'



The TKS Character and Leadership Model and programs is a partnership between:

The Knox School & WELS School

Wellbeing. Entrepreneurship. Leadership. Sustainability.

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Introduction

Fostering the development of young people of character who will be ethical citizens and community leaders has long been at the heart of education. In fact, most independent schools in Australia were founded for this very purpose. More than ever before, the great challenge for educators today is: *how do we enable young people to develop the values, character and leadership capabilities they will need to be ethical, healthy and successful citizens and future leaders in our global world?* This article presents a case study of the first phase of the new whole-school Character and Leadership Model (CLM) implemented at The Knox School (TKS) between 2017-2020. Implementing the CLM represented the most significant change in how TKS developed student character and leadership capabilities in the history of the school. The CLM involved a major redesign of camps, excursions, outdoor education and community-based learning in each year level, from Year 6 to Year 11.

This article will:

- (i) explain the context;
- (ii) outline the case for change;
- (iii) provide an overview of the CLM;
- (iv) outline how the new model was implemented;
- (v) summarise the key results for two year levels – Year 6 and Year 9;
- (vi) discuss key findings and implications for educators and schools;
- (vii) look at the next steps at TKS.

1. The Context

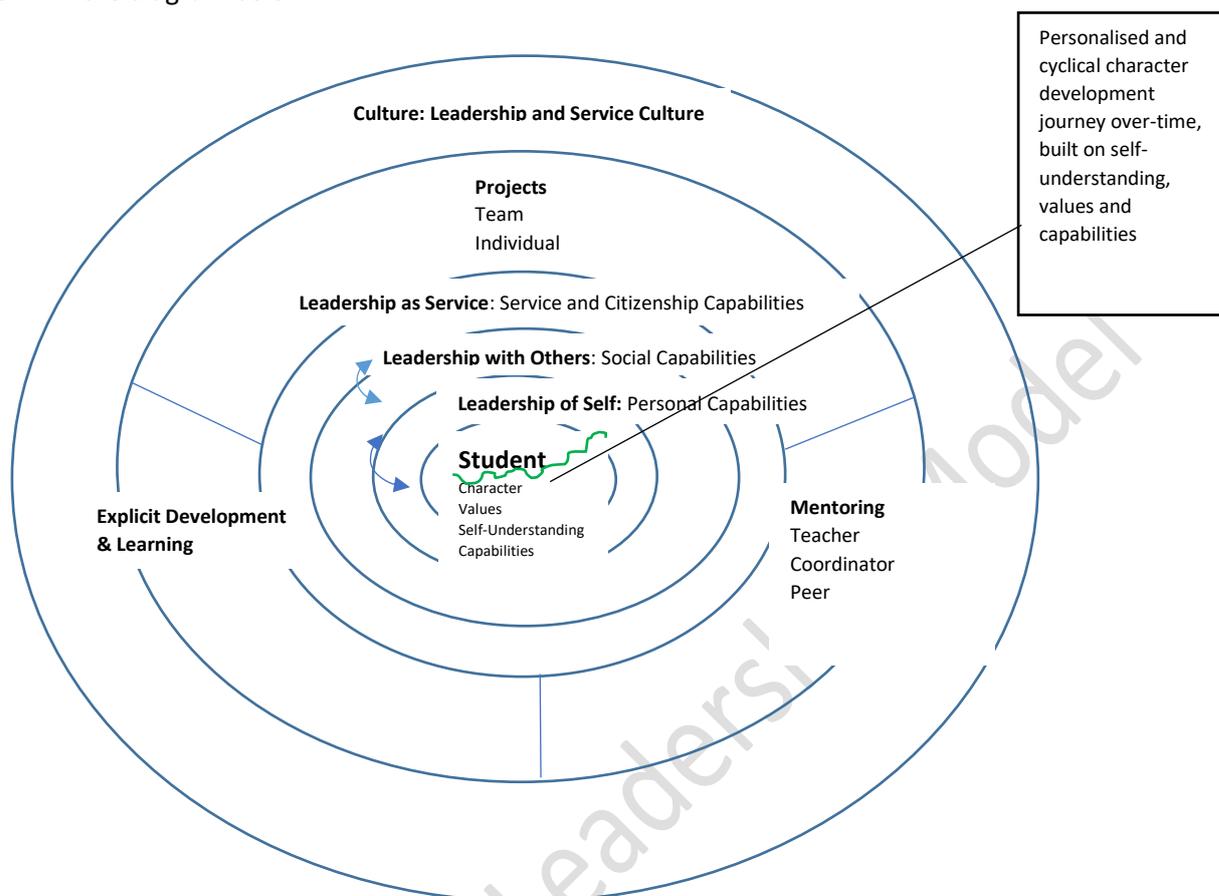
TKS is an ELC – Year 12 independent school, with approximately 800 students, based in the eastern suburbs of Melbourne, Australia. In 2016, the school offered a mainstream academic and co-curricula program, had many highly skilled and passionate teachers and provided pastoral care through a year-level system. However, there was not a systemic whole-school model, curriculum or program in place to explicitly develop the character and leadership capabilities of students. The school instead offered conventional year level camps and excursions that were activity and skills based, planned and run by a range of external providers.

