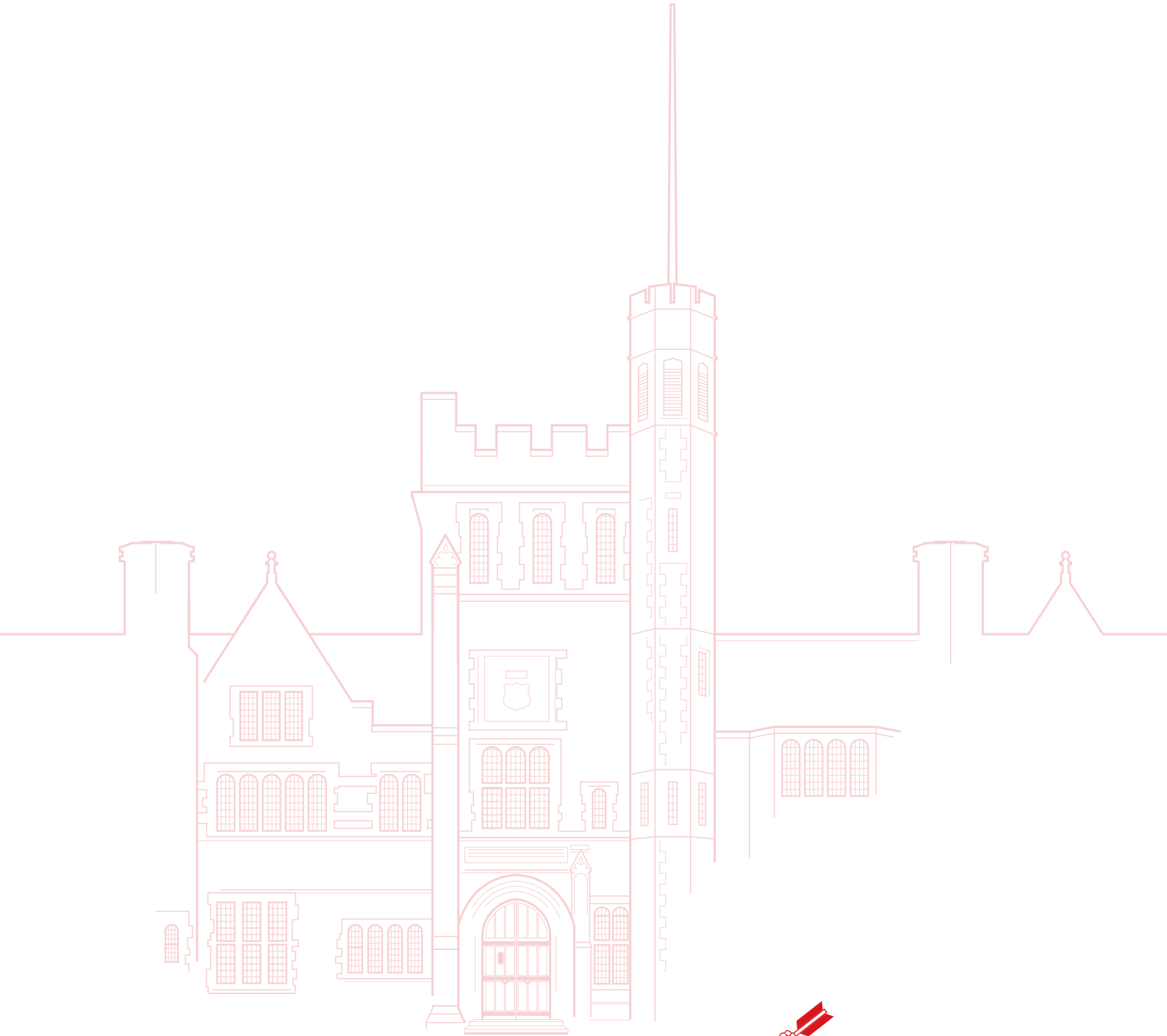
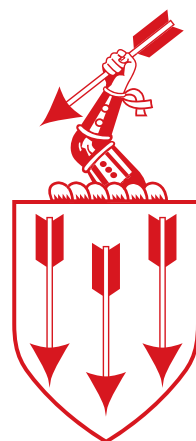


DEVELOPING INTELLECTUAL CHARACTER



2018-2019



KING
HENRY VIII
SCHOOL

The last two years have seen the school have an underlying focus on Developing Intellectual Character. We see this as supporting our main aims of allowing our young people to be the best that they can be in whatever activity they choose. Much of our work in this area is rooted in 'Growth Mindset' theory where we believe that children are not bound by any predetermined limit in any particular discipline. Instead, we believe that hard work will be rewarded by improvement and eventual success. Hard work is much more significant than any innate ability (which many believe is not fixed in any case).

King Henry VIII School has always advocated the approach that effective learning results as a three way partnership between the child, the school, and parents. The development of Intellectual Character is an essential part of this process in giving the children the skills to become increasingly independent as they enter adulthood, with a decreased reliance on others for success with more skilful thinking and a deeper understanding of themselves.

Research into these areas have revealed:

Pupils who take personal responsibility for life events such as learning have been labelled 'internals' and the typical research finding is that internals are associated with greater academic achievement when compared to 'externals' who consider learning to be out of their hands. This greater sense of control also promotes greater 'mental toughness' among pupils. Sadly, research has also shown that over the last two generations there has been an increase in children claiming learning is more external than internal.

Parents are most likely to have a positive influence on educational outcomes when they promote strong aspirations and expectations, and when they take a more active approach in learning. Negative effects have been shown to come from parents who take a 'surveillance approach' and early intervention (as opposed to giving children an opportunity to resolve their own problems first).

