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1 Introduction

This submission focuses on the social development of boys in Australian schools. Issues related to literacy and boys are not specifically addressed.

Over the past ten years, the social development of boys as a significant factor in their academic achievement and in the preparation for adult life has been consistently overlooked in the public debate over boys underachievement. During that time the links between social development, peer relationships and boys outcomes have become more evident. For example:

- > Social skills are increasingly required beyond infant classes as a component of academic success. Boys are slower to develop in this area.
- > The positive influence of peer groups is increasingly recognised as a major factor in successful learning. Where the peer group turns negative or anti-learning as in the ‘cool to be a fool’ dynamic, schools face an uphill battle. As a group, boys are more concerned about power, status and independence and are more likely, both individually and as a peer group, to resist classroom learning that requires collaborative, process-oriented skills. This is more noticeable at secondary and tertiary levels.
- > The social development of students and particularly in peer groups, has rarely been targeted beyond infants classes. The exception is in remedial and student at risk programs, both dominated by boys. Most problem behaviours in schools occur in groups and as such must be unlearned in groups.
- > The nature of work and the social skills required for successful negotiation of the post-school world have significantly changed in the last 10 years. The pathway to work for boys is no longer in traditional male jobs or studying traditionally male subjects.

What can we do to improve boys’ social outcomes in Australian schools? The rest of this submission is divided into three parts: The Links Between Social Development And Boys Outcomes In Schools; What Works; and Recommendations

2 The Links Between Social Development and Boys’ Outcomes In Schools

Skills in Social Maturity

Despite the controversy surrounding the explanation of the decline in boys’ achievement relative to girls, there is a fundamental gap between boys and girls maturity on entry to school and on their subsequent emotional and social development. In general terms, boys in the early years of high school (Yrs 7 – 9) are noticeable for lack of impulse control, inability to work out consequences, reluctance to make and follow through on decisions, poor self organisation,

inappropriate management of time, and lacklustre setting of goals. This does not mean that they are less intelligent, just less easily managed. Nor does it mean that boys' slower development in social and emotional skills cannot be helped. I believe it means that we must focus on assisting boys to develop skills in social maturity (also known as emotional intelligence, Goleman 1995). A draft summary of appropriate social skills for students, based on Goleman 1998, is presented at Appendix 1.

One UK study of boys' underachievement strongly supports this conclusion. Of the Year 11 students identified as underachieving by teachers across a number of Local Education Area Comprehensive High Schools in Durham, 90% were male of which 80% had summer term birthdays. In other words they were young for their cohort. They had the potential to achieve 5 or more C grades or above but on present performance would not do so. "They had got so far behind that the task of catching up was overwhelming... It was a case of living day to day hoping to get by as they had done earlier in their school career, just by being there. These pupils had never adopted the habit of working and were only now being made to face the consequences of their casual attitude." (Thomas 1996).

Her conclusion was that personal organisation (a skill related to social maturity/ emotional intelligence) "cannot be left to chance and had to be proactively taught" (ibid). However it is not enough to teach it once in say Year 4 and expect students to take up the behaviour as a habit. The key would be to reinforcing such core behaviour in everyday mainstream classes and maintaining the behaviour to the point where it is critical (Years 11 & 12). Every high school faces the problem of students (mostly boys) who arrive in Year 11 with few skills in independent and fail to managing their learning successfully.

This same problem arises with other soft skills such as communication and thinking. Even where Primary Schools focus on such skills (for example de Bono's CORT Program, Co-operative Learning, or the Oral Language Priority, WA), the shift in teaching styles at High Schools means that it would be extremely rare for such skills to be reinforced during mainstream lessons unless there is a significant middle school focus on learning and engagement of students. In NSW communication skills are typically taught within PD/Health/ PE in Year 7. Without a mainstream use of such skills, for example in a number of core subject classrooms using Co-operative Learning, there is little chance of transfer.

The 'Black Hole' of The Middle Years

The transition from primary to secondary school is of major concern. In seminars with more than five thousand teachers over the last 5 years I have asked, "You see the students arrive at High School in Year 7, keen to do something different. At what point have you noticed students begin switching off?" The consistent answer is that boys' acting out is most noticeable in Years 9 but that students switch off sometime in Year 7. The commonest comment was that school was boring.