2. The Case For Change

TKS, like all schools around Australia, must respond to the 21st century education challenge: *how do we enable students to develop the values, character and capabilities they will need to be ethical, healthy and successful citizens in the global world?* To respond to this challenge, through 2015-2016, under the guidance of a new principal and leadership team, the school developed a new Strategic Plan. One of the strategic directions in the new Strategic Plan was to implement a new personalised learning model, including personalised learning of character, capabilities and wellbeing. To assist the school in implementing the character and wellbeing component of the Strategic Plan, TKS established a partnership with an external education organisation called WELS (Wellbeing, Entrepreneurship, Leadership, Sustainability), which has expertise in personalised and experiential learning of leadership and wellbeing. Between 2017 and 2020, TKS and WELS worked in partnership to progressively implement a new CLM at the school. A Partnership Group oversaw the implementation of the CLM, involving the following key people: Deputy Principal, WELS Director and Lead Consultant (external partner and consultant) and the Heads of each sub-school.

3. Methodology: The Character and Leadership Model (CLM)

The WELS Character and Leadership Development Model (CLM) © that was implemented at TKS is shown in the diagram below:



Student Centred Personalised Character Development Journey

Each student is at the centre of the model. Each student will have the opportunity to participate in an ongoing personalised character development journey, through the ongoing development of self-understanding, values and fundamental personal, social and service capabilities.

There are two main parts to the model, each with specific components, these are:

What: The Character and Leadership Curriculum (CLC)

The inner core of the model around the student, shown by the concentric circles, are the 3 core areas of character that each student will have the opportunity to progressively develop. These 3 core character areas and the core capabilities covered in each area are outlined in the table below:

Core Character Area	Core Capability Areas and Purpose
	Note: Each of the three core areas of character development are made up of specific capabilities and concepts.
Leadership of Self	The development of self-understanding, values and personal capabilities
Leadership with Others	The development of social and interpersonal capabilities
Leadership as Service	The development of the capabilities and understanding of service and citizenship

The curriculum approach is for each student to experience a personalised, semi-sequential, spiralling curriculum that is developmentally targeted, whereby students build on previous experiences, and

continue to cycle through the exploration of the core character capabilities, in more depth, as their develop and progress on their character development journey over time.

How: The Character and Leadership Learning Model (LM)

The outer part of the model is the learning model, or how the student will develop their character and leadership capabilities, which is made up of four interconnected learning components. These four learning components are outlined in the table below:

Learning Component	Explanation and Purpose
Projects Team and Individual	Each student will have the opportunity to participate in purpose-designed and co-planned team-based and individual real-world projects, as the primary learning method for character and capability learning and development. Projects will be co-planned by students, in partnership with their teacher-mentor.
Mentoring Teacher Peer	Each student will have personalised teacher/coordinator and peer mentoring and coaching to: support their personal character journey and exploration of key character capabilities; help co-plan projects; co-facilitate key learning activities.
Explicit Learning and Development	Specific capabilities and concepts will be explicitly explored and learned through explicit experiential learning activities, workshops, reflective activities and tailored teacher/peer mentoring and coaching at school, home and in the community.
Leadership and Service Culture	The culture of the school, that is: values, structures, systems and people, will directly and indirectly influence each component of the model and the character development of each student.

Key Research and Evidence Informing the CLM

The curriculum and learning methodology in the CLM are informed by research and evidence in the fields of education, psychology and health. In short, this includes, but is not limited to:

Character Curriculum

The character and leadership curriculum is informed by the following key research or theories:

- OECD Future of Skills and Education: Education 2030 (OECD, 2018)
- Melbourne Education Declaration (MCEETY, 2018)
- Australia National Curriculum: General Capabilities (ACARA, 2019)
- Positive Psychology and the PERMA Model (Seligman, 2011, 2000)

The key implications from the above research is that to foster the personal and social development and wellbeing of young people, the model should be personalised to each learner and focus on three key domains: (i) self: values, self-understanding, self-management and personal capabilities; (ii) social or relational capabilities; (iii) capabilities for service and making a positive difference as a citizen.

Character Learning Model

The learning model is informed by the following key research or theories:

- Experiential Learning (Kolb, 1984, 2014)
- CASEL 'SAFE' Model (CASEL, 2018; Durlak et al, 2011)
- Project Learning: Product Learning (Yong Zhao, 2011)

The key implications from the above research, is that the learning methodology should: (i) apply the 'experiential learning process', which includes four key phases: real experience; reflective process; active experimentation; processes for abstract conceptualisation/ application of learning; (ii) be sequenced, active, focussed on specific capabilities/concepts, explicit; (iii) apply real-world project learning.

