

Focus: Engaging Boys

through boy-friendly teaching and learning practices/ strategies

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Purpose

How can primary schools strengthen and further develop their teaching practices and environments to improve learning/behaviour for boys?

What needs to change for schools to provide the essential educational outcomes for boys to participate in and contribute to the emerging knowledge society?

- Visit schools in the Hunter region of NSW, Australia, where the Boys in Schools Programme, (through Family Action Centre, University of Newcastle) runs.
- Research the Boys' Education Lighthouse Project (BELS) to find out the impact it has had on the outcomes for boys in the schools involved.
- View the resources and literature available at the Family Action Centre, pertaining to the education of boys in primary schools.
- Identify and highlight effective teaching practices and strategies for boys.
- Complete an Action Research Plan for North New Brighton School to improve the learning outcomes/behaviour for boys.

INTRODUCTION

Evidence indicates that the education of boys is a matter of concern, not only in New Zealand, but throughout the developed world. Student achievement, attendance, engagement and behaviour data all reflect :

- Boys at risk of under-achievement particularly in literacy. (Browne & Fletcher 1995; Cresswell, Rowe & Withers 2003; Fletcher et al. 1999; Martino 1994, 2003)
- Boys displaying externalising behaviour ie (violence/aggression) inattention, restlessness, anti-social (Ferguson & Horwood 1995)
- Boys disassociating from school and not enjoying positive experiences (Hill et al. 1996; MacDonald et al. 1999)
- Boys high suicide rates, alcohol and substance abuse, depression (Buckingham 2000; Ferguson & Horwood 1995)
- Boys who are referred for AD/HD (Rowe & Rowe 1999) and often medicated.
- Boys lack of qualifications leading to reduced skilled employment opportunities.
- Boys who have 'auditory processing' problems (Rowe,K; Rowe,K,2006). The teaching/learning styles in many classrooms often lead to disengagement.
- Boys lacking an identity of who they are, want to be and what it means to be male. (The Engaging Fathers Project website University of Newcastle, www.newcastle.edu.au/engagingfathers)

This evidence leads school to ask themselves questions :

- How can schools, (in particular primary schools) through their structure and function, strengthen and further develop their teaching practices to engage and motivate boys and enhance the learning experiences for them, leading to quality learning environments? For learners to be successful, they have to feel good about themselves. For people to feel good about themselves they have to experience success.
- What needs to change for schools to provide the essential education outcomes for boys (girls will benefit too) to participate in and contribute to society as 'fine young men'?
- What kind of men do we aim for in this school? In society? What are the qualities of a successful man? What do we value?

Underpinning these big questions are a myriad of other ones which could be asked of a school wanting to promote a 'boy friendly' school.

- * Do we collect, use and analyse reliable data on literacy/numeracy achievement, attendance and behaviour with benchmarks to identify priority concerns for individuals/groups of students? e.g. between boys and girls, Maori/non-Maori.
- * Who gets acknowledged for what kind of activities and by whom?
- * How do we acknowledge and reward students?
- * How do our teaching practices reflect the learning preferences / needs of our boys? Girls? How do we accommodate the boys within the classroom/school?
- * Are the inter-personal relationships based on respect (student to teacher, teacher to teacher, teacher to parent) and how do we teach the necessary skills?
- * How do we ensure our teachers have the knowledge and skills to improve their teaching practices and relationships with boys? Do they use teaching, learning and assessment styles that use boys' strengths?
- * What kind of community involvement, and at what level, is in the school?
- * How do our teaching programmes within the structure and function of the school reflect a positive approach to boys and send a supporting message to them about male identity (and girls about female identity)?
- * What expectations do we have around success and behaviour – are they high enough?
- * What do we do about developing social and emotional intelligence to build resilience?
- * How do our behaviour policies and procedures assist in developing a positive identity?

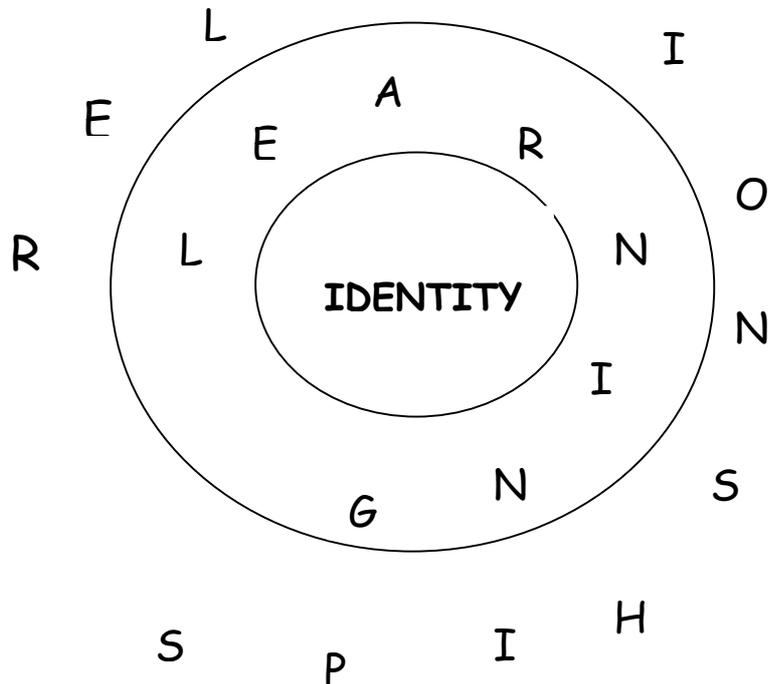
A whole school approach, supported by a comprehensive range of programmes and strategies are the key to developing a 'boy friendly' climate in the school where being a male is valued and supported through understanding about these three crucial areas.