In *Examining the School Performance of Boys*, Ludowycke (1997) drew from case studies in boys education programs from UK & Australia. He noted that: "Most successful interventions occurred at Year 7 & 8. Programs targeted at Year 10 and above were much less successful". I would suggest that this is because the peer group dynamics, for better or worse, are well

entrenched by the end of Year 8. Whatever class programs are run or interventions made with individuals, the transfer to behaviour in the group outside the classroom is decided by the values of the peer group.

Two inferences can be made here. Firstly, the place to start creating a positive peer culture is before the peer dynamics become entrenched (first week of Year 7) and at times when peer relations become more fluid, typically outside everyday school activities (beginning of each year, school camps, excursions, performances). Secondly the peer group cannot be left on its own to survive as best it can. This is where it is most likely to switch off (itself a sign of emotional immaturity). Schools and teachers must structure classes so that the peer group, rather than the individual, is either engaged with learning, linked to a specific teacher or both. Examples include Year 7 teams, extensive use of co-operative learning methods or core subject teachers (see Browne R, "Boys and Middle School", *Boys In Schools Bulletin*, Vol1 No 1 1998). In this way teachers take responsibility for creating a positive peer culture around learning.

School Structures

Even though there are a variety of models of middle school reform, most initiatives enable schools to give more focus to all student's social development. The central elements include a separate sub school, the reduction of the number of teachers each class is exposed to, an increased emphasis on learning and the postponement of academic faculty orientation to subjects into a common or more seamless curriculum. The question is, Do these initiatives promote the social development of students? There is a limited amount of data available. Most is by inference.

The Holweide Comprehensive School, Cologne, Germany¹ operates on six year level subschools where the teachers are allocated to a subschool and do all their teaching there. Each subschool has its own staffroom. Hence professional relations are based on the social grouping on students rather than faculty subject areas. Each year the subschool travels as a whole to the next year level. The school also pioneered the Table and Small Group method of co-operative learning, now adopted by a number of high schools in Victoria. The school, with a large proportion of Turkish-background students, reportedly has begun to outperform the German grammar schools in the region. There are some schools in Australia that are structured on this basis. One is Caroline Chisholm High School (Yrs 7 – 10), ACT. While no published data is available I am told that in comparison with similar-sized high schools it has a significantly lower incidence of disruption and critical incidents.

¹ Located in Cologne, Germany, Holweide Comprehensive School is a contemporary example of socially organised education. The school began as an experiment in the mid- 1970's and serves the equivalent of American grades 5 through 11. Culturally diverse students include children of foreign guest workers and children from single-parent or poor German families. Almost all pupils are considered non- college bound. Teams of teachers remain with the same students for the entire six years of Holweide schooling. School administration is composed of only one teaching principal and two assistants who also teach. Students are not tracked according to assessed ability. Teacher teams determine how to group students and how to organize the school day. Readjustments are made as needed. Because of this structure, authentic accountability is possible. Since teachers have the same students for six years, former instructors cannot be blamed for pupil deficiencies. Teachers cannot pass problem students along to others. Teacher teamwork increases chances of defining appropriate ways to improve schooling of individual pupils. "Holweide's approach thus turns the usual bureaucratic, assembly-line processing of children into a teaching and learning enterprise, a moral community" (Shanker, 1990, p. 351).

Teacher-Student Relations

The School Effectiveness study, part of the Victorian Quality Schools Project (Hill et al 1993, 1996) and the VCE Data project (Rowe 2000a) demonstrate the overwhelming influence of teacher/ classroom effects in explaining what made schools effective. In that sense the quality of student teacher relations is significant. Class/ teacher effects accounted for an average of 59% of the variance in student achievement outcomes after adjusting for measures of students abilities, gender and school sector, compared to 5.5% at a school level. Rowe (2000b) strongly argues that initiatives that do not penetrate behind the classroom door are ineffective. To this end middle school reform only works to the extent that it attracts teachers who are prepared to change or improve the way they respond to students.

Peer Influence

Likewise the impact of the peer attitudes is significant. The advent of the ‘cool to be a fool’ stance is a major challenge to the issues of boys achievement and motivation, let alone post school options. In a 10 year study of 20,000 students and families, US researchers (Steinberg 1996) examined the critical influences on the decline of school performance. The two most critical influences were not poor curriculum or problem schools but a) disengagement by parents and b) peers who denigrate academic success. This highlights two potential avenues for supporting boys performance; keeping parents, especially dads, engaged and creating and sustaining learning positive peer groups. While boys misbehaviour and avoidance of humanities subjects have been around for many years the relatively recent “cool to be fool” phenomena amongst boys involves the “dumbing down” of academically competent students and resistance to the appearance of doing any work.