Schools are at their most effective in gaining strong educational outcomes when they promote a positive climate in the classroom and positive peer influences. Powerful effects have been shown to include an appropriate curriculum that is challenging to the students. Of particular importance is the nature of the teacher-student relationship and positive, formative feedback.

The aspects of Intellectual Character that School will focus on in the coming year are:

- **Initiative**
- **Humility**
- **Risk Taking**
- **Focus**
- **Persistence**

As in previous years, whilst much of what we do will continue to broadly help build Intellectual Character, we will take each of the above aspects in turn, one every half term for the first five half terms of the coming academic year. You can expect to hear more about each aspect as assemblies, displays and lessons in the coming year.

Jason Slack, Headmaster



Initiative

A willingness to be independently minded, to think ahead and work things out for yourself. People who demonstrate initiative are resourceful, able to organise themselves well and don't rely on others to be told what to do.

'Even if you're on the right track, you'll get run over if you just sit there'

Will Rogers

'The way to get started is to quit talking and begin doing.'

Walt Disney

'A lot of people never use their initiative because no-one told them to.'

Banksy

Developing initiative is, perhaps, one of the most difficult aspects that a school can develop in its young people. It comes from pupils having a security and stability in their environment that allows them to take risks without fear of failure. Being confident about the outcome, and understanding that there is much to learn from the process, regardless of the outcome. Taking initiative is not about looking at the grass on the other side to decide if it is greener, but watering your own grass confident in the knowledge that it will be the greenest.



Humility

Humility is the willingness to respect and understand the opinions of others and accept that your own opinion may not be the only possible and plausible explanation. People who have humility listen to the points of view of other people to help understand situations and further inform their own understanding into a broader awareness. Having humility is to understand that there may be more than one possible explanation or solution to a problem.

'It was pride that changed angels into devils; it is humility that makes men as angels.'

Saint Augustine

'Humility is not thinking less of yourself but of yourself less.'

CS Lewis

'Humility is a flower that does not grow in everyone's garden.'

Aristotle

Developing humility is creating an understanding of when to speak, and when to listen. It is about having the courage to question your own understanding through accepting alternatives so that you can develop greater awareness. People who are humble accept that problems may have more than one solution and that appreciating these solutions may create swifter and more effective progress.

Risk Taking



Risk taking is having the courage to take a chance rather than choose the easy option. Positive risk takers try new challenges and push themselves to develop new skills, even when success may not be guaranteed.

'The biggest risk is not taking any risk. In a world that is changing really quickly, the only strategy that is guaranteed to fail is not taking risks.'

Mark Zuckerberg

'Intelligence without passion is a bird without wings.'

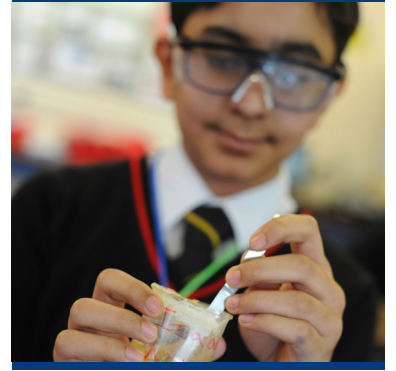
Salvador Dali

'There's something liberating about not pretending.'

Dare to embarrass yourself. Risk.'

Drew Barrymore

Risk taking does not come easy to self-conscious adolescents who fear failure and public embarrassment most of all. Sometimes, all that is needed is 20 seconds of seemingly insane courage to put your hand up and ask for help in a lesson, or get on stage to sing, or to get rid of that spider from the bath, or to stand up from someone being put down. The accumulation of these small (or big) acts of courage leads to friendship, a better understanding, or even a spider-free bath! It is a very powerful attribute to know that you can be brave when you need to be.



Focus

The willingness to be careful, accurate and thorough. It involves paying attention to detail and avoiding silly mistakes. Concentration is central to maintaining good focus and becoming absorbed in what one is doing.

'Concentrate all your thoughts upon the work at hand. The sun's rays do not burn until brought to a focus.'

Alexander Graham Bell

'Success isn't always about greatness. It's about consistency. Consistent hard work leads to success. Greatness will come.'

Dwayne Johnson

'Always remember, your focus determines your reality.'

George Lucas

The strength of our focus determines the degree to which we are susceptible to distraction. The less focus we have, the more distracted we will be. And when we are distracted, our purpose is compromised. Having a lot on your mind, feeling sleep deprived or hungry, or just being bored, are just some of the many things that can compromise concentration and rob a pupil of the motivation and ability to learn new information. Staying organised, maintaining good notes, and being prepared all aid focus. Slouching, surrounding yourself with distractions and being negative all detract from focus.



Persistence

The determination to stick with it when situations are challenging and to recognise the importance of intellectual struggle. A willingness to seek alternative ways of doing things when you come up against an obstacle.

'It's not that I'm so smart, it's just that I stay with problems longer.'

Albert Einstein

'It always seems impossible until it's done.'

Nelson Mandela

'Do the one thing you think you cannot do. Fail at it.

Try again. Do better the second time'

Oprah Winfrey

Recent research has indicated that it takes about 10,000 hours of practice to be 'elite' at a particular activity. This is equivalent to four hours practice each week day, 52 weeks per year for 10 years! This value remains remarkably constant for performers who reach an elite level, regardless of their individual circumstances and how they started.



Initiative



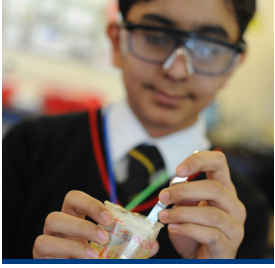
Humility



Risk Taking



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