Research from Australia, England and the United States tells us that if the academic, social and emotional outcomes for boys in school today are to be improved, then three crucial areas need to be addressed (Boys in School Program, Family Action Centre, University of Newcastle)

- Identity
- Learning
- Relationships

The model shows that to best support a boy's learning it is necessary to engage and motivate him in the everyday teaching and learning activities of his classroom. This results in a positive acknowledgement of a boy's identity and will assist him in the development of positive relationships with peers and teachers. This in turn promotes successful learning! (Victoria Clay, 2005)

Model for Boys Success



IDENTITY

LEARNING

Teachers celebrate, emphasise with explore and

and provide opportunities to explore and expand his :

Demonstrated

- * Ideas of being male
- * Interests

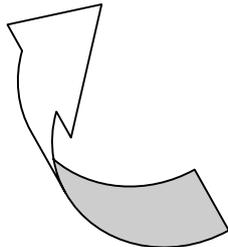
assessment in

- * Strengths

comfortable with

- * Cultural & family background expanding

in a



Opportunities to

expand his :

- * Interests *

skills

- * Learning and

ways he is

- * Using, sharing and

repertoire of strengths

group.



RELATIONSHIPS

Opportunities to explore *and expand his* :

- *Working with others
- * Negotiation skills and resolving conflicts
- * Male and female role models

Prepared by Boys in Schools Program, Family Action Centre, University of Newcastle

Five key areas emerged from the Boys' Education Lighthouse Schools Programme (BELS) 2003 from Australia :

- Pedagogy, curriculum and assessment
- Literacy and communication skills
- Student engagement and motivation
- Behaviour Management programmes
- Role models for students

Often these areas overlap, but at the heart of changes are relationships (student to teacher, teacher to teacher, parent to teacher); strong, positive and caring relationships are needed if boys are to achieve their academic potential.

SCHOOL ACTIONS / STRATEGIES

- Identify a critical friend to observe and discuss the schools' culture.
- Set up a Boys' Action / School Improvement Team (the principles of which would be embedded in the school vision/goals) which would be responsible for the implementation of programmes across a broad range of activity (i.e. pedagogy, curriculum/assessment; literacy; student engagement and motivation; behaviour management; positive role models for students; community involvement). Seek out the teachers who will respond positively and actively to pedagogical changes to become a 'boy friendly' school.
- Think about the differences in the way boys and girls learn. Encourage teachers to think about 'why they do what they do!'
- Cater for the different learning styles preferred by boys. Provide a more practical, visual and tactile approach to teaching and learning that emphasises physical movement and interaction which shows relevance and a real world connection. Boys are often good at spatial concepts, expressive, kinesthetic learning, and act out physically, expressing feelings and emotions through action rather than verbally.
- Use an inquiry programme (incorporating thinking skills) focused on real life problems and situations.
- Provide staff professional development in
 - (a) positive classroom management and organisation
 - (b) activity based learning to meet a wide range of achievement levels
 - (c) developing new practices to assist teachers to improve their understanding of how to create 'boy friendly' school and classroom environments.
- Model power/responsibility. Being powerful doesn't always mean competition or exercising power over others.
- Set learning intentions and use success criteria to evaluate at the end of a session or unit. If boys negotiate how much will be done and what form it will take, be flexible, but get it written down in advance with the boys signing it.
- Establish a very strong anticipation of success; talk about what success in learning is, what it looks like and how we recognise it; give lots of frequent feedback, and praise, praise, praise. When they can articulate and apply their learning they are empowered.
- Enable boys to learn about relationships with women and girls by the positive interactions of the staff.
- Encourage qualities of perseverance, co-operation, organisation and effort throughout the school.
- Develop social and emotional intelligence to build resilience. In turn this helps to regulate behaviour; allowing boys to communicate feelings and develop self awareness of who they are, what they are capable of, what triggers them (Goleman, Daniel 1995).

- Use 6 pack of strengths (Family Action Centre, University of Newcastle) which highlights specific personal and inter-personal skills for students to develop, and rewards students for displaying these skills.
- Establish a learning framework for boys.¹ (Developed by the Boys in Schools Program, University of Newcastle)
- Focus on literacy. Boys require a balanced approach for effective literacy (including whole language teaching; direct, highly structured instruction of phonics and phonemic awareness; communication skills; higher order thinking) as well as a multi literacy one, making literacy more real and relevant to boys today. Cope and Kalantzis (2000) have proposed a multimodal model (audio, visual, spatial, gestural and linguistic) linking four knowledge processes which students need to be proficient in.
- Provide flexible school structures e.g. timetable with longer mornings, shorter afternoons; same teacher for two years; more frequent short breaks; single sex classes at times, for English/Mathematics. These may increase engagement and motivation.
- Clarify the kinds of support particular boys require in respect to their learning, and provide it.
- Provide pastoral structures which support and encourage boys.
- Recognise the importance of gender, but challenge stereotypical views of masculinity e.g. bullying, aggression/physical response to conflict, disengagement, lower achievement. Address disempowerment (often related to gender) by looking at leadership roles/responsibilities within the school. Understand that sex and gender are not the same. Gender is something that is of human making (South Australian Department of Education, Training and Employment 2001, P2)
- Look at socio-economic circumstances and nature of community in relation to gender roles and think about the impact/implications for the students. The students may choose to operate in the kind of environment they know i.e. trauma, aggressive surroundings, and respond like an open wound to the pain they are feeling.
- Develop and model positive, fair, equitable and fun relationships as they underpin success. Boys need to know people in the school care. Give recognition of achievement both at class and school level to provide a connectedness with the school.
- Model emotional response to situations and behaviours. Both male and female teachers can do this where 'being male' is not important. Female leaders in schools can model the power of consistency and persistence and the ability to be tough (strength) without entering power plays. (Male role models, p32, Richard Fletcher 'Educating boys the GOOD news')
- Recruit men/fathers, senior boys, for mentoring roles to model good reading habits and to share books, through cross-age tutoring as it can be particularly powerful. The mentors will need structure, attention and on-going, positive reinforcement.