Middle School Reform

In a recent paper on systemic, whole-school reform of the middle years of schooling Hill and Russell examine what might be done to prevent alienation and the plateau of achievement that shows little gain occurs across the middle years (Hill and Russell 1999). They note the shift in culture between primary school which is “conventionally based on the principles of care and control” and traditional secondary school culture which is “characterised by an academic orientation, student polarisation and fragmented individualism” (op cit p4). The message for high schools is to teach students not subjects.

Significantly a number of key elements of reform emphasise the need to focus on social development in school structure, teaching and learning methodology and also on peer relations.

- School substructures, such as the teams/small group structure, mitigate against students being overwhelmed by anonymity within a large school, especially when class size is kept to a level that allows students to be known individually, to gain a sense of belonging and have their individual learning needs met. The stability of class composition across subject areas and through grades 7 and 8, also means students have a sense of continuity during that time. Mixed ability classes and the use of flexible instructional groupings within these classes provide positive learning environments that nevertheless allow teaching to be focused on the learning needs of each student (op cit p11)
- Approaches that are attuned to the characteristics and needs of young adolescents include student involvement in classroom decision-making about curriculum, including the ways learning is organised, monitored and assessed; learning that connects with and is relevant to students’ personal and social concerns, and their out-of-school experience and culture; active learning experiences; engagement in complex, higher order and critical thinking activity; and co-operative as well as independent learning (op cit p10)

- With respect to the middle years, there are particular understandings that teachers need to have regarding the developmental needs of students during early adolescence and more especially their need for a curriculum that emphasises in-depth learning and develops abstract and critical thought, decision-making and taking responsibility for decisions (op cit p9).
- Given the importance to young adolescents of peer influences, it [such reform] also implies the use of co-operative learning strategies that tap into the positive potential of peer group influences (op cit p9).

Preparation For Life?

A further imperative for change is that we can no longer take for granted that the social skills boys develop at school are the ones that will serve them in the workforce. There have been significant changes in the nature of work and hence in the skills required. Traditional male work is declining and traditional female work is increasing (service, retail etc). Most work will be part-time, outsourced and more students will become self employed. The emphasis is increasingly on students with skills in:

- ♦ Self management vs requiring supervision
- ♦ Setting goals and following through vs short term focus
- ♦ Knowing what you want vs knowing what you don't want
- ♦ Self evaluating vs relying only on external evaluation (Browne 2000).

When we think about boys these are not the social skills that first leap to mind. The traditional way of managing boys in schools is strict supervision, enforcing the rules and frequent external assessment. The three golden rules are; "Who's the toughest?", "What are the rules?" and "Are you going to enforce them?". This approach produces what I refer to as 'rule bound thinking'.

Self-Assessment

There has been an over-reliance on external assessment at the expense of self assessment in Australian schools. External assessment is at the heart of rule bound thinking. I see many examples of primary classes using student self assessment and goal setting in their reporting processes or in their topic choices. In one class at Hurstville South Public School it was common for the students to run their parent - teacher interview. Self assessment has to be taught and modelled: "What are the reasons you think this is an excellent piece of work?" Such programs build self reliance, self management, goal setting and significantly internal motivation. These are capabilities that are transferable to the workplace. These processes have to started earlier rather than later as the habits of self organisation, responsibility for learning are learnt overnight or on entry into Year 11.

The increased importance of these skills coincides with the Goleman's research on emotional intelligence. One of his most interesting findings is that two out of three of the abilities deemed essential for effective performance were emotional competencies. Academic achievement is no predictor of excellence in the world. He mounts strong evidence to show that the critical factor in post school success is emotional intelligence in managing oneself and influencing others (Goleman 1998).

Making the Best Use of School

The humanities include the subjects that most readily lend themselves to the teaching of emotional competencies. Yet boys have traditionally chosen black and white 'hard' subjects and avoided literacy-based, soft subjects like the plague. The best data on subject selection is from

students in Years 11 & 12. While girls' choices show noticeable increase in diversification, there has been little change in boys' selections. Boys subject choices remain heavily skewed toward stereotypical male vocational areas. Boys make "less and narrower use of senior schooling than girls" (Teese in Gilbert & Gilbert 1998). While some boys benefit from this narrowness, not all do well and it is those who do not who are the particular losers in the schooling race (op cit p9).

In *Improving the School Performance of Boys* Ludowycke (1997) concludes that boys are

- ♦ over-represented in courses that lead to vocational options that will experience the greatest decline in employment over the next decades.
- ♦ under-represented in courses that more readily lead to employment in growth sectors and
- ♦ under-exposed to vocational competencies these industries will require
- ♦ increasingly moving away from studies which emphasise literacy
- ♦ under-enrolled in studies with greater exposure to personal communication, relationship, emotional literacy, health, parenting and domestic skills.

"Boys have traditionally selected studies which potentially deliver significant vocational dividends and have done so at the expense of subjects that may better prepare them for these other aspects of adult life. The declining employment market value of many such studies means that for those boys seeking vocational pathways into declining industry sectors, their current study selection patterns will mean they will now miss out in both domains." (Ludowycke 1997)

Yet, it would be useless, he argues, to try and persuade boys to take up subjects that they avoid. The task would be to include such skills in the subjects they do choose. This means that maths and sciences actively embrace social development.

3 WHAT WORKS

Historically, dealing with boys' underperformance has involved focusing on remedial classes and at risk students. Preferred teaching methods with these group have long been known; hands-on, varied, real life tasks, core teachers with good relating skills, humour, negotiation and a sense that somebody actually cares about them. What is new about the boys' education initiatives is that schools are considering for the first time how they work with groups of boys so that they create a positive socialising effect.

A number of exciting initiatives are being implemented in schools across Australian and New Zealand. While it is a concern that the whole area of boys education programs are under-evaluated, there is insufficient attention paid to the social indicators of outcomes for boys. Most evaluations rely on related academic outcomes. Nevertheless a number of schools have reported significant, although anecdotal, impacts on school culture and individual behaviour. For example at Camden High School "during the year when the boys program was not operating, the Welfare coordinator and Deputy requested that the boys program be restarted. The amount of problems in the school had significantly increased when the 'troubled' group was not engaged in any program. When they were positively engaged the whole Year level lifted." ('Boys In Focus', *Boys In School Bulletin*, Vol2 No3 1999)

The programs and approaches cited below present a range of initiatives that are working for boys and pick up a number of the points raised in the previous section.

Boys & Expressive Arts

- ◆ The Machismo Project, James Cook Technology High School (Boys In Schools Bulletin Vol 2 No 3 1999). This program is now being piloted in NSW rural areas and has been picked up by the NSW Health Department.
- ◆ Power, Oppression, Ritual & Celebration: Forum Theatre in a Boys School, Christian Brothers College, St Kilda, VIC (Boys In Schools Bulletin Vol 1 No 3 1998).

Boys Only Classes

- ◆ Improving Boys Learning, Surrey Downs School SA (Boys In Schools Bulletin Vol 1 No 4 1998).
- ◆ BLOKES program; 100 Hour Elective, Years 9 & 10, Crestwood High School, NSW (Boys In Schools Bulletin Vol 1 No 2 1998).
- ◆ Evaluating Single Sex Classes, case studies from England and Wales (Boys In Schools Bulletin Vol 3 No 1 2000).
- ◆ Concentrating Better But Not As Much Fun Without Girls, Mooroolbark Heights Secondary College, VIC (Boys In Schools Bulletin Vol 3 No 1 2000).

Discipline/ Welfare Structures

- ◆ “We will deal with this in another way”, Punchbowl Boys High School, NSW (Boys In Schools Bulletin Vol 3 No 1 2000).
- ◆ Give Me a Helmet, Canterbury Boys High School, NSW (Browne and Fletcher R, 1995, *Boys in Schools*, Finch, Sydney)

Involving Fathers

- ◆ Lets Have a Story Dad, South Wagga Public School, NSW (Boys In Schools Bulletin Vol 1 No 1 1998).
- ◆ “Have you got me, Dad?”, Rangeville State School, QLD (Boys In Schools Bulletin Vol 3 No 1 2000).
- ◆ Case studies of involving fathers in schools (Men & Boys Project, 1998, *Getting Dads Involved In Schools*, Newcastle University)

Learning vs Teaching

- ◆ Engaging Boys In Effective Learning, Kogarah High School, NSW (Boys In Schools Bulletin Vol 1 No 4 1998).

Mentoring

- ◆ Boys In Focus, Camden High School, NSW (Boys In Schools Bulletin Vol 2 No 3 1999).
- ◆ Cutting Through Aimlessness, Cleveland Street High School, NSW (Boys In Schools Bulletin Vol 2 No 4 1999).
- ◆ Boys and Books, Maryborough State High School, QLD (Boys In Schools Bulletin Vol 1 No 4 1998).
- ◆ It Takes A Village To Raise A Young Man, Margaret River Senior High School, WA (Boys In Schools Bulletin Vol 3 No 2, 2000).