4. Implementing the CLM: New Character and Leadership Programs Implemented 2017-2020

The CLM Partnership Group, developed the following principles to guide the implementation of the new model:

- partnerships between all stakeholders;
- integration of new initiatives into existing structures and curriculum;
- time – use the existing timetable and time periods allocated to camps or community learning;
- resources – use the existing resources and budget allocation to camps and excursions effectively;
- flexibility – capacity to adapt and modify the model at each year level, and in the future;
- pilot 1 new initiative at each year level that runs over a term, semester or year;
- ongoing review, learning and improvement.

Guided by the CLM, and the implementation principles, between 2017-2020, we purpose-designed and implemented an extensive new community-based and project-based experiential learning program in each year level, from Year 6 to Year 11. Please see the table below for an overview of the new initiatives implemented at each year level:

TKS CLM: New Character and Leadership Programs Implemented: 2017-2020		
Please refer to Appendix 1 and 2 for a more detailed overview of the new Year 6 and Year 9 programs.		
Program	Period	Structure or Key Features
Senior School: Year 10 - 12		
Year 11 Character and Leadership Program	Term 3-4 Term Structure	Team Project <ul style="list-style-type: none"> • Project co-planning with students; Mentoring; Explicit Learning • Community-based project experience (2 days)
Year 10 Community Based Learning (CBL) Program	Term 1-4 Year Structure	Team Project <ul style="list-style-type: none"> • Term 1-4: Project co-planning with students; Mentoring; Explicit Learning • Term 4: Community-based project experience (3-4 days)
Middle School: Year 7-9		
Year 9 Leadership Camp & Community Based Learning (CBL) <small>Refer to Appendix 2.1 for a more detailed overview.</small>	Term 2 - 4 Year Structure	Term 2: City Experience (2 days) Term 3: Regional Experience (2 days) Term 3-4: Leadership Camp – Country/Outdoor Experience <ul style="list-style-type: none"> • Term 3-4: Projects & Camp: Co-planning with student; Mentoring • Term 4: 5 Day Camp CBL (overnight): Projects; Explicit Experiential Learning; Mentoring
Year 8 Teamwork Camp and Community Based Learning (CBL)	Term 3-4	Term 3: Service Project (1 day) Term 3-4: Teamwork Camp and CBL <ul style="list-style-type: none"> • Term 3-4: Projects & Camp: Co-planning with students; Mentoring

		<ul style="list-style-type: none"> Term 4: 4 Day Camp CBL (overnight): Projects; Explicit Experiential Learning; Mentoring
Y7 Teamwork Program	Term 4	Team Project <ul style="list-style-type: none"> Project co-planning with students Explicit Learning: experiential learning activities; reflective activities Mentoring
Junior School: Prep to Year 6		
Year 6 Leadership Inquiry Refer to Appendix 1.1 for a more detailed overview.	Term 1-4 Term Structure	Structure and key features of the inquiry each term: <ul style="list-style-type: none"> Project co-planning with students Explicit Learning: experiential learning activities: school/community; reflective activities Class workshop learning Mentoring Term 4 Canberra Study Trip; Year 6 Presentation

The reader should note two key points about the curriculum and the learning model of new initiatives. First, the new initiatives at each year level focussed on the three core character areas in the CLM character curriculum, that is: leadership of self; leadership with others; leadership as service. However, the initiatives in each year level focussed on different personal, interpersonal and service capabilities. This is because the CLM is designed as a personalised, semi-sequential, spiralling curriculum that is developmentally targeted, whereby students at different stages of development and year levels are guided to build on their previous experiences and progressively explore the core character capabilities in more depth, as they progress through the programs over time and each year. For a specific examples of how the character curriculum for students at two different year levels, Year 6 and Year 9, explores the three core character areas, yet are developmentally tailored to focussed on different person, interpersonal and service capabilities, please refer to Appendix 1.1 (Year 6) and Appendix 1.2 (Year 9) for the respective program outlines.

Second, in reviewing the 'Structure/Key Features' column in the table above, the reader will note that the key four key components of the CLM learning model have been integrated into the structure of the new programs at each year level. However, there are also significant differences in the structure of the programs at each year level, because: (i) the scope and specific focus of the initiatives at each year level is different, due to the different developmental needs of students at different year levels; and, (ii) the programs have been integrated into the existing structure and curriculum in each year level.

For the reader who is interested in specific examples of how the CLM character curriculum and learning model has been developmentally tailored and differentially implemented in two different year levels, Year 6 and Year 9, please refer to and compare the respective program outlines (Appendix 1.1: Year 6; and Appendix 1.2 (Year 9)).