¹ See Appendix 3

- Provide opportunities for positive male role models, both within and outside school by inviting fathers/outside male expertise into the school/classroom to engage with students e.g. reading to them, supporting with learning, particularly where boys' humour and physical energy can have a positive expression e.g. sport, dance. Set up a newsletter just for fathers.
- Ensure the males do exemplify the qualities you are looking for. Providing male role models who can manage their own emotions and who are secure in their own identity will offer some safety to boys. In addition, there is the ability to scaffold the boys' experiences. Role models must have the judgement to support the exploration of the boys they link with. He does not have to be an elite sports star, but must relate to the boys on an interpersonal level and have credibility.
 - * Are they male?
 - * Can they model appropriate emotional reactions to stress, risk and excitement?
 - * Will they give the boys enough rope?
 - * Will they be able to communicate what they like (admire, value, recognise) in the boy?
 - * Will the boy see the role model as credible? (Male role models; p33, educating boys the GOOD news, Richard Fletcher, University of Newcastle)
- Provide ex-curricular activities and involve parents e.g. chess, debating, sports coaching, orienteering, band, theatre sports.
- Ensure consistency within the school and between home and school.
- Establish a parent community room if possible to reinforce the link with the parent community and to show their value in the school. Provide sessions about boy-related topics and to identify and develop support structures to embrace and build a positive, harmonious 'community' ethos. The key ingredient is provision of pastoral structures to optimise the health, well-being and inclusiveness of ALL persons in the school community.

Guiding Principles for Success in Educating Boys (Adapted from BELS – Lighthouse Programme Australia)

- Gather and analyse student achievement (particularly literacy and numeracy) and other data (e.g. attendance, behaviour, sporting, leadership, student opinion survey data) to identify priority concerns and needs of specific individuals and groups at risk. This needs to provide adequate information to develop a successful intervention programme.
- Use the data to monitor, evaluate and inform on the effectiveness of teaching practice (including learning styles used; how assessment is carried out; is it reflective of boys' strengths and needs?)

- Ensure 'good' teachers are in front of all classes. Their role is crucial in helping students develop a positive attitude to learning. Teaching practice within the classroom has a profound effect, not only on boys' behaviour, but also their learning.
Research from the BELS programme shows a 'good' teacher has the following features in common.
 - * Promotes high expectations for all students and encourages them.
 - * Knows them well, listens to what they have to say, shows they care about the students; are fair.
 - * Reflects on current teaching practice in terms of the information collected by the school and an informed evidence base of research.
 - * Uses a range of teaching techniques with the teacher varying the ways they pass on information to, and engage, students. Is enthusiastic about what they teach and want students to share in their enjoyment of learning.
 - * Structures teaching to support student learning – ensures students understand, make connections between learning, builds on student's prior knowledge, and reinforces key messages.
 - * Involves students in learning activities and encourages participation.
The learning needs to involve a variety of approaches – active, explanation, demonstration, problem solving, visual, co-operative and collaborative group work.
 - * Provides positive feedback and praise so students know how they are going, their strengths and weaknesses and next step learning.
 - * Approaches with students are consistent, open and flexible; having a ready sense of humour and willing to negotiate and discuss the teaching and learning.
 - * Makes connections with the community – involves parents and other relevant members of the community, helps demonstrate to the student the importance of the programme and their work.
 - * Clarifies the kinds of support particular boys require and how best to support each boy in his learning at school.
- Cater for different learning styles preferred by boys –
 - * practical focus and physical or hands-on dimension
 - * relevant and real-world connection

- * thinking skills used to focus on actual problems
- * challenge by requiring higher order and conceptual thinking
- * clear instructions given and structured lessons in manageable chunks, with sequence of activities explained
- * a range of ways provided in which the work can be presented
- * a degree of involvement allowed for in decisions about organisation; content and opportunities to negotiate their learning

- Recognise that gender matters and stereotypes should be challenged.
- Develop positive relationships as they are critical to success.
- Provide opportunities for boys to benefit from positive male role models from within and beyond the school.
- Focus on literacy in particular.
- Use information and communication technologies (ICT) as a valuable tool.

Boys' definition of a good teacher shows how similar they are.

- Flexible, adjusting rules and expectations to meet individual needs.
- Enthusiastic and makes work interesting. Makes learning the core of what happens in the classroom.
- Treats each student as an individual.
- Doesn't humiliate or pick on people.
- Manages distractions that disrupt and prevent learning.
- Avoids favourites.
- Knows and understands subject.

(Evidence cited in the NSW Report of the Review of Teacher Education (Ramsay 2000,p12)

CLASSROOM STRATEGIES / APPROACHES to assist schools in engaging boys in learning

PEDAGOGY, CURRICULUM, ASSESSMENT, ENGAGEMENT & MOTIVATION

- Ascertain students' prior learning and build on this as a basis for new knowledge and involve them in the process of planning against agreed standards.
- Construct learning environments that provide the range of contexts required
 - to meet boys' learning styles, interests and needs, providing maximum opportunities for engagement in learning, e.g. student, student – teacher, whole class and small group interaction.
- Organise and structure classroom activities to maximise engaged time for
 - learning and teaching e.g. (teacher 10 minutes, group 15 minutes, consultation, game), through providing a variety of activity-based learning approaches and communication styles (use team challenges, risk-taking, co-operative learning, problem solving).
- Choose interesting topics that appeal to boys (and girls too!). Involve the
 - students (particularly boys) in planning through the use of multiple intelligences. A checklist can be used to identify their learning styles and strengths e.g.² MICUPS, Years 4 – 10, Adults Years 11 –12 (Seven Ways at Once Book 1)
 - Teach the skills required and communicate what they are for and why, e.g.

² Appendix 2

general group work skills select issues of interest develop into a unit.

