

## MISSION STATEMENT

We are dedicated to providing quality programs for all students in welcoming and safe learning environments.

## BELIEF STATEMENTS

- ✓ Public education is an investment in all peoples and all communities.
- ✓ The safety of our school system is strengthened by embracing other cultures, diversity, and respecting self, others and the environment.
- ✓ Student success is enhanced through understanding and shared responsibility of students, staff, parents/guardians, business, community and First Nation partners.
- ✓ Accountability is achieved through ongoing evaluation, open dialogue and continuous improvement.

## Identifying Character Attributes for the LKDSB

Though character development is very much a part of being and learning in the Lambton Kent District School Board, a key objective to be reached this year is the identification of a set of character attributes that will serve as the hallmarks for our work going forward. It is our intent that these attributes be identified through a process of family, school, and community consultation. It is through this process that we will find common ground on the qualities which our schools will foster through both systematic and intentional practices.

Character development is about community development. We want students to develop self discipline and the personal management skills that will make their workplaces, communities, and lives the best that they can be.

Because we care about our youth and the future well-being of our communities, we all share the responsibility to model the universal attributes upon which we find common ground.

**“It is the repeated practice of working with and connecting supportively to others that moves a young person from an isolated focus on “me” to an altruistic concern for others and society.”**  
- TRIBES



# Learning Matters

## A Message to Our Community

Character Development addresses an important aspect of student success which is focused on developing the whole student as an individual and as an active member of the school and broader community.

Within the curriculum and extra curricular activities of the Lambton Kent District School Board there is a strong emphasis on teaching and modeling universal values of respect, honesty, work ethic, tolerance and caring for others. Classroom processes, such as Tribes make character education a part of every day routine. Specific projects, such as, fund-raising for those less fortunate teach students to recognize and respond to the needs of others. This publication highlights many of the positive things happening in our schools.

Quality education includes the education of the heart as well as the mind. An approach to learning that is infused with character development is education at its best. It is important that families, community partners and educators work together to teach our students the important life lessons of character education.



Scott McKinlay  
Chair of the Board



Gayle Stucke  
Director of Education

*meeting challenges  
sharing successes  
together*



# Character Development

The Ministry of Education has called on all school boards to implement Character Development initiatives this year. In Lambton Kent, as in many other boards, character development is already reflected in many ways through daily student experiences, contributing great value to the quality of school life and student learning.

**Character development "... is a deliberate effort to cultivate virtue — that is, objectively good human qualities that are good for the individual person and good for the whole society."**  
 - Thomas Lickona

It is these qualities, or attributes, that determine the nature of interactions that take place among students and between students and staff; that set the tone and influence the learning atmosphere in our schools and classrooms, and that ultimately impact success for every individual and group.

The principles and attributes of character development are not specific to a particular set of beliefs, but instead are universal in nature, and transcend racial, etho-cultural, linguistic, religious, gender, physical and intellectual ability, and other demographic factors.



Character development calls for every student to be their personal best, to be self-aware, to exercise self-discipline within themselves, and to demonstrate empathy and understanding toward others.

These attributes will help students establish and maintain quality relationships, and in conjunction with respect, responsibility and fairness, allow our schools to continue to be safe places to be and learn.

Attributes that contribute to positive group dynamics, and successful learning collaborations in school, ultimately lead to workplace advantages. The Employability Skills Profile developed by the Conference Board of Canada presents the perspective of Canadian employers. It states that personal management skills are essential for students entering the workplace. These include characteristics such as honesty, responsibility, integrity, initiative, adaptability, and respect for diversity.

## The Seven Grandfather Teachings

Character attributes are reflected in the teachings of many cultures, including the Seven Grandfather Teachings of our First Nations. These teachings speak to basic truths that interweave all natural ways of life - respect, honesty, bravery, truth, wisdom, humility, and love.



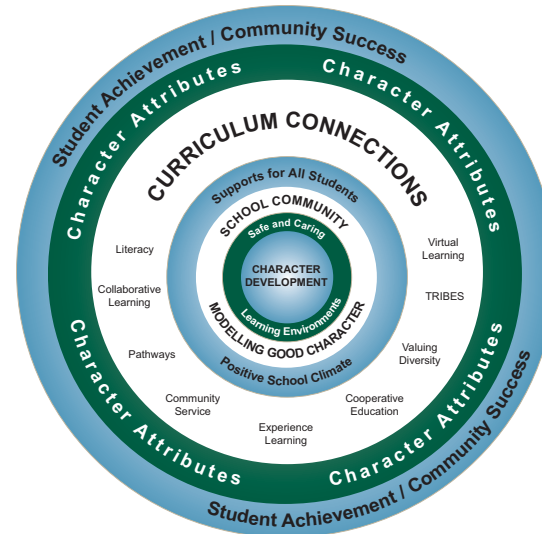
# The Role of Parents

It is our belief as educators that parents and the family play the predominant role in teaching, modeling, and instilling character attributes in children. Parents are children's first teachers, and hold the position of greatest influence in their lives. Character development at school is intended to support efforts being made at home, and to meet the expectations of parents as evidenced in recent research studies.

According to the study "The Schools We Need" (2003), "the highest priority for parents is for schools to help students develop as responsible citizens and learn how to make ethical decisions." In the study entitled "Beginning Reading: The Views of Parents and Teachers of Young Children" (2004) parents consistently rated character development as a high priority.

Character development is not a new curriculum. Neither is it an add-on. It is embedded in all that we do in schools. It is intentionally infused in our policies, practices, programs, and interactions.  
 - Finding Common Ground (2006)

Character Development is at the heart of life in school.



It contributes to and is dependent upon a safe and caring learning environment.

It calls for all members of the school community to model character attributes.

It is embedded in a positive school climate, strengthened by clear behavioural expectations for everyone.

It is reflected through the curriculum in multi-dimensional ways.

It is embodied in the attributes identified through schools and communities.

It culminates in personal and shared success as captured in the mission of the Lambton Kent DSB:

Student Achievement/  
 Community Success

Student achievement is multi-dimensional, encompassing not only academic success, but the shared belief in the need to develop character and prepare students for their role in society as engaged, productive, and responsible participants.