5. Results: Case Studies: Year 6 and Year 9

This sub-section will provide an overview and analysis of the results from two of the major new programs that were implemented in two different year levels and areas of the school, these are:

- Junior School: Year 6 Leadership Inquiry
- Middle School: Year 9 Leadership Camp and Community Based Learning

Please note: a brief overview of each of these programs has been provided in the table in Section 4 above.

The methodology used to evaluate the model and the new programs captured different forms of qualitative and quantitative data from students, teachers, the school leadership team, parents, the Project Partnership Group and community members.

For a more detailed overview of the aims, structure and key components of these program, and a summary of the results from the program evaluation, please see:

- Appendix 1: Year 6 Leadership Inquiry;
- Appendix 2: Year 9 Leadership Camp and Community Based Learning.

Year 6 Leadership Inquiry: Term 1-4

(See Appendix 1.2 for Summary of Results)

Year 6 Student (Y61¹):

'One of my greatest strengths is care and empathy. I have learned to look out for others and care for them when needed. I will use my leadership skills to teach others what is right and I will use my care and empathy skills to show other people that it is not all about yourself...'

The CLM Learning Model in Action: Service Project



Photo: Year 6 students working on their service project with senior citizens at a local retirement village.

¹ All individuals referred to in this article have been allocated a code (eg. Y61). No person has been identified by name for two key reasons: (i) to respect the privacy of individuals; (ii) as part of the evaluation methodology some data (post-program evaluation surveys) were provided anonymously. If a reader would like to see the full data cited by for any individual and how this was provided, please refer to the relevant summary of results section in the Appendix (eg. for Y61 refer to Year 6 Summary of Results)

Post-Program Student Evaluation Survey (anonymous): Summary of Results		
N (number of students who completed the survey): 20 N (number of students who participated in the program): 39 Response rate = 51%		
Student Experience Student Rating	Student Learning	Comparison to Other School Programs
8.0 out of 10	100% of students identified that the program had clearly helped them practise or learn one of the specific aims/capabilities for the program in each term	75% of students said the program was 'definitely the best or one of the best' programs, classes or activities I've done in the last 2 years at school.'

The data from the post-program student evaluation survey, including the overall student rating of '8.0 out of 10', demonstrates that students:

- highly valued the program;
- were deeply engaged in the program and the learning activities; and,
- learned or practiced the specific character capabilities that were the focus of each term of the program.

Perhaps the most powerful evidence of the significant positive outcomes individual students believe they gained from the program, is illustrated by reviewing the post-program individual student reflections on their learning. For example, Student Y61, identified how the program helped develop deeper: *'care and empathy capabilities...and to use these leadership skills to teach others what is right'*; Student Y62, highlighted how the program helped develop greater: *'resilience, faith in abilities and open[ness] to challenges...that there is are many ways to lead...and to take what I have learned into my role as a captain of my football team'*. These student reflections both indicate how these students had developed in each of the three core character areas of the program. Importantly, the reflections from these two students demonstrate the transformative affect they perceive the program had on them as people; as both students articulate how they already have, and will continue to, apply and transform their direct learning from the program into their day to day lives.

Adding to the student perspective, the reflection on the program from one of the Year 6 teachers (Y6T1), who was actively involved in the program throughout the year as a teacher and student mentor, shows that this teacher also observed high levels of student engagement and many positive outcomes, such as, how students had learned more about themselves and developed in the personal and interpersonal capabilities that were the focus of the program.

In summary, the student evaluation and reflections, considered with the other results, demonstrates how the program allowed a very high proportion of the Year 6 students to develop in the three core character capability areas of the CLM; yet also, for some students, the program also appears to have contribute to even deeper and wider positive benefits in their individual character and day to day life.

Year 9 Leadership Camp and Community Based Learning: Term 3-4

(See Appendix 2.2 for Summary of Results)

Teacher: Year 9 House Tutor (Y9HT1):

'[The camp] was great. It was transformative for some. It allowed them to learn how to be uncomfortable but still manage, and how to function as a team. One of my students had a major epiphany on the camp "I just realised, camp is what you make it," and I was able to broaden it to "life is what you make it." His time in the leadership role was really well received by his peers and it allowed him to understand the positive impact of his authenticity and caring nature. He now has new part time job... pretty amazing for a student who had significant anxiety throughout 2019.

Year 9 Student (Y92):

'The most valuable thing I took away from the camp was that it isn't always about me. I am not the only person that matters and that I should be kind and help others out when necessary. I also learnt that sometimes spectacular friendships can be found in odd places you wouldn't normally think to look.'

The CLM Learning Model in Action: Service Project



Photo: One of the Year 9 House teams working on their environmental service project.