- Allow students to choose from within the area they enjoy working as part of

a unit of work, but include other areas as well, e.g. verbal, intrapersonal, which may not be the boys' preferred learning style, to ensure exposure and development, and build skills in every area. (³ Learning Contract and Unit on Polar Lands)

- Use the boys' strengths, interests and talents so teaching and learning becomes authentic. The interactive (practice, active) learning tasks/activities are linked to real life with the boys knowing their purpose, what the learning involves, and the expectations, along with how it will be assessed e.g. learning intentions, success criteria, rubrics for assessment. A lineal list of tasks developed from the units will support and focus boys over a set period of time.
- Build choice into the learning activities and (within reason) let the boys set

the pace of their own learning. Rotate the activities (minimum of teacher instruction) to provide, for example, a few the boys really like, one they can live with, one they'll probably hate. Use active games, laminated scribble boards (for boys to roughly jot down ideas), issue boards (to note a point, issue, question which may arise in groups, to be discussed later), individual and group achievement tasks. Providing opportunity to compete, e.g. against own results, tables, team time trials, physical games, team spelling games, will all promote learning but at the same time provide movement, challenge, risk-taking, active involvement.

- Use visualisation, deliberately teaching the skills involved. This is a vital

part of improving and expanding students' reading and writing quality and quantity as both hemispheres are used when visualising and verbalising. Visualisation helps students make the link between images and print.

- Use scaffolding for completing the learning tasks as it gives support to boys,

³ Appendix 1

providing high levels of structure to ensure early and demonstrable success.

This high degree of structure within the classroom, not only in terms of how it operates, but the way learning tasks are implemented, helps develop a quality learning environment which is positive and supportive. Give feedback as immediately as possible.

- Use ICT as a learning tool e.g. digital pathways stories and again teach the

associated skills required.

• Make a checklist of active learning tasks, which involve, if possible, the whole body in the learning experience. Copying type tasks should be kept to a minimum.

- Promote reading and writing using male role models.
- Report information to parents and provide advice about strategies for them to encourage involvement in supporting their boys' learning.
- Provide a "yes" bag or kosh ball to give boys the opportunity and encouragement to talk while holding it.
- Teach listening skills as part of the classroom programme.
- Use the arts, in particular performing, to build connectedness and self worth.
- Provide modelling and support from teachers to set achievable targets/goals and assessment criteria in curriculum, personal and social areas. This will focus boys. The celebration and communication with home when achieved is extremely important.
- Provide greater opportunity for sport/physical activity during the day; short burst followed by focused learning.
- Teach students how to organise knowledge, scan for important information and develop study timetables and habits.
- Write instructions as well as giving them orally and use proven, effective teaching strategies such as Gardner's Multiple Intelligences and Edward de Bono's Six Thinking Hats.
- Use humour as much as possible but not humiliation. Have fun (joke, banter) with the students, within a controlled environment.
- Identify, acknowledge and praise positive student action at every opportunity.
- Ensure students experience success as this leads to successful learners. Set high expectations of success and behaviour, constantly re-visiting them to establish clear, well-known expectations and defined boundaries. Use positive behaviour systems with a consistency of approach, and fairness, known to everyone. Consult formally and informally with the students, (particularly valued by the boys) to set rules in a communal way. Really listening to the boys lets boys know they are important and valued, leading to the development of strong, positive relationships which are the key to success. However, relationship skills still need to be explicitly taught and modelled.

- Treat students with respect – use names, make them feel valued, use appropriate tones of voice and communicate clearly. Listen to them carefully and make time to talk with them (individually, in a group). Include their ideas if possible.
 - Establish open, honest relationships without forced emotion to foster responsible learning. Behaviour is usually governed by the person 'out front' e.g. if they know they'll get away with things they'll try.
- 

BOYS AND LITERACY / COMMUNICATION

- Recognise the links between poor literacy skills and inappropriate behaviour and/or attendance. Literacy achievement strongly increases attentive behaviours and provides crucial evidence for improving both educational and behavioural outcomes of students, especially boys.

- Develop communication skills as they are important to enable rich and relevant discussions to take place. Boys need to feel safe and secure enough to participate.
- Promote conditions for substantive conversation, higher order thinking, depth of knowledge and connectedness to the world.
- Model reading practices, skills and strategies and teach explicitly within a supportive environment, e.g.
 - * what the strategy includes
 - * why it is important
 - * how to perform the strategy in a meaningful context
 - * when to use it
 - * guided practice
 - * independent use of the strategy
- Maximise the literacy skills of **all** students as early as possible. Sound literacy development in the early years is essential for students' future success in schooling and life-long learning.
- Show how reading works, for example, by thinking aloud, so the process becomes transparent.
- Read aloud to students from interesting novels as it is motivating and provides insights into the pleasure of reading novels. Interaction around really interesting texts leads to better understanding of the reading process.
- Teach students how to ask open and critical questions by scaffolding discussion with higher level thinking/critical analysis of texts.
- Support increases students gradually taking responsibility for their own learning and making their own decisions with reading. Social support and the safe environment provided by co-operative reading leads to an increase in reading performance and a change in motivational orientation towards reading. Acceptance into a group improves behaviour and reading competence.
- Provide great books as they are most important.
- Develop a positive perception of reading and promote reading as a desirable social practice. Role models/mentoring can help by using older boys to read books to junior students, sometimes choosing a specific theme e.g. bullying.
- Analyse how much teacher talk there is. Many boys are differentially attentive in the "sea of blah" (Edwards 2000). In other words, many boys become unengaged among the constant diet of words, often from the teacher.
- Focus novel reading around challenging stereotypical views of masculinity for boys through a focus on heroes e.g. use the novel "Billy Elliott".
- Timetable in the fitness programme prior to starting the literacy block to increase engagement.
- Establish linkage between literacy activities and a range of experiences in the arts, technology, science and physical education.

