



**Boys in Schools Program**  
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## **10 indicators of a boy friendly. A boy friendly school...**

### **1. KNOWS HOW IT IS DOING WITH BOYS AND CAN TELL YOU**

This means the school gathers and uses statistics and records on how individual boys, groups of boys, and all boys are doing on a range of criteria such as: engagement in school activities and life; academic effort, progress and outcomes; behaviour and relationships; broad range of academic, sporting, social and leadership.

*Q: What statistics and records does your school publish about boys' progress?*

### **2. HAS POLICIES AND PRACTICES BASED ON A POSITIVE APPROACH TO MALE IDENTITY**

This means the school community figuring out what it values in boys and men by seeking the opinions of boys, (and girls, fathers, mothers, etc) and actively seeking to celebrate these values in the boys.

*Q: Does your school have a values, mission, and action statement about educating boys?*

### **3. USES TEACHING, LEARNING AND ASSESSMENT STYLES THAT DRAW ON BOYS' STRENGTHS**

This means recognising likely maturational, physical and social differences between boys and girls and having positive approaches to them – eg possible late starting for boys; physical, activity-based teaching and assessment methods in all grades and all subjects; teaching and assessment strategies that cater for kinesthetic, visual and musical intelligences as well as linguistic and logical.

*Q: How does your school accommodate the specific developmental, physical, social and learning needs of boys in its' teaching and assessment?*

### **4. HAS BEHAVIOUR POLICIES AND PROCEDURES TO ASSIST IN POSITIVE IDENTITY AND RELATIONSHIPS.**

This means procedures that are based on agreed positive values with the aims of having fair equitable and fun relationships between all members of the school. Male and female staff should model these relationships.

*Q: Do teachers shout at children in this school?*

**5. HAS SCHOOL STRUCTURES THAT ARE LIKELY TO SUIT BOYS.**

This means providing a flexible structure which can allow for: single sex classes for some subjects at certain ages (eg. Yr 3, and middle school years); school to work programs; longer periods in morning; 2 year periods with same class/teacher.

*Q: How does your school cater for different learning needs of boys and girls?*

**6. ENSURES THAT BOYS HAVE ACCESS TO A RANGE OF MALE MENTORS AND MODELS**

This means recognising that male staff and volunteers have a particular role in relation to boys. It also requires tackling the question of what qualities the school is looking for in male staff (apart from being male)

*Q: How do you select male staff here?*

**7. IS DEMOCRATIC**

For all students, but this should include boys, there should be real participation in deciding how the school is run. Not just the style of uniform, but real issues of classroom teaching and learning and what the school offers.

*Q: How are boys involved in decision making here?*

**8. OFFERS MANY WAYS TO GAIN RECOGNITION**

Not all boys are good at maths or footy. There needs to be ways that all the boys can gain recognition. Highly competitive regimes with prizes for the top few do not suit boys.

*Q: How do shy, overweight, arty or mid-range boys achieve recognition at this school?*

**9. INVOLVES FATHERS AND FATHER FIGURES**

The ratio of female to male volunteers in primary schools is about 6 to 1. In high schools there are even fewer male volunteers around. It is a myth that dads are too busy, or don't care, or are not good at school activities. But they will not get involved without some real effort from the school.

*Q: What is your strategy for getting dads involved?*

**10. STAFF REALLY TRY WITH BOYS AND DON'T SETTLE FOR 'GETTING BY'**

This means that male and female teachers can learn from each other about what works and why. Because we are still grappling with boys' education issues there should also be in-school research and evaluation on effective boys' education.

*Q: Can you tell me about your staff development program for teaching boys?*