Middle School Reform

- ◆ Making Boys Bloom, Blackfriars Priory School, SA (Boys In Schools Bulletin Vol 1 No 3 1998).
- ◆ Boys and Middle School, NSW (Boys In Schools Bulletin Vol 1 No 1 1998).
- ◆ Ashfield Boys High School, NSW (Biddulph 1998, *Raising Boys*, Finch, Sydney)

Pastoral Care

- ◆ Affirming Boys Roles in Red House, Belmont High School VIC (Boys In Schools Bulletin Vol 1 No 4 1998).

School/ Work Programs: Creating a Work Ethic

- ◆ Dad in the Shed, Geraldton Secondary College WA (Boys In Schools Bulletin Vol 2 No 3 1999).
- ◆ Making School Relevant, Grovedale Secondary College VIC (Boys In Schools Bulletin Vol 1 No 4 1998).
- ◆ It Takes A Village To Raise A Young Man, Margaret River Senior High School, WA (Boys In Schools Bulletin Vol 3 No 2, 2000).

Specific-focus Programs

- ◆ Boys and Masculinity. Encounter/ Retreat, Assisting The Transition From Boyhood To Manhood, Aquinas College, WA (Boys In Schools Bulletin Vol3 No 3, 2000)
- ◆ Intervening In Adolescent Depression (Boys In Schools Bulletin Vol 2 No 4 1999). The Resourceful Adolescent Program is tested at Year 9 in three NSW High Schools.
- ◆ Self Defence for Boys: Learning How to Deal With Violence and How to Prevent Violence, Openbare, Schagen, Holland (Boys In Schools Bulletin Vol 2 No 4 1999, also Vol 1 No 2 1998).). Now offered in Australia as The Rock & Water Program
- ◆ Health & PE: "Hauora" Curriculum in New Zealand described in Invasion Games, Howick College NZ (Boys In Schools Bulletin Vol 2 No 3 1999).
- ◆ Using Games to Adjust behaviour. Teaching by stealth; (Boys In Schools Bulletin Vol 2 No 4 1999).
 - > Beating Bullying With Balls & Balloons, Wickham District High School WA (Boys In Schools Bulletin Vol 2 No 4 1999).
 - > Making Links: An Alinjarra Challenge, Alinjarra Primary School WA (Boys In Schools Bulletin Vol 2 No 4 1999).
- ◆ Developing Social Skills, Roseville Public School, NSW (Boys In Schools Bulletin Vol 1 No 4 1998).

4 Recommendations

Further to the programs cited above, the following principles should guide Federal action to advance boys outcomes in schools.

1. Data Collection

The use of school charters in Victorian Government schools has focused school executives on collecting data to track progress in key areas and subsequently reporting it. Boys' outcomes have

been targeted by a number of such schools and consequently there has been a more consistent effort to address issues in boys education. Data collection is essential to retaining a focus on boys' outcomes. Some schools are doing this as a matter of course but this needs to be consistently applied across all schools.

2. A National Framework Of Social Outcomes

While data is relatively easily gathered on academic outcomes, there is little tracking of the social outcomes of schooling. This gap could be met by the development of a national framework of social outcomes of schooling that specified the skills in social maturity (emotional intelligence) relevant at each year level. Such a framework would need to be reflected in policy statements, school and student reporting mechanisms, teacher training, resources to support the integration of these skills through the mainstream teaching and learning curriculum and targeted programs for students at risk. A draft summary of appropriate social skills for students is presented at Appendix 1.

3. Linking Social Outcomes To A Qualification Relevant to Post School Options

The alienation of middle school students is well recognised (Hill & Russell 1999) as is the utilitarian approach that many boys take to subject choices, "Is it going to help me in the real world?" (Gilbert & Gilbert 1998). Despite evidence that skills in social maturity are increasingly relevant in the changing world of work, boys still avoid the subjects that offer opportunities to develop these skills (Browne 2000). One way to make early secondary school more relevant (particularly since the demise of the Leaving Certificate at Year 10) and linked to social development would be to establish a Year 10 'Diploma of Achievement' involving technical, conceptual, interpersonal and communicating skills (Oxford & Cambridge Examination and Assessment Council, 1997). Such a program is well established in the UK and offers great possibilities for Australia. This is a well researched and trialled skills-based course for post-16 year old students where they select from components offered and represents a tangible outcome that students could work for in Years 9 & 10. One of the often quoted maxims about boys learning is that they need to know the work they are doing is relevant and leads somewhere in the short term. This would provide them with something tangible to work towards while giving considerable focus to their social development.

