DEVELOPING VIRTUES THROUGH AN EDUCATIONAL COMMUNITY OF PRACTICE: A “GOOD WORK” APPROACH

CHARACTER THROUGH COMMUNITY MEETING

Charleston, SC
March 27-29, 2023

Dr. Shelby Clark & Lynn Barendsen
The Good Project | Project Zero
Harvard Graduate School of Education
PRESENTERS

Shelby Clark

Lynn Barendsen
Howard Gardner, Mihaly Csikszentmihalyi, and William Damon

Major findings focus on alignment / misalignment and responsibility

Created a variety of real-world ethical dilemmas

“Good Work Toolkit” (2010)

Completed over 1700 interviews with professionals from over 9 professions
TEACHING GOOD WORK

4 Units, 16 45 Minute Full Lessons

REFLECTION
DISCUSSION
REAL WORLD DILEMMAS
MODELING
OUR STUDY

Developing Virtues through an Educational Community of Practice: A “Good Work” Approach

Goals

- Foster a COP focused on character virtues associated with good work;

- Investigate how GPLP fosters students’ moral, civic, performance and intellectual character virtues;

- Enhance our *capacity to support educators* who are interested in good work and character development.
MEASURES

Teacher & Student Pre, Mid, & Post-Year Surveys:
- VIA Character Strengths (Trait)
- Career Prep
- Situated Wise Reasoning
- Engagement
- COP Benefits (T only)

Teacher & Student Mini Surveys:
- Lesson adaptations (T)
- Most impactful element (T)
- What they've learned (S)
- VIA Character Strengths (State) (S)

Student work
Classroom observations
Teacher & Student Focus Groups
COMMUNITY OF PRACTICE
**DISCUSSION PROMPTS**

**DISCUSS**

Being a good worker means always following the norms, standards, and rules of one’s profession. Do you agree with this statement, or not? Why?

**DISCUSS**

How do you know when a student is engaged? Offer Examples!

**DISCUSS**

What is one of your “favorite activities” from your practice as an educator that you think could be helpful to share with others in this community?

**DISCUSS**

Share a dilemma from your own life or from the news/a current event/an advice column that is relevant to “good work” and that you think might be useful for teachers in our community to discuss with their students. Are there dilemmas that are particularly relevant right now to good work in your country or community?

**DISCUSS**

One new insight or surprise that you have noticed so far as you have discussed “good work” with your students? What would you like to share or ask others about your observation?

**DISCUSS**

A recent talk on student voice in the classroom suggested that we want to position students as both ‘knowers’ and ‘learners.’ What do you think of this idea? How do you try to position your students in the classroom? How do you position yourself (as a ‘knower’ and/or ‘learner’)?
SHARING STUDENT WORK

All the World at One

My Dilemma

Mind Map...

Responsibility Conflict

Values in my dilemma

At least I chose my family and decided it was not to go to modeling.

Group 1

Group 2

Group 3

Group 4
MONTHLY MEETINGS

LENSES
FOR FRAMING DILEMMAS

ROLES
How are different identities and life roles at play in the dilemma?
TRY THE "HOW DO YOU SPEND YOUR TIME" ACTIVITY
LEARN MORE

RESPONSIBILITY
How are the different rings of responsibility pulling individuals in different directions regarding the dilemma? Which responsibility should take priority?
TRY THE "RINGS OF RESPONSIBILITY" ACTIVITY
LEARN MORE

VALUES
What values are in conflict between individuals in the dilemma? What values might be shared? Why are these values important for the dilemma (e.g., historically)?
TRY THE "VALUE SORT" ACTIVITY
LEARN MORE

ALIGNMENT & MISALIGNMENT
What elements of the dilemma are in alignment? What elements are misaligned? What would need to change at a structural level for these elements to become aligned?
READ OUR CORE CONCEPT BLOG ON "ALIGNMENT & MISALIGNMENT"
LEARN MORE

TEACHER LED
GOOD WORK & CHARACTER

GOOD WORK LESSON PLANS →

ETHICS

EXCELLENCE

ENGAGEMENT

MORAL CHARACTER (GOOD NEIGHBOR)

CIVIC CHARACTER (GOOD CITIZEN)

INTELLECTUAL CHARACTER (GOOD THINKER)

PERFORMANCE CHARACTER (GOOD WORKER)

PHRONESIS

3ES OF GOOD WORK

COP ENGAGEMENT
THANK YOU

With particular thanks to The John Templeton Foundation for their funding of this work.

- shelby_clark@gse.harvard.edu
- lynn_barendsen@harvard.edu
- thegoodproject.org

QUESTIONS?
<table>
<thead>
<tr>
<th>Scale</th>
<th>Construct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapted Character Strengths Rating Form</td>
<td>VIA Character Strengths</td>
</tr>
<tr>
<td>(CSRF; Ruch et al., 2014)</td>
<td></td>
</tr>
<tr>
<td>Teacher Professional Learning (Prenger et al., 2019)</td>
<td>COP Engagement</td>
</tr>
<tr>
<td>Scale</td>
<td>Construct</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
</tr>
<tr>
<td>Situated Wise Reasoning Scale (SWIS) (Brienza et al., 2018)</td>
<td>Phronesis</td>
</tr>
<tr>
<td>Student Career Readiness Index (SCRI) (Dodd, Hanson, &amp; Hooley, 2021)</td>
<td>Career Preparation</td>
</tr>
<tr>
<td>Adapted Utrecht Work Engagement Scale-3 (UWES-3) (Schaufeli et al., 2017)</td>
<td>Engagement</td>
</tr>
</tbody>
</table>