- Explicit reading instruction promotes metacognitive abilities, a common language to talk about how the reading process works, and helps build students' repertoire of reading strategies.
- Again, teacher quality is important as good teachers make all the difference. The variation within classes in a school (60%) is believed to be more than between schools (40%.) (Cuttance, 1998). The negative effects of teachers' low expectations of students' success aspirations, and associated explicit or implicit discouragement are crushing.
- A multimodal model (audio, visual, spatial, gestural, linguistic) is proposed by Cope and Kalantzis (2000), which links four knowledge processes in which students must gain proficiency if they are to be efficient communicators in the future.
- Freebody and Luke (1990) believe literate people require families of resources, or repertoires of practices learnt and practised in social contexts. Their reading model outlines different families of practices for reading. The four interconnected sets of resources and practices are –

literal and

- * **Code breaker** resources to help readers to decode and understand text conventions.

- * **Text participant** resources and practices – to access

inferential meanings by integrating background knowledge and experiences to make meanings.

to

- * **Text analyst** resources and practices that enable readers

critically analyse texts in terms of the author's intentions,

the

contexts in which texts were created, the ideologies underpinning text and the exclusions and inclusions

- * **Text user** resources and practices that enable readers to

use a

range of texts to achieve specific purposes

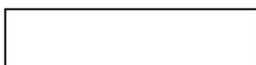
- Development of a set of principles to guide best instructional practice, from research in Australia, resulted in three broad categories being identified as useful.

- * Identity and Literacy

- * Community and Literacy

- * Metacognitive learning and literacy

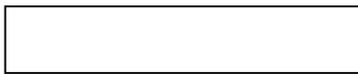
These frames reflect the importance of viewing reading as more than the acquisition of an orderly set of skills.



Boys want to be able to identify themselves and what they would like to be and do. They seek books that reflect their view of themselves (John Marsden). Therefore use materials with which boys are familiar and can relate to lives outside school, which in turn relates to a boy's sense of himself as a literate learner (part of his identity). Reading and discussion can also help shape identity.



Boys need to feel worthy of belonging and able to belong to a community of learners. These groups need to be fluid with the structure varied so boys are not always with the same learners, resulting in a variety of dynamics that produce different results.



The two categories of metacognition in reading identified in research (Culican et al, 2001) are learning about learning and knowledge of oneself as a learner, combined with the ability to use self-assessment and reflection on learning and the development of a language for critically analysing and talking about texts. Readers' abilities to think about how they read has the potential to increase their reading competence. Similarly, the development of the language and skills of critical analysis is associated with the potential to empower readers (Freebody & Luke 1990; Luke 1993; Luke 2000; Muspratt, Luke & Freebody 1997).

Learning will benefit by relevance of reading to the real world, real world literacy materials and a fresh, radical approach.



their use

Make connections explicit between school literacy skills and

in real life e.g. skateboard, surfing, basketball, rugby magazines,

*interviews, newspaper articles on sport, catalogues/brochures,
video*

shop flyers, computer manuals.

Draw on skills and strengths of boys and match between
boys' lives.

Learning as fun for the boys; having some control and
with content/activities (V Clay 2005)

- Focus on immediate experience (action).
- Set clear goals.
- Give immediate feedback on competence and success.

CHARACTERISTICS OF LOW PROGRESS READERS/WRITERS

- Poor skills of decoding/encoding, word analysis and recognition.
- Reading and writing is a chore. Passive response to texts; lacking in skills and inclination to explore language.
- Limited ability to transfer knowledge from one site to another i.e. to generalise.

- Poor comprehension and under-developed structure and content in writing (Chuck Marriott, 2005).
- We need to remember these qualities of boys when teaching low-progress readers:
 - * high energy
 - * curiosity → creativity
 - * desire for challenge
 - * sense of fun
 - * pragmatism
 - * success orientated

The boys want to know what's in it for them - respond to those qualities.

- Honour their energy, let it be expressed through movement and self reflection.
- Investigation to challenge them and develop their curiosity.
- Success orientated.
- Build in the fun element.
- Give massive feedback/praise.
- Explain the purpose of the task.

KEY AREAS IN LITERACY

For boys to become successful readers the following are needed :

- Skills of decoding/word analysis and understanding
- Development of a well developed vocabulary
- Fluency as the key to understanding
- Attitude and motivation related to success
- Plenty of dialogue and opportunities to hear language

- **TARGET GROUPS OF STUDENTS**
- **DEVELOP EFFECTIVE PRACTICES**
- **PROVIDE PROFESSIONAL DEVELOPMENT OF TEACHERS**

Dr Ken Rowe (2005) has outlined the following as being effective evidenced-based strategies that support the learning needs of boys.

- Focus on support for literacy, especially Professional Development for teachers.
- Early diagnosis and intervention for those 'at risk' of literacy under-achievement.
- Highly structured instruction and lessons with an emphasis on challenge and frequent changes of activity.
- Greater emphasis on teacher-directed work in the classroom in preference to 'group' work.
- Clear objectives and detailed but simple instructions; provide explicit criteria for presentation or work.
- Short-term challenging tasks and targets with frequent changes of structured activity; verbal for girls, visual and physical for boys.

- Establishment of assessment and monitoring systems designed to identify under-achievement in key skills across the curriculum, as well as in individual subjects.
- Regular personal interviews for the purposes of target setting.
- Positive reinforcement : immediate and credible awards for quality work, increased effort and/or improved behaviour.
- Providing opportunities for extra tuition/revision.
- Planned programme for differentiated personal and social development.
- Meaningful work experience placement aimed at informing students about changing roles in adult and working life.

From the work of Rowe, Pollard and Rowe (2001, 2002, 2005), the following evidenced-based teaching strategies are recommended for ALL students.

- Attract the student's attention
- Use short sentences ('chunked'), maintain eye contact, and use visual cues
- *PAUSE* between sentences. If repeats are required, restate simply and provide regular encouragement.
- Monitor the student; e.g. if 'blank' look response, stop and begin instruction again.
- Establish hearing, listening and compliance routines.