4. Identifying Best Practice in Raising Outcomes For Boys

It is interesting that the most promising programs and approaches appear to be limited to particular schools and the staff driving those initiatives. Where a significant teacher moves on the program usually deteriorates. It takes a major effort by a school to maintain gains made, for example, by improvements in discipline and welfare structures. Consequently there is no generic approach to the issue of boys' education that will raise boys outcomes across all schools. In that sense boys education initiatives need to be tailored to specific local needs, opportunities and resources. Consequently, a grass roots, 'action research' based approach is most likely to build effective programs that support social and academic outcomes for boys. The most critical element is still the relationship between the students and teachers. As this cannot be mandated by policy, leadership in boys education has already, and properly, passed from Departments of Education to schools experimenting with what works in their areas. There are promising approaches (including those listed in the previous section) that need to be identified, developed

and resourced and then widely disseminated. A related issue is that interventions in boys outcomes are generally under-evaluated and an adequate research base must be developed.

5. Extending promising programs upstream and downstream.

However to increase the effectiveness of such best practice programs we need to extend their application either up or downstream across school years, particularly across the primary/secondary divide. When a program is working well and showing gains in a primary school it is important that such gains are maintained and reinforced by the relevant secondary school. A particular case would be the training of students in co-operative learning in primary school. Unless there is a specific focus on 'Table and Small Group' programs, the communication and negotiation skills developed in primary school are largely lost in high school. These skills take time to be developed and need to be part of the mainstream curriculum to ensure that students have a good chance of integrating them. Similarly an approach to student self-management that is working in a high school needs to be introduced into the local feeder primary schools. Federal funds and other incentives could be used to support the extension of promising programs in clusters of local schools. At present the focus on social development is inconsistent across schools in any single district. The point here is to build communities of schools that are aligned around the structures and practices that foster social skill development for boys.

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Social Outcomes Of Schooling

A Draft Conceptual Framework (after D Goleman among others)

1 Personal Competence

1.1 Self Awareness

- *Recognising emotions & their effects*
 - Understanding Social Needs (eg: Glasser's Choice Theory)
- *Understanding Gender: Biology & Masculinity*
- *Accurate self-assessment*
 - Knowing own strengths and weaknesses
- *Understanding Self as Learner*
 - Knowing How I Learn Best

1.2 Self Management

- *Self Organisation*
 - Punctuality & Time Management
 - Managing Equipment, Filing & Recording
 - Presentation of Work (neatness, layout etc)
- *Independent Learning Skills*
 - Research skills
 - Choosing learning strategies
 - Concentration skills
 - Thinking Skills
 - Planning
 - Formulating & Testing Hypotheses
 - Drawing Conclusions
 - Developing memory
- *Goal Setting & Decision making*
 - Planning & Prioritising
 - Projecting into the future
 - Understanding consequences
 - Persistence in pursuing goals despite difficulties (volition)
 - Reviewing
- *Self Control*
 - Dealing with emotions (sadness/ depression/ loneliness/ anger/ frustration)

2 Social Competence

2.1 Social Skills

- *Communication*
 - Listening
 - Speaking

- *Conflict Management*
 - Understanding Group dynamics
 - Peer pressure
 - Bullying & Harassment
 - Alternatives to violence & submission
 - Assertiveness vs aggression
 - Negotiating & Compromise (Conflict Resolution Skills)
 - Stating Clearly Others Feeling & Concerns
 - Finding common ground
 - Identifying alternatives

2.2 Teamwork (functioning constructively in groups)

- *Collaboration & Cooperation (Groupwork)*
 - Identifying the roles needed for group task
 - Taking responsibility for supporting group aims

- *Influence (leadership)*
 - Persuading others (credibility)
 - Guiding others (coaching)
 - Initiating ideas & relationships

- *Understanding others (taking an active interest in others concerns)*

- *Group awareness*
 - Identifying key relationships and emotional currents

- *Developing Others*
 - Seeing other's developmental needs
 - Building success (Making the other person look good)
 - Encouragement

- *Building a positive group culture*
 - Inclusiveness - welcoming diversity
 - Leveraging diversity
 - Accepting & valuing others (Promoting tolerance)