Post-Program Student Evaluation Survey (anonymous): Summary of Results			
N (number of students who completed the survey): 31			
N (number of students who participated in the full program): 39			
Response rate = 79%			
Student Experience Overall Rating	Student Engagement Effort Rating	Student Learning	Comparison to Other School Programs
7.6 out of 10	7.8 out of 10	<p>Capability Learning 71% - 91% of students identified that the program allowed them to learn or practise the key capabilities/aims of the program.</p> <p>Real World Learning 75% of students 'strongly agreed or agreed' the program was a valuable life learning experience.</p>	65% of students said program was either 'the best or much better than' other programs, classes or activities at school in the last 2 years.

The data from the post-program student evaluation survey, including the overall student rating of '7.6 out of 10', demonstrates that students:

- highly valued the program;
- were strongly engaged by, and committed to, the program and the key components of the program; and,
- learned or developed in the specific character capabilities that were the focus of the program.

Similar to the results that were seen in the Year 6 Leadership Inquiry, the post-program individual student reflections from the Year 9 students provides strong evidence of the significant individual benefits students believe they gained from the program. For example, the reflection from Student Y91 and Y92, demonstrate how the program assisted these students to develop deeper awareness about their values, mindset and the type of people they want to be. The reflection from Student Y93 and Y94, illustrates how the key components of the program, and the key challenges the students were presented with during the program, helped these students develop their interpersonal capabilities and personal leadership capabilities. Considered together, the student reflections demonstrate how the program allowed these students to develop in each of the three core character capability areas of the program. Moreover, the reflections indicate how these students were motivated to transform their experience-based learning during the program into the ongoing development of their character and the people they want to be.

The perspective of teachers directly involved in the program throughout the year, as student and team mentors, indicates how transformative the program was for some students. One of the Year 9 House Tutors (Y9HT1) said, *'The camp was great. Transformative for some.'* This teacher went on to provide a specific example of the 'transformative' affect the program had on one of the students in his/her team, who had been dealing with significant mental health challenges throughout the year. The teacher described how this student had an 'epiphany' during the early stages of the camp, which significantly changed the way this student saw him/herself and life; this new perspective and change in mindset, in turn, help this student develop a more positive and authentic sense of self by the end of the camp. Significantly, after the camp, this student was continuing to apply and build on this new mindset in other aspects of his/her life, including gaining and succeeding in a new part-time job.

The perspective of parents on the new Year 9 camp-based program is important to consider, as the program was very different to the all other camps that had been offered at the school in the past. The reflection from the Parent Y9P1 shows this parent highly valued the new approach and noticed many positive benefits of the program on her/his child, and also observed similar positive benefits in other students in the year level.

Finally, what did members of the wider community notice about the character development of the students? One of the major team projects in Year 9 program was for each House group to plan and manage a full day community-based service project. One of the House groups worked in partnership with a small country primary school to develop and implement a service project. The extract of the letter from the Principal (CP1) of the country primary school, explains how the service project helped the school community. The comments from the Principal, which clearly noted: (i) the students' effort and attitude; (ii) the respectful and caring way in which the students implemented the service project and engaged with local community; (iii) the positive outcomes from the project, illustrates how these students were highly effectively applying the core personal, interpersonal and service capabilities, which were the focus of the program, in this community during their service project.

In summary, the data and perspectives from students, teachers, parents and community members,

when considered together, demonstrates how the program assisted a high proportion of Year 9 students to develop in the three character areas of the program; whilst also indicating how the program appeared to contribute to even deeper positive ‘transformative’ affects on the character, wellbeing and lives of some of the students.

6. Key Findings and Implications for Educators and Schools

We made many valuable findings during our journey of developing and implementing the first phase of the new CLM. Some of the key implications of our findings for other educators and schools to consider are discussed below:

i. Schools Can Develop Student Character and Leadership – Character and Leadership Model

Schools can explicitly foster and accelerate the development of character and leadership capabilities in students. The results at TKS demonstrate that significant positive outcomes were achieved for a very high proportion students, in each year level, from Year 6 to 11. This has been achieved by:

- developing a personalised, adaptable, practical, and evidence-informed Character and Leadership Model (CLM), which clearly guided ‘what’ students should develop, and ‘how’ this would be achieved;
- effectively and differentially implementing the model at each year level, by purpose-designing and implementing a new ongoing community-based and project-based experiential program at each year level.

This article has provided an overview of the key components of the CLM and how it was implemented. Budgets and resources are finite, so the reader should note that the new programs were overall budget and resource neutral; we used existing resources more effectively and efficiently. These findings offer educators and schools guidance about the type of model and approach one might consider if you are aiming to develop more effective character, leadership, personal and social capability, or wellbeing programs for students in your school community.

ii. Students as Co-Designers of Character Learning and Real-World Projects

Students and teachers across all year levels identified that the role of students as lead co-designers of their character development journey, and real-world community-based projects, was a major factor in the high levels of student engagement and the positive outcomes. The co-design process allowed students to work in partnership with teachers, acting as mentors, to personalise the key team and individual projects and learning experiences to their aims, interests and needs.