BEHAVIOUR MANAGEMENT

Particularly for Boys at Risk

- Ensure boys know you care about them – establish positive relationships but have clear boundaries which are well known.
- Give boys a choice; don't back them into a corner, embarrass them or single out. Follow up with appropriate, natural consequences.
- Role model solving conflict and compromising.
- Give boys a chance to repair and rebuild and think through the behaviour.
- Remain calm, give time alone if angry, talk quietly to them individually.
- Remember behaviour is usually hiding something – a problem or conflict.
- Address and focus on areas such as literacy and self esteem, as a positive male identity enhances the self esteem of boys and can lead to increased academic achievement. Low self esteem is often expressed with aggressive behaviour.
- Model successful relationships between men and women.
- Mentor boys through men who genuinely like children and value them for what they are.
- Engage fathers at school in as many ways as you can.
- Plan parental support meetings for the positive times.
- Parents may need working with at home through other agencies.

- Above all, be positive.

Think about :

- The ROCK & WATER PROGRAMME which addresses boys' motivation and self confidence and offers schools/teachers a new way to interact with boys in relation to their physical and social development.
- A boys' only camp in Years 7/8 or Year 9 in secondary school which can support boys in setting a direction and goals for themselves.

5 Steps of Negotiation

1. Admit any mistakes or wrongdoing.
2. Acknowledge the other person's feelings.
3. Explain your view of the problem.
4. Listen to the other person's point of view.
5. Agree on a solution or plan.

Saying 'sorry' is not negotiation.

(Discipline for home and school Ford 1997)



As we know from recent research, teachers make the difference! Awareness of boys' particular needs as they develop is important. The implementing of appropriate teaching practices and programmes with the aim of increasing connectedness to school, building resilience and purpose and raising the levels of boys' achievement, is imperative, but teachers need support and professional development to further their skills in relating to boys and their learning outcomes.

From practice to practise will require leadership, energy and the support of the whole community, to make a difference in a school focused on developing a 'boy friendly' culture, where what students experience on a day-to-day basis in interaction with teachers and other students, is what matters.

Students who, regardless of their gender, socio-economic or ethnic backgrounds, are taught by well-trained, strategically focused, energetic and

enthusiastic teachers, are fortunate indeed (Slavin 1996; Slavin et al 1994, 1997).

MICUPS
(Multiple Intelligences Checklist for Upper Primary and Secondary
(Years 4-10))

		<i>This is really True of Me</i> (3)	This is sort of True of Me (2)	This is not True of Me (1)
1	I like making and doing word puzzles.			
2	I can usually learn new maths work easily.			
3	I usually don't take very long to learn new sports and exercises.			
4	I like to try and fix things with small parts which aren't working well.			
5	I enjoy doing maths problems and puzzles.			
6	I can decide what I want, work out how to get it and then do what I need to do.			
7	I enjoy drawing and artwork.			
8	People have commented that I sing well.			
9	I enjoy writing stories.			
10	I enjoy playing a musical			

	instrument.			
11	I often see clear pictures in my head when I close my eyes.			
12	I sing and hum a lot during the day.			
13	I have a good sense of direction and I rarely get lost.			
14	I can judge well what I am good at and not so good at.			
15	I prefer to do things with other people rather than by myself.			
16	I like to read books a lot.			
17	I like making up and doing experiments to find out about things.			
18	I often have good ideas for what to play or do that other kids follow.			
19	I like playing games like chess or draughts where you have to use clever thinking to win.			
20	I am sensitive to other people's feelings.			
21	After something has happened to me I like to think about my reactions to it.			
22	I always try to think about the effect my behaviour will have on other people's feelings.			
23	I think a lot about myself and why I am the way I am.			
24	I can recognise and remember songs and music easily.			
25	I'm good at remembering jokes, rhymes and stories to tell.			
26	I often find it easier to say what I want to communicate by using a drawing or a diagram.			

		<i>This is really True of Me</i> (3)	This is sort of True of Me (2)	This is not True of Me (1)
27	I like playing ball games and computer games where I have to react fast.			
28	I'm good at imagining how things			

	will look before I make them.			
29	When I meet new people I feel confident that I will be able to get along well with them.			
30	I am confident that I can make my body do what I want it to do.			
31	I really enjoy dancing and moving to music.			
32	I can usually find the right words to communicate what I want to say.			
33	I am very curious about how things work.			
34	I like listening to music a lot.			
35	I usually know what kind of mood I am in and why.			

Scoring Instructions

For each question put 3 points for every 'Really True of Me' response, 2 points for every 'Sort of True of me' response and 1 point for every 'Not True of Me' response. Place your scores in the chart below to see your relative strengths across the seven intelligences.

Items	Score
3	
4	
27	
30	
31	
BODY TOTAL	
8	
10	
12	
24	
34	
MUSIC TOTAL	
15	
18	
20	
22	
29	
PEOPLE TOTAL	
6	
14	
21	
23	
35	
SELF TOTAL	

Items	Score
1	
9	
16	
25	
32	
WORD TOTAL	
2	
5	
17	
19	
33	
LOGIC AND MATHS TOTAL	
7	
11	
13	
26	
28	
SPACE AND VISION TOTAL	

Relative Strengths Chart

Write in the scores for each intelligence in order from highest score to lowest score in the opposite table.

<i>Order</i>	Score	<i>Intelligence</i>
1 st		
2 nd		
3 rd		
4 th		
5 th		
6 th		
7 th		

APPENDIX 1

Multiple Intelligences & Bloom's Taxonomy and Polar Lands –
Learning Contract
(Family Action Centre, University of Newcastle, NSW DET website)

UNIT OF STUDY :

YEAR LEVEL :

Multiple Intelligences	<i>Bloom's Taxonomy : Six Thinking Levels</i>					
	Knowing	Understanding	Applying	Analysing	Creating	Evaluating

Verbal I enjoy reading, writing & speaking						
Mathematical I enjoy working with numbers & science						
Visual I enjoy painting, drawing & visualising						
Kinaesthetic I enjoy doing hands-on activities						
Musical I enjoy making & listening to music						
Interpersonal I enjoy working with others						
Intrapersonal						

I enjoy working by myself						
------------------------------	--	--	--	--	--	--

KLA : Stage 4 Geography

Global Environments : Polar Lands

Date Due:

Learning Contract : assessment

Weighting:

In order to complete this learning contract you must achieve a minimum of 18 points.

