The state of Queensland is celebrating its 150th Anniversary, Ipswich Grammar is celebrating its 146th Anniversary.

Approx 50kms west of Brisbane in the city of Ipswich.

The oldest Grammar, Secondary and Boarding school in Queensland.

Established in 1863.

In 2006, Middle Schooling commenced to cater for the needs of adolescent boys.

By 2009,
- 4 classes of Year 7
- 6 classes of Year 8
- 6 classes of Year 9

In 2008, A Boys’ Education Project was conducted to evaluate our programs.

Middle Schooling model at Ipswich Grammar School is based on the 10 indicators of a boy friendly school – courtesy of Boys in Schools Program, University of Newcastle.

These programs are designed to build positive relationships and help boys connect and engage to their schooling.

Boys’ Education Project 2008

Question:
If it was possible I would like to invite the following people to visit my school for a day.

Boys’ Monitoring Programs

Issues:
- “Too often teachers don’t ask, don’t listen and don’t care about boys”
- “Over the last 30 years throughout the western world, boys have dropped their motivation levels in school”

IGS program:
- Monitor all aspects of their schooling
  - Academics
    - Before commence Middle-School
    - Favourite subjects/reasons.
    - Changes in results-early intervention (Learning support)
  - Literacy
    - Boys are reluctant readers on average. Low levels of Literacy attainment are linked to boys’ disengagement to school.
Relevance of Literacy to boys’ interests
Boys’ Education Project 2008

Question: How do you feel when you are at school?
Extra curricular involvement
Boys’ Education Project 2008

- Reading logs
- Reading classes (timetable)
- Reading competitions
- Male staff role model themselves as advert readers (teacher charts)
- Literacy relevant to boys interests

Spending time with peers and family
Boys’ Education Project 2008

Boys’ Learning Styles Program
Boys’ Education Project 2008

- Males consume less graph paper in school. The middle childhood
  Department focuses on Howard Gardner’s (2002) and Sternberg’s (2004)
  theories of Multiple Intelligences and Learning Styles.
  - Productive pedagogies and enrichment programs.
  - All middle school boys tested in Year 9 to determine their preferred
    learning style. Results are given to all departments to implement into
    their curricula.
  - LMS™ (Learning strategies)
  - Integrated curricula units incorporating Multiple Intelligences /
  Learning Styles include units on Athens, Greece, in Year 7, Ancient Egypt
  in Year 8 and a Year 9 Drama History and an examination.
  - Visiting specialists.
  - Examples:
    - Japanese alphabet rugby
    - German skipping
    - Grammar rock climbing

Japanese Rugby
German Skipping
**Boys' Education Project 2008**

**Year 7 Survey - Mummies**

**Question:** Did you enjoy the unit on Mummies?

**Graph:**

- 5%
- 10%
- 15%
- 20%
- 25%
- 30%
- 35%
- 40%
- 45%
- 50%
- 55%
- 60%
- 65%
- 70%
- 75%
- 80%
- 85%
- 90%
- 95%
- 100%

**Common Responses**
- Fun
- Different to what we usually do
- I can use the skills I am good at
- Group work

**Boys' Education Project 2008**

**Question:** How do you feel when you are at school?

**Graph:**

- 5%
- 10%
- 15%
- 20%
- 25%
- 30%
- 35%
- 40%
- 45%
- 50%
- 55%
- 60%
- 65%
- 70%
- 75%
- 80%
- 85%
- 90%
- 95%
- 100%

**Behaviour and Relationships Program**

“Boys are wayward, uncivilised and very much in need of discipline” (Aristotle).

“Aggressive boys who are confronted at home instead of negotiation to resolve conflicts are being educated that only aggression resolves problems” (Pollack, 2005).

**IGS program:**
- Firm but fair discipline (Issue based never personal).
- William Glassers (10 step discipline plan).
- Bill Rogers (Intrusive steps to maintain discipline).
- Zero – tolerance to bullying.
- 14 point anti-bullying program (Anti-bullying policy, confidential surveys, active and passive supervision).
- D.O.B policy (Don’t obey bullies).
- Taking responsibility for your actions policy (To avoid the Wussification syndrome – blame game – clothe them in cotton wool, outsource their development to lawyers) (Carr - Gregg, 2008).

**Life Skills Topics**
- Making friends (Positive relationships)
- Rock & Water

**Rewarding Boys’ Programs**

**Executive, Hierarchical, Judicial, Legislative**

**Model building (Giza Plateau)**

Visual / Spatial

**Drama Skit**

Musical / Rhythmic

**Power Point Presentation**

Mathematical / Logical, Interpersonal

**Mummified body**

Body / Kinesthetic

**Newspaper column in hieroglyphics about an important Issue**

Verbal / Linguistic, Naturalistic, Intrapersonal
Boys’ Education Project 2008

Question:
Do you think it is important for boys to receive awards on assemblies and listed in newsletters?

Boys’ Education Project 2008

Question:
Which extra-curricular activities are seen as more important at our school?
Sport (eg. Cricket, Rugby, T & F) or Non-sport (Music, Chess, Debating)

School Structure Programs

Issues:
• “Schoolyards are a medