How Teaching the “Whole Boy” Develops Well-Rounded, Global Citizens
By: John Chalvatzis (Dean of Students)
Ipswich Grammar School

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- Queensland was a convict settlement in 1827, was a free settlement by 1842
- Declared a municipality on 3 March in 1860
- The city had its own “Modern Athens – a Parthenon on the hill called Ipswich Grammar, standing notably for all to see…”
  – (Church, 2013)
Ipswich Grammar School

- Oldest Grammar School, Boarding School and Secondary School in Queensland
- P to 12 School
- Junior School and a Secondary School
- Approximately 940 students

Global Citizens – Wellbeing Programs

- Positive Wellbeing Program

In 5 words or less what do you most want for your/our children?
Global Citizens – Wellbeing Programs

- Positive Wellbeing Program

In 5 words or less what do you most want for your/our children?

1. Happiness
2. Contentment
3. Balance
4. Kindness
5. Health
6. Confidence/satisfaction

Seligman et al., 2011

Positive Wellbeing at IGS

In 5 words or less what do schools teach?

1. Discipline
2. Mathematics
3. Literacy
4. Achievement
5. Thinking Skills
6. Conformity

Seligman et al., 2011
Positive Wellbeing

• People wanting to live meaningful lives
• Help others
• Engage and relate to others
• Find fulfillment in creativity and productivity
• Rise to life’s challenges
• Scientifically Proven!
  (Keyes & Heidt, 2004)

Why focus on Wellbeing?

• Australia is currently facing an alarming rate of mental health issues. The following data reinforces this dilemma:
  • 1 in 4 Secondary students suffer from mental health illness
  • 1 in 7 Primary students suffer from mental health illness
  • 3 out 4 students who suffer from mental health illness never get treatment
  • 45% of all Australians will suffer from some form of mental health illness

  (Robinson, 2016)
Why do it? – Our students are at risk...

• Low self esteem
• Low motivation
• Negative attitude
• Poor social behavior
• Poor school engagement
• Poor school grades
  – Robinson (2016)
Why focus on Wellbeing?

- Research shows that a focus on wellbeing leads to improvements in:
- Academic results (Durlak et al., 2011)
- Academic engagement and participation (Gray & Hackling, 2009)
- Retention rates (Gray & Hackling, 2009)
- Social and emotional skills (Noble and McGrath, 2012)
- Pro-social behaviour (Bird & Markle, 2012)
- Student and staff wellbeing (Suldo et al., 2010)
  - (Robinson, 2016)
What do we do at IGS?

• Junior School – Character Strengths to promote wellbeing e.g. the Gratitude project

Positive Wellbeing in the Junior School
Positive Wellbeing in the Junior School – The Gentleman Project

A gentleman is generous with his time, wisdom, and resources

A gentleman possesses a positive outlook on life.

A gentleman is a lifelong learner

A gentleman models civility in how he treats others.

A gentleman is well-mannered and knows what is appropriate.

Wellbeing in the Secondary School

- Students complete character strengths survey
- Develop character strength walls
- Embed character strengths as common language in classes
- Specific wellbeing lessons focusing on topics such as positive relationships, emotions, body, self, mindset
- Curriculum links e.g. Drama and English classes
- Mindfulness course for staff
- Presentations for parents
Global Citizen – 21st Innovative Learning Environment

18 to 20 century learning

21 century learning

18 to 20 Century Learning

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Changes???

• Use of colour in rooms (green and orange)— colour affects emotions which affects boy’s learning (Nagel, 2006; Joseph, 2007)
• Collaborative learning with Furnware© Furniture creates flexibility to learn. Reduces off set time by 83% (University of Otago) 75% of students surveyed are more focused with better concentration (AC Nielsen)
• Use of Technology - Jacplus, One Note classroom
• Pedagogy
  • No front classroom – allows for boy’s preferred learning - visual/kinesthetic (Lillico, 2010)

Results -2015 ISQ Research

What features of the new rooms appeal to you the most?

- I like to be able to work on the floor 34.62%
- The furniture is much more comfortable to sit on and use 82.69%
- The colour of the room helps me to focus in class 50%
- I like to choose a different seat each lesson 69.23%
- I like the different heights of the furniture 69.73%
Results – 2015 ISQ Research

- 96% of students (2015) enjoy learning in the new classrooms
- 89% believe it will improve their marks
- Students believe the new rooms are more comfortable, less distractions, can work at their own pace
- Teachers like the flexibility, rooms are less clinical, easier for the teachers to check students work
Results - 2015 ISQ Research

Global Citizen – Leadership Programs

- Camps
- Seniors to Junior School students
- Mentors – Seniors to Junior
- Tutoring
- Leadership Positions – Student Councils
Camps
Tutoring

Leadership
Mentoring

Thank you