Knowledge & understanding tasks

2 points each

Applying and analysing

4 points each

Creating and Evaluating

6 points each

The shaded tasks are compulsory – they make up a total of 8 points.
You choose the balance of *10 points* from the other tasks.

You decide which combination of tasks you would like to complete. You must have a total of *18 points*.

For oral, mime, debates and musical tasks please see teacher to make an appointment to present your work.

POLAR LANDS – LEARNING CONTRACT

I agree to complete the following activities to the best of my ability and by the due date.

UNIT : Polar Lands - Antarctica

YEAR LEVEL : 7 and 8

Multiple Intelligences	<i>Bloom's Taxonomy : Six Thinking Levels</i>					
	Knowing	Understanding	Applying	Analysing	Creating	Evaluating

Verbal I enjoy reading, writing & speaking	Locate using an atlas and a blank map 5 countries that have polar lands within their territory.	Orally express your understanding of glaciers, icebergs, pack and katobic wind.	Categorise Antarctic wildlife into migratory or non-migratory.	Explain what the conflict over whaling is in Antarctic. 1 minute speech or 1 written page.	Propose a management plan to conserve Antarctic marine life. Present your plan as a concept map.	In a 2 minute speech argue the positive and negative factors for Humans in Antarctica.
Mathematical I enjoy working with numbers & science	Refer Climograph pg. 135 GeoActive. a) What is the maximum mean temperature in summer and winter.	Refer pg. 144 GeoActive 'GeoSkills' answer questions 1,2 & 3.	Study Fig. 7.24 in Parker. Using excel spreadsheet turn this line graph into a bar graph.	Refer Fig. 7.13 Parker. Construct a climatic graph of Vostok station.	Predict the climate in Antarctica for the year 2115 AD. Present your findings in the form of a concept map. In your findings consider: the causes, effects and impacts.	
Visual I enjoy painting, drawing & visualising	Draw an annotated map of Antarctica, describing the climate and the latitudinal and longitudinal location.	Refer pg. 141 GeoActive 'GeoSkills' Draw a cross-section of Antarctica.	Illustrate the Antarctic food web.	Investigate 2 explorers of the Antarctic and display your findings in the form of a cartoon.	Design a post-card as a visitor to Antarctica. On 1 side draw pictures that present Antarctica and on the other side write to a friend or family member.	Design a poster which outlines Australia's approach to managing the fragile Antarctic environment.
Kinaesthetic I enjoy doing hands-on activities	Use mime to describe how the Antarctic food web functions.		Construct a diorama/model of one Antarctic habitat.	Create a board game about Antarctica. Some ideas include where it is; climate, wildlife, ecosystems (i.e. food webs), resources, human impact, shelter, scientific research, tourism, Antarctic Treaty. (6 points)		

Musical I enjoy making & listening to music	Find a song that represents how Antarctica should be preserved or conserved.	Convert the National Anthem into a song that describes Antarctica.	Record a series of sounds that you think represent life in Antarctica.	Write a song comparing and contrasting Australia to Antarctica.	Refer pg. 156 GeoActive 'GeoSkills – Photo Interpretation'. In a group (3-4) imagine you are reporters	Write a song about the expedition of 'Douglas Mawson'.
Interpersonal I enjoy working with others	In pairs name all the stations in Antarctica and locate them on a blank map of Antarctica.	In a group (3-4) research and outline what types of scientific research is currently occurring in Antarctica. Refer www.classroomantarctica.aad.gov.au/	In a group (3-4) write a report on why the Antarctic Treaty was negotiated.	In pairs analyse the problems that 'Chicken virus' is causing in Antarctica. Report format. 1 page.	writing an article on Antarctica. Devise a method to musically interpret the article to a blind person.	In a group of 4, debate on the topic: 'Should Antarctica be preserved or conserved?' Refer Fig. 7.27 pg.228 Parker.
Intrapersonal I enjoy working by myself	State all the different types of animals found in Antarctica.	Refer pg. 141 GeoActive 'GeoSkills'. Interpret the cross-section; consider length, ice thickness, height of land, where rock emerges through the ice. Present your findings as a first-hand account.	Construct a mind map that emphasises the key principles of the Antarctic Treaty. Use cartoons or sketches where possible instead of words.	Identify future problems in Antarctica, consider ozone depletion, commercial whaling, and greenhouse gas emissions. Present your findings as a newspaper article.	Conduct Internet research on the following site and write a few paragraphs about your findings: Don and Margie McIntyre's visit to Antarctica. http://www.theaustralian.com.au/extras/014/4211040.htm	

Student _____

Teacher _____

Date

APPENDIX 3

Learning Framework for Boys
Developed by the Boys in Schools Program,
University of Newcastle



