
**CHARACTER THROUGH
COMMUNITY
MEETING**

Charleston, SC
March 27-29, 2023

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

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The Good Project | Project Zero

Harvard Graduate School of Education



PRESENTERS



Shelby Clark



Lynn Barendsen

THE GOOD "WORK" PROJECT (1995)



Completed over 1700
interviews with
professionals from
over 9 professions

- 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)



THE GOOD PROJECT



Lesson Plans

Teach others how to do "good work" that is excellent, ethical, and engaging.

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TEACHING GOOD WORK

4 Units, 16 45 Minute Full Lessons

REFLECTION

DISCUSSION

**REAL WORLD
DILEMMAS**

MODELING

OUR STUDY

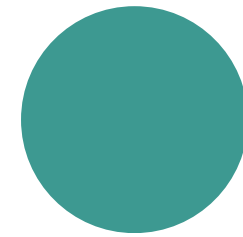
**Developing Virtues through
an Educational Community
of Practice: A “Good
Work” Approach**

Goals



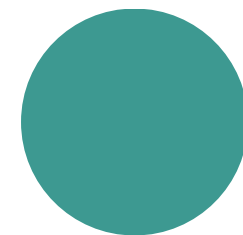
- Foster a COP focused on character virtues associated with good work;
- Investigate how GPLP fosters students’ moral, civic, performance and intellectual character virtues;
- Enhance our capacity to support educators who are interested in good work and character development.

MEASURES



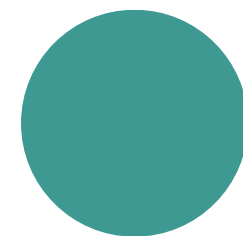
Teacher & Student Pre, Mid, & Post-Year Surveys:

- 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?



Save

Share 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?