iii. Teachers as Character Mentors and Co-Designers of Character Learning with Students

One of the key components of the CLM learning model is for teachers to act as mentors for student teams and individual students throughout the program, co-designing projects and learning with students. Students, teachers and the school leadership all identified how valuable the structured teacher mentoring role had been in the success of the programs. Before the new programs were implemented, some teachers were initially uncertain about their new mentoring role and the program; however, over time, once they progressively engaged with the new mentoring role, many teachers said their role had been highly beneficial for students, helped them develop stronger relationships with students, and also assisted with their professional development. Teachers said the mentoring role allowed them to more deeply understand the character and personal and social development needs of their students, and thus, provide more tailored and effective guidance and support. The real-world projects, which required ongoing co-planning between students and

teacher mentors over an extended period, provided a real-world vehicle, a structure, more time and ongoing opportunities to effectively focus on the character development of students.

iv. Purpose-Design of Camps, Excursions and Outdoor Ed as 'Experiential' Community-Based Learning

Camps, excursions and outdoor education at TKS were historically described as opportunities for personal and social development, as is likely to be the case in many schools. However, the programs that were in place in 2016, before we implemented the new CLM, were not purpose-designed to achieve these aims. As part of implementing the new CLM, the school undertook a paradigm shift in the way we framed camps, excursions, community experiences and outdoor education; each of these areas were framed and designed as: 'experiential community-based and project-based learning of character and leadership.' Guided by this new framework, we purpose-designed and implemented highly effective new community-based and project-based experiential programs for students in each year level, from Year 6 to Year 11.

v. Cultural and Strategic Alignment

There is considerable evidence from culture and change management studies that tells us new initiatives are likely to be more effective if there is a cultural alignment and a strategic fit with the goals of the school. The new CLM was designed to contribute to one of the aims in the school's Strategic Plan. The whole school community, the school leadership team, staff, students and parents, understood the strategic direction and how the new CLM aligned with this direction, which was a key factor in the successful implementation of the new model.

7. Next Steps and Phase: 2020-2025

The next phase of the journey at TKS is to explore how we continue to embed and scale-up the implementation of CLM model in each area of the school, and across each student's life at school. The goal is for TKS to provide each student with a personalised character and leadership development learning journey, from the time they arrive at the school, to when they leave in Year 12, which is embedded into the culture, structures and curriculum of the school. To achieve this, we are now looking more at what the scope, sequence and structure of this developmental journey should be for each student, as they develop and progress through their school life.

We look forward to sharing more about the next phase of the journey at TKS with fellow educators and schools.

Acknowledgements

Implementing the new CLM at TKS was a true whole-school community collaborative effort. The authors would like to acknowledge all teachers, students, parents and community members who were involved in developing and implementing the new CLM. Specifically, thank you to the skilled and dedicated teachers at TKS for your unique role in implementing the new character and leadership initiatives. Special mention should be made to Cameron Bachelor, Deputy Principal of TKS from 2015-2019, for his commitment to the new model and his inclusive and collaborative leadership across the school community. Thanks also to the Heads of each sub-schools for your skilled guidance of the new initiatives: Suzanne van Strien, Toni-Ann Bright and Heather Ablett. We also would like to acknowledge Melodie Matheson for her expertise and guidance in the area of student character development in 2019 and into the future. Finally, we wish to thank each student

for your effort and engagement in the new programs and for working in a spirit of collaboration with teachers as co-design of key components of your new programs.

Contact

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Appendix

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Appendix 1.2: Summary of Results

Appendix 1.1 Year 6 Leadership Inquiry – Program Overview: Term 1-4

Year 6 Leadership Inquiry – Program Overview: Term 1-4		
Period	Key Aims Core Capability Focus	Structure & Key Learning Components
Term 1-4 Term- Term Inquiry Structure	Leadership of Self Leadership with Others Leadership as Service Term-Term Focus: Term 1: What is Leadership Self? Term 2: Care and Service Term 3: Collaboration and Creativity Term 4: Power	Structure Key Learning Components Start of term: Explicit Learning <ul style="list-style-type: none"> Practical experiential learning activities: school/community based (full or part day) Individual and group reflective activities Ongoing through the term: Project <ul style="list-style-type: none"> Team project focussed on exploring and practising key aim of the term (ie Term 2 Care and Service) Individual project focussed on exploring and practising key aim of the term (ie Term 3 Creativity and Collaboration in Leadership) Co-planned by students with teacher mentor Mentoring <ul style="list-style-type: none"> Teacher/Peer Mentoring and Co-planning: project and individual goals/role Explicit Learning <ul style="list-style-type: none"> Class workshop learning Leadership Journal: ongoing individual reflective practices Culture <ul style="list-style-type: none"> Run assemblies for Junior School to share learning and experiences Induction and student lead leadership program for next year's Year 6 Term 4 In addition to the above: <ul style="list-style-type: none"> Term 4: Canberra Study Trip Term 4: Year 6 Graduation Presentation