LEARNING FRAMEWORK FOR BOYS

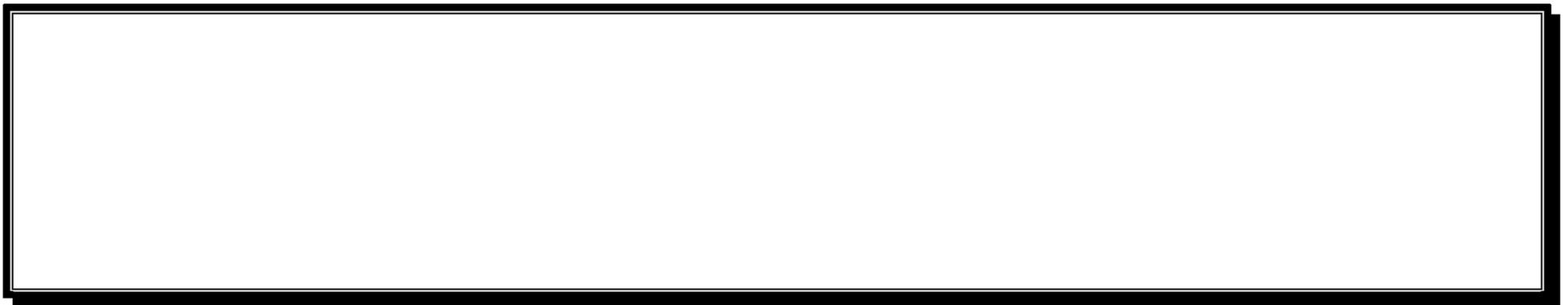
FOCUS AREA	IMPLICATIONS	STRATEGIES
<p>Personal interest</p> <ul style="list-style-type: none"> • What does this boy like to do? • What type of literacy interests him? • What is his learning style? 	<ul style="list-style-type: none"> • Link boys' and/or family interests to literacy materials • Incorporate non-traditional literacy materials into literacy lessons • Look at student needs – academic/social/emotional 	<ul style="list-style-type: none"> √ Survey class and/or individuals for boys' interests √ How does he use reading and writing to pursue those interests? √ What aspect of your teaching area interests him the most? √ What would he like to do more of in your classroom? √ What are the family interests and skills you can draw on?
<p>Immediate experience</p> <ul style="list-style-type: none"> • How can this boy use this literacy experience &/or task in his life? 	<ul style="list-style-type: none"> • Link content to real world experiences of the boys • Link activities to real world experiences of the boys • Utilise boys' view of the world 	<ul style="list-style-type: none"> √ Acknowledge prior learning and work from there √ Build in reflection on learning and group processes √ Use of multiple literacies √ Use concept maps, timelines, graphic outlines and organisers √ Encourage students to make and confirm predictions √ Make links to the real world explicit
<p>Clear goals</p> <ul style="list-style-type: none"> • What do I have to do? • How will I know when I've achieved it? 	<ul style="list-style-type: none"> • Be explicit about curriculum requirements in all KLAs • Students set personal goals for units of work 	<ul style="list-style-type: none"> √ Use concrete language – what will this look like when I've finished? How long? How many examples? √ Assist students in setting their own goals – for a unit of work for a reading task √ Goal setting – <i>what I'd like to find out. What I need to find out.</i> √ Students' determine parameters for quality work
<p>Competence</p> <ul style="list-style-type: none"> • Build in success for 	<ul style="list-style-type: none"> • Feedback linked to curriculum 	<ul style="list-style-type: none"> √ Mastery approach √ Breaking tasks into smaller steps

<p>the student.</p> <ul style="list-style-type: none"> • Celebrate student achievement. 	<p>requirements</p> <ul style="list-style-type: none"> • Feedback linked to students' personal goals 	<ul style="list-style-type: none"> √ Build in assessment and feedback procedures √ Tangible rewards √ Constructive feedback
<p>Control</p> <p><i>Choice</i></p> <ul style="list-style-type: none"> • How will the student exercise control over his learning? <p><i>Fun</i></p> <p><i>Purpose</i></p> <ul style="list-style-type: none"> • Why are we doing this? • What is it linked to? 	<p>Allow choice in :</p> <ul style="list-style-type: none"> • Content (linked to interests) • Type of activity • Mode of presentation • Work grouping <p>Fun and purpose:</p> <ul style="list-style-type: none"> • From the boy's point of view • Generated by involvement 	<ul style="list-style-type: none"> √ Inquiry process – Is it active? Does it fit this boy's learning style? √ Teach group processes and use them. Demonstrate necessary social skills. √ Allow choices in – <ul style="list-style-type: none"> Units of work – contracts/independent work units Work groupings – alone/pairs/groups Method of presentation – oral/written/visual/technological Method of assessment – use multiple intelligences √ Authentic tasks linked to real world and interests Who is the audience for the task – teacher, peers, parents?

LEARNING FRAMEWORK FOR BOYS

FOCUS AREA	IMPLICATIONS	WHAT I'M TRYING
<p>Personal interest</p> <ul style="list-style-type: none"> • What does this boy like to do? • What type of literacy interests him? • What is his learning style? 	<ul style="list-style-type: none"> • Link boys' and/or family interests to literacy materials • Incorporate non-traditional literacy materials into literacy lessons • Look at student needs – academic/social/emotional 	
<p>Immediate experience</p> <ul style="list-style-type: none"> • How can this boy use this literacy experience &/or task in his life? 	<ul style="list-style-type: none"> • Link content to real world experiences of the boys • Link activities to real world experiences of the boys • Utilise boys' view of the world 	
<p>Clear goals</p> <ul style="list-style-type: none"> • What do I have to do? • How will I know when I've achieved it? 	<ul style="list-style-type: none"> • Be explicit about curriculum requirements in all KLAs • Students set personal goals for units of work 	
<p>Competence</p> <ul style="list-style-type: none"> • Build in success for the student. 	<ul style="list-style-type: none"> • Feedback linked to curriculum requirements 	

<ul style="list-style-type: none"> • Celebrate student achievement. 	<ul style="list-style-type: none"> • Feedback linked to students' personal goals 	
<p style="text-align: center;">Control</p> <p><i>Choice</i></p> <ul style="list-style-type: none"> • How will the student exercise control over his learning? <p><i>Fun</i></p> <p><i>Purpose</i></p> <ul style="list-style-type: none"> • Why are we doing this? • What is it linked to? 	<p>Allow choice in :</p> <ul style="list-style-type: none"> • Content (linked to interests) • Type of activity • Mode of presentation • Work grouping <p>Fun and purpose:</p> <ul style="list-style-type: none"> • From the boy's point of view • Generated by involvement 	



APPENDIX 2

MICUPS Years 4 – 10
Seven Ways at Once Book 1
Addison Wesley, Longman, Australia, 1995