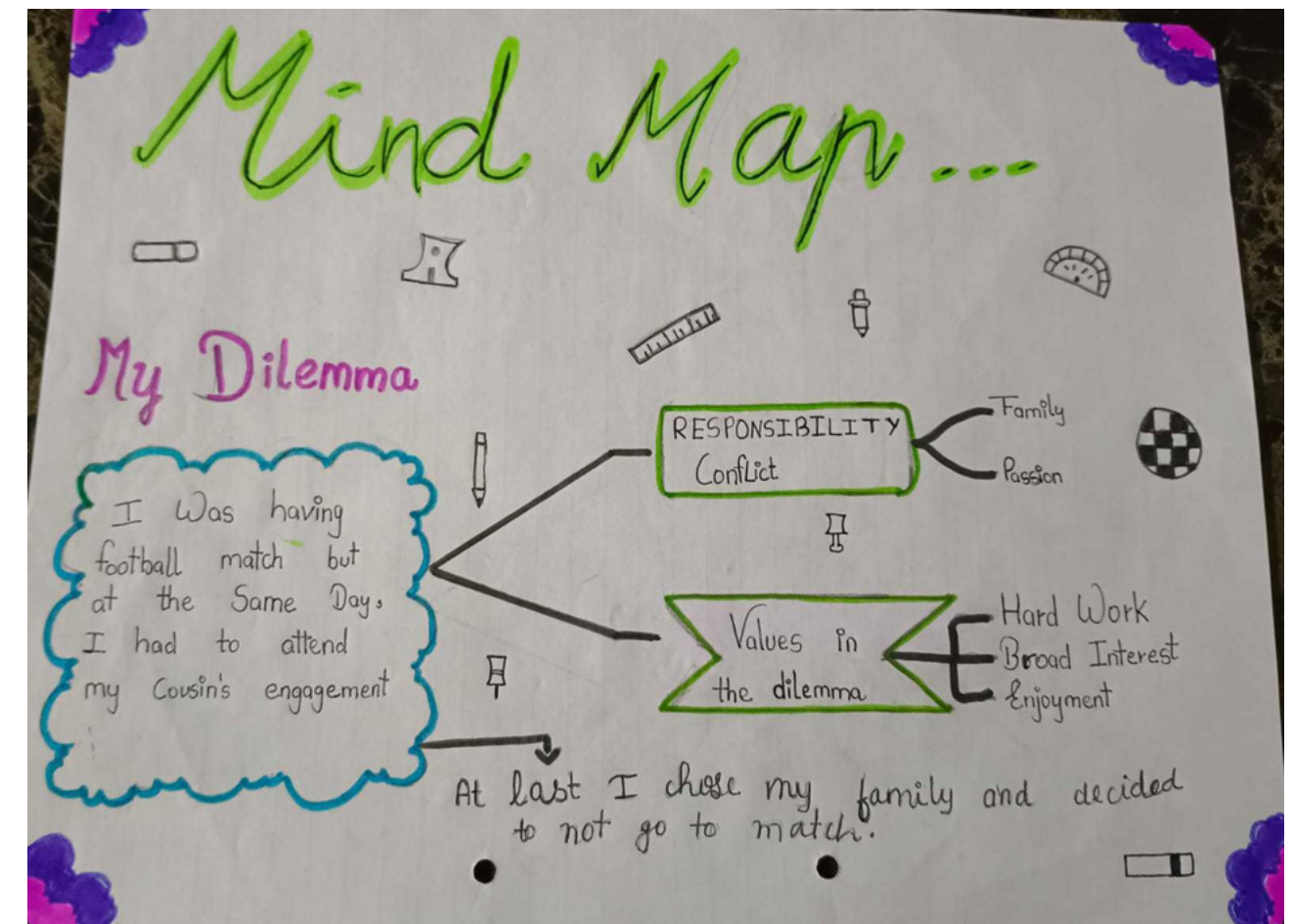
DISCUSS

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



Group-1

Senior of performing arts high school, Green is the main character of this dilemma. She wanted to study in college and even wanted to act in theatre but however, her parents were not capable to pay for both. So, she was confused what to choose between both. To handle this situation, she should take up a job, which would help her to pay for her high school & act of theatre.

Group-2

Green who is senior a performing arts high school, where she is studying drama. It's be a senior who faces many difficult decisions she is as old as who can work and earn. Her parents condition is not more good. She has two options either she continue to not more attend the act of theatre or she start acting professionally. but I must say acting that Green should continue but with her acting, she should do part-time job or acting and help her parents in some how.

Group-3

Green is a senior at a performing arts high school. She has been accepted to drama program at top-choice schools. She is confused, if either she should study further to start an acting career. Green's parents are not in financial corner that to cover up her studies on. Green can do part-time job and can earn money for studies and career.