Term-Term Focus		
Term 1	<p>Induction</p> <p>What is Leadership?</p> <p>Characteristics of Leaders?</p> <p>Who am I as Person and Leader?</p> <p>Leadership of Self and Program Induction</p> <ul style="list-style-type: none"> • Personal strengths as a person and leader? • Key characteristics and roles of leaders? 	As above.
Term 2	<p>Care and Service</p> <p>Leadership of self</p> <ul style="list-style-type: none"> • Care value <p>Leadership with Others</p> <ul style="list-style-type: none"> • Care for others <p>Leadership as Service</p> <ul style="list-style-type: none"> • Service 	
Term 3	<p>Collaboration and Creativity</p> <p>Leadership with Others</p> <ul style="list-style-type: none"> • Collaboration <p>Leadership of Self</p> <ul style="list-style-type: none"> • Creativity 	
Term 4	<p>Power</p> <p>Leadership with Others</p> <ul style="list-style-type: none"> • Power • Leadership approaches and styles <p>Leadership as Service</p> <ul style="list-style-type: none"> • Teach and sharing learning with Year 5's 	

	Leadership of Self <ul style="list-style-type: none">• Reflecting on Journey	
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Character and Leadership Model

Appendix 1.2 Year 6 Leadership Inquiry: Summary of Results

Contents:

Section 1: Student Data

Section 2: Teacher Data

Section 1: Student Data

1.1 Post-Program Student Evaluation Survey (anonymous)

Post-Program Student Evaluation Survey: Summary of Results		
N (number of student responses to the survey): 20 N (number of students who participated in the program): 39 Response rate = 51%		
Student Experience Student Rating	Student Learning	Comparison to Other School Programs
8.0 out of 10	100% of students identified that the program had clearly helped them practise or learn one of the specific aims/capabilities for the program in each term	75% of students said the program was 'definitely the best or one of the best' programs, classes or things I've done in the last 2 years.

1.1 End of Semester/Year Student Reflections

Student 1: Y61

'One of my greatest strengths is care and empathy. I have learned to look out for others and care for them when needed. I will use my leadership skills to teach others what is right and I will use my care and empathy skills to show other people that it is not all about yourself...'

Student 2: Y61

'I loved doing leadership.....coming up with our own clubs and going to the community park [for activities]. I had many learning curves....I learned to look at problems from different angles....and that there are many different ways of being a leader. I will use what I have learned in the future by being more resilient, having more faith in myself and being more open to challenges. I will take what I have learned into sport, like being the captain of my football club.'

1.3 Post-Program Student Evaluation (Term by Term Evaluation): Student Learning or Benefits

Term 2: Care and Service in Leadership

Student Y63

'Yes, [I learned about] helping people and caring for them is valuable and I learnt the different shapes and forms of care.'

Student Y64

'Yes, I believe that I have improved on taking care of other people. This was due to the blind soccer game that we did.'

Student Y61 (In person)

'The service project with the senior citizens changed the way I think about older people and how much we can learn from other people.'

Term 3: Collaboration and Creativity in Leadership

Student Y65

'You might be stronger as a group in a project or faster than you do [things] individually.'

Student Y66

'I found out that I can have a fixed mindset if I am not in a good mood or I am too tired to try something new.'

Section 2: Teacher Data

Teacher Reflection

Teacher 1: Y6T1

'The Leadership Inquiry is one of the best programs I've been involved as a teacher. The students have got so much out of the program. They have learned a lot about themselves, working with other people and serving their school and wider community. The student reflections highlight their enjoyment but also the challenges they faced during the [community-based learning activities], the team projects and throughout the year. One of the highlights of the program was in Term 2, focussing on care and service in leadership, and seeing the effort and care our students put into the community service project at a local retirement village and how this benefitted the residents.'

Character and Leadership Model

Appendix 2: Year 9 Leadership Camp and Community Based Learning

Contents:

