Outline for Today

• The +M framework
• Deep dive on some concepts
• What can we do?
What is the + M framework?
+M

- Authentic
- Purposeful
- Connected

KNOWING       BEING
Figure 2.2 – Variation in student achievement is explained by a range of factors inside and outside of school

- Teachers – including instructional quality, teaching practice and style
- Peer effects – the effects of other students
- School – including principal effects, finance, school size, class size and physical infrastructure
- Home – including levels of expectation and encouragement
- Students – including prior cognitive ability, disposition to learn and affective attributes

a. Student- and home-level factors are affected by the child’s and family’s wellbeing, which are influenced by the family’s context and environment and broader policy settings. The relative effect of these factors is likely to differ by cohort and environment.

Source: Australian Productivity Commission 2022
What our students show up with: environmental factors

- Family
- Friends
- Culture

MASCUULINITIES
What are ‘norms?’

- Standards and expectation to which women and men generally conform, within a range that defines a particular society, culture and community. (source: EIGE Institute, 2023)
Do Norms matter?
Defining masculinity

**Masculinity**: patterns of expected behaviours that cultures use to construct accepted meanings of “being a man”.

Masculinity is **socially constructed**: nothing about being “male” guarantees “masculine” characteristics or behaviours.
What do you think about these messages our boys receive?
Lots on the boy space, what about for girls and women?

Some statistics...

For every 100 high school girls who take the SAT test, 88 boys take the test.
Source: https://nces.ed.gov/programs/digest/d17/tables/dt17_226.10.asp?current=yes

For every 100 women who are homeless and unsheltered there are 242 men.

For every 100 females ages 15-19 who commit suicide there are 293 males.

For every 100 females under age 18 who are in a correctional facility, there are 770 males.
Source: https://tfdfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src-blmik
About gender inequality (based on norms)

Violence against women is a global health epidemic in which one in three women are impacted during their lifetime, leading to adverse health outcomes, such as depression, sexually transmitted infections, and exacerbation of chronic health conditions (World Health Organization, 2013).
About gender inequality (based on norms)

There is strong evidence that young men who subscribe to in-equitable gender norms (e.g., believe women are solely responsible for household chores and child-rearing) and endorse dominant and hostile forms of masculinities (e.g., believe women are sexual conquests) have higher rates of perpetrating psychological, physical, and sexual violence against women.

Sources:
Pulerwitz and Barker, 2008; Jewkes et al., 2011; Malamuth et al., 1995; Parrott and Zeichner, 2003; Good et al., 1995; Schwartz et al., 2005; Copenhaver et al., 2000; Eisler et al., 2000; Jakupcak et al., 2002; Barker et al., 2011.
Some statistics on gender inequality...

- Worldwide, 30% of women will experience intimate partner violence

- Almost 40% murders (f/male victim) are intimate partners (source WHO:2013)

- Even in a warzone, women are less safe at home (Horne et al 2014)
The gendered nature of the world
How gendered messaging shows up in the culture: low fat, fat-free and low carb foods:
How gendered messaging shows up in culture: high-protein foods:
All seems a bit gloomy but...

Schools play an important part in setting norms of behaviour.
Positive Masculinity

**Authentic**
- Know myself and be comfortable in my own skin
- Be open to expressing my identity, attitudes, and emotions
- Use help-seeking behaviors and provide support to others
- Contribute meaningfully to community (school and other)

**Motivated**
- Drive to continually grow as a person
- Feel a sense of purpose
- Contribute positively to society/community
- Act in line with my personal values, rather than how I think others want me to behave

**Connected**
- Build social relationships, engage with a range of individuals
- Be respectful, tolerant, empathetic
- Demonstrate kindness and compassion in relationships with people, systems, groups and myself
- Have a sense of belonging to groups that are positive for me

**Knowing**
- Building the base of understanding about positive masculinity
- Being explicitly taught about values, behaviors and beliefs that support positive masculinity

**Being**
- Creating the context for the three pillars of being: authentic, motivated and connected
- At Brighton Grammar, our programs are the contexts for our students to safely develop their knowledge into being
On being authentic
Hard won, easily lost

Achieving “real man” status is hard won, and easily lost.

“Manhood must be earned and maintained through publicly verifiable actions.”

Vandello & Bosson (2012)

Threats to masculinity can trigger shame, which can be responded to with anger.
Traditional masculine norms

Endorsement of traditional masculine norms has been associated with:
- Avoidance of help-seeking
- Likelihood of interpersonal violence
- School disengagement
- Suicidal ideation

Traditional masculinity is just one archetype of masculinity.

Our ‘best’ measures of masculinity only really capture traditional norms.
Outdated norms

Endorsement of traditional masculine norms is decreasing, but the pressure of traditional masculinity is strongest in adolescence.

Boys implicitly resist masculine norms, but in adolescence, pressures to “man up” and avoid being perceived as girly or gay can take hold.
Providing opportunities to both see and express different masculinities ensures more authenticity
What ways might we help build authenticity in our school?
On being **connected**
The perception gap

“You’re not supposed to be scared or you’re not supposed to be worried about something. That I believe is kind of dumb because emotions are normal. But yeah, one of the things they would say about being a man is to always pretend as if nothing bothers you, which is completely wrong in my opinion. . . . Emotions are normal, everybody has them . . . It doesn’t make you less of a man if you feel any of those emotions . . .”

Year 11 boy; Way et al. (2014)
Judy Chu
One key strategy: social fitness

- Social fitness is a bit like a social muscle (Cacioppo, 2017)
- Practice of making friends, understanding social roles, improving relationships
  - E.g. doing a favour
  - Saying hello to someone
- Shown to have a protective factor for stress (Hostinar, 2015)
- We need to cultivate:
  - Characteristic ways of relating: agreeableness, fairness, compassion, humility, generosity
  - Interpersonal resources: listening, perceiving other accurately
  - Collective resources and capabilities: group identity, centrality, cohesiveness, rules for governance
What do you think about boys’ relational abilities and needs?
What we can do

Implicit

- Challenge stereotypes and identify power structures
- Monitor language
- Reflect on our own gendered views

Explicit

- Embrace coaching programs
- Practise social fitness

(Blum, 2021)