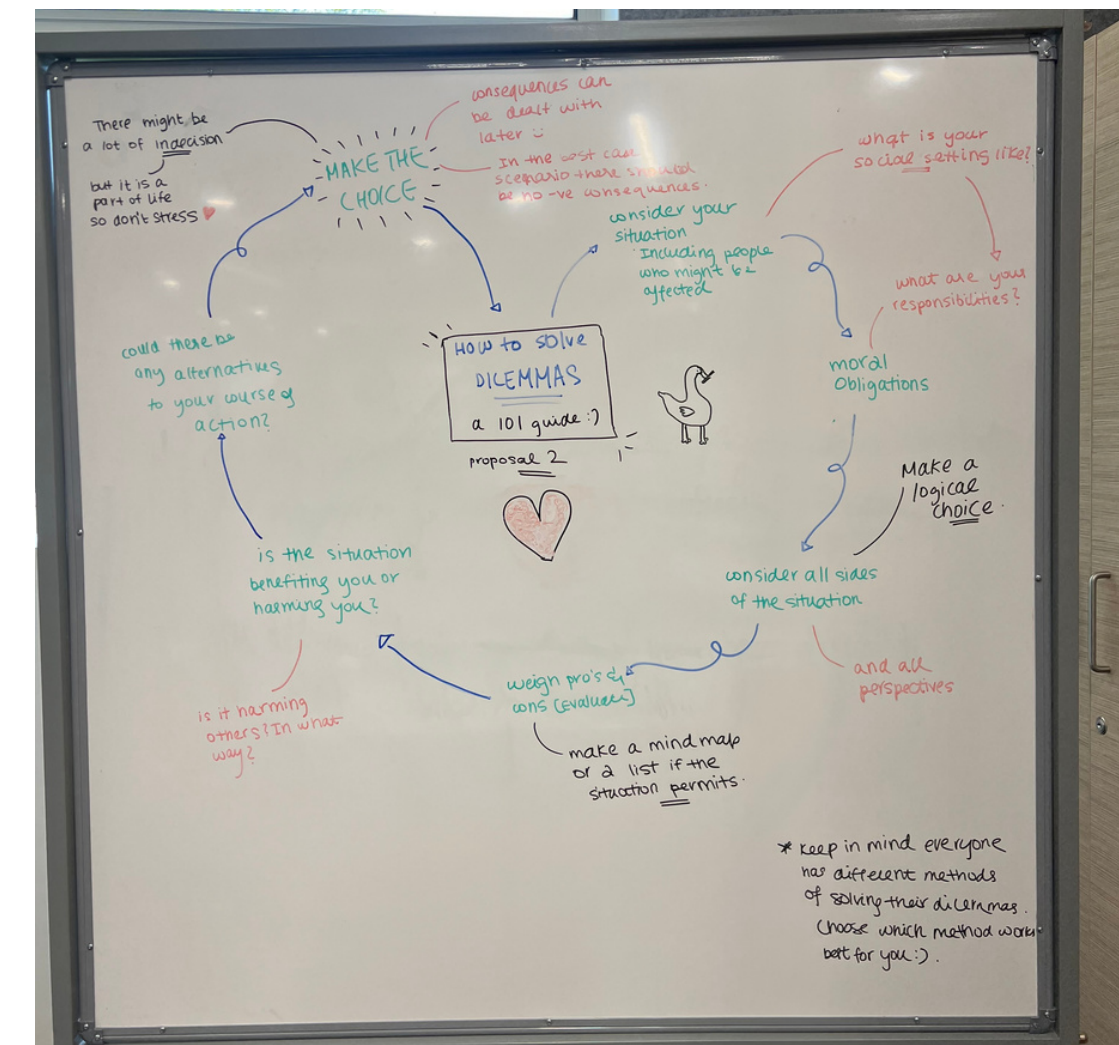
Group-4

Green is a high school senior, involved in the dilemma. She was facing the dilemma that, she wanted to perform in school drama & also wanted to continue her studies in college.

Group-5

As Green is not to young for learning money so, she can do study with earning as part-time acting in small 'Dramas'. Green can work with her experience till now. She should go to that school as she has been selected for it and can experience it. And her family is also not in a good condition with financial problem.

All the World's a Stage



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

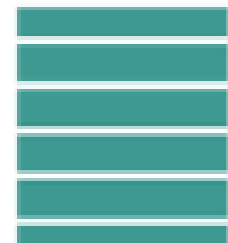


VALUES

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

COP ENGAGEMENT



**GOOD
WORK
LESSON
PLANS**

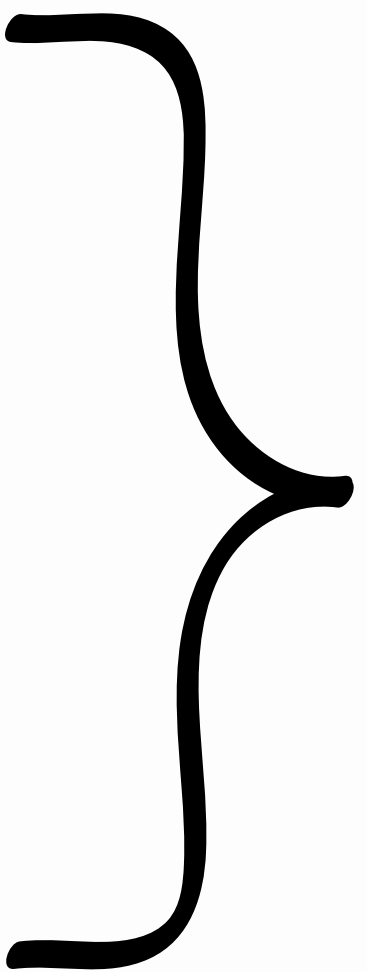


ETHICS

EXCELLENCE

ENGAGEMENT

3ES OF GOOD WORK

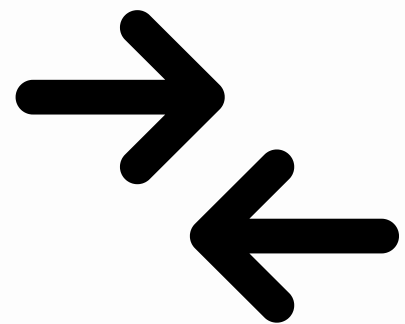


**MORAL
CHARACTER
(GOOD
NEIGHBOR)**

**CIVIC
CHARACTER
(GOOD
CITIZEN)**

**INTELLECTUAL
CHARACTER
(GOOD
THINKER)**

**PERFORMANCE
CHARACTER
(GOOD
WORKER)**



PHRONESIS

THANK YOU

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QUESTIONS?



Value Sort- The Values of Your Peers

Please sort the values in terms of how important you perceive them to be to your peers; to what extent do they guide them? Again, you must follow the instructions so that only the allotted number of values can be placed in a particular category.

* Required

Email *

Your email

Which of these values are **least** important? Please only **select 4!** *

- Broad interests
- Challenge
- Creating Balance in One's Life
- Curiosity

APPENDIX

MEASURES

Scale

Construct

Adapted Character Strengths Rating Form (CSRF; Ruch et al., 2014)

VIA Character Strengths

Teacher Professional Learning (Prenger et al., 2019)

COP Engagement

APPENDIX

MEASURES

Scale

Construct

Situated Wise Reasoning Scale (SWIS) (Brienza et al., 2018)

Phronesis

Student Career Readiness Index (SCRI) (Dodd, Hanson, & Hooley, 2021)

Career Preparation

Adapted Utrecht Work Engagement Scale-3 (UWES-3) (Schaufeli et al., 2017)

Engagement