Appendix 2.1: Program Overview

Appendix 2.2: Summary of Results

Appendix 2.1: Year 9 Leadership Camp and Community Learning: Program Overview

Year 9 Leadership Camp and Community Based Learning – Program Overview: Term 3-4		
Time Duration	Key Capability Areas Aims	Structure & Key Learning Components
Term 3 - 4	<p>Leadership of Self Leadership with Others Leadership as Service</p> <p>Leadership of Self</p> <ul style="list-style-type: none"> • Self understanding • Self management • Independence • Responsibility <p>Leadership with Others</p> <ul style="list-style-type: none"> • Teams • Relationships • Cooperation • Care <p>Service</p> <ul style="list-style-type: none"> • What is service? • How do we develop a service project? • How can we serve the local community? • What values and capabilities enable service? 	<p>Structure</p> <p>Groups: House Tutor Group Teams of 12-14 student</p> <p>Term 3 (early) Student Induction</p> <p>Term 3-4: At School Camp and Project Co-Planning and Mentoring</p> <ul style="list-style-type: none"> • Co-planning: students with teacher mentor (weekly/fortnightly) • Teacher mentor • Coordinator mentoring • Plan and organise key team projects <p>Term 4 (November): 5 Day Camp and CBL: Country & Outdoor Experience</p> <p>Camp based community experience in outdoor environment and small country town</p> <ul style="list-style-type: none"> • Day 1: Establish Camp & Team Planning • Day 2-3: Canoe Journey and Bush Camp • Day 4: Service Project • Day 5: Team and Individual Reflection • Post Camp: Evaluation and Reflection <p>Key Learning Components</p> <p>Projects</p> <p>Key team projects:</p> <ul style="list-style-type: none"> • Service: Plan, organise and manage a service project in the local community • Camp and Canoe Expedition: Plan and organise 5 day camp and 2 day canoe journey • Leadership: Full team and group management for 5 days, with mentoring from Group Mentor and House Tutor

		<p>Mentoring: Team and Individual</p> <ul style="list-style-type: none"> • House Tutor mentoring and co-planning • Peer mentoring • Group Mentor and Coordinator <p>Explicit Learning</p> <ul style="list-style-type: none"> • Experiential learning during camp experienced focussed on core capabilities • Individual student project and roles • Workshop learning (weekly/fortnightly) • Teacher/Group Mentor mentoring and coaching
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Character and Leadership Model

Appendix 2.2: Year 9 Leadership Camp and Community Based Learning: Summary of Results

Contents:

Section 1: Student Data

Section 2: Teacher Data

Section 3: Parent Data

Section 4: Community Data

Section 1: Student Data – Quantitative Data

1.1 Post-Program Student Evaluation Survey (anonymous)

Post-Program Student Evaluation Survey – Summary of Results			
N (number of student responses to the survey): 31 N (number of students who participated in the full program): 39 Response rate = 79%			
Student Experience Overall Rating	Student Engagement Effort Rating	Student Learning	Comparison to Other School Programs
7.6 out of 10	7.8 out of 10	<p>Capability Learning 71% - 91% of students identified that the program allowed them learn or practise the key capabilities/aims of the program.</p> <p>Real World Learning 75% of students 'strongly agree or agreed' program was valuable life learning experience</p>	65% of students said program was either 'the best or much better than other programs, classes or activities at school'

1.2 Student Data – Qualitative Data

Student Reflections

Student 1: Y91

'Throughout the camp I did my best to be someone who it's easy to be around, without dragging the energy and mood of the group down. I quickly found that I preferred to spend time with more positive or open-minded people, and I resolved to do my best to emulate that mindset. Seeing the way different people reacted to the challenges of camp was a really valuable lesson for me, I think, and hopefully I can continue to be more uplifting and kind to those around me.'

Student 2: Y92

'The most valuable thing I took away from the camp was that it isn't always about me. I am not the only person that matters and that I should be kind and help others out when necessary. I also learnt that sometimes spectacular friendships can be found in odd places you wouldn't normally think to look.'

Student 3: Y93

'The camp was very mentally and physically challenging. The camp built my resilience and was character building. I also created new bonds that I didn't know I could make.'

Student 4: Y94

'I loved the camp. The camping aspect was really fun, however the leadership component was harder, although very beneficial.'

Section 2: Teacher Data

Post Program Teacher Evaluation

Teacher Reflection

Year 9 House Tutor 1: Y9T1

'[The camp] was great. It was transformative for some. It allowed them to learn how to be uncomfortable but still manage, and how to function as a team'

'One of my students had a major epiphany on the camp "I just realised, camp is what you make it" and I was able to broaden it to "life is what you make it." His time in the leadership role was really well received by his peers and it allowed him to understand the positive impact of his authenticity and caring nature. He now has new part time job....pretty amazing for a student who had significant anxiety throughout 2019.'

Section 3: Parent Data

Parent Reflection

Parent 1: Y9P1

'As a parent, I think the Year 9 camp was fantastic. It was challenging and gave the students many opportunities to experience real life skills and step outside of their comfort zones within a supported facilitated environment. It was very different style to the other school camps they had been on. When I spoke with several of my daughter's friends about their experience of the camp, I noticed a common theme, a sense of pride, achievement and accomplishment.'

Section 4: Community Data

Community Feedback from Local Primary School Principal

Community 1: CP1

Local Primary School Principal

Source: Excerpt of a letter from the Principal of the local primary school, where were a group of 12 students implemented a service project.

"I want to express my gratitude for The Knox School for the generous service you provided to our community. The students and staff were amazing and completed a number of important jobs. In addition, many students commented on how friendly, kind and respectful your students were when they were here. Should your students wish to undertake any community service in the future we would be delighted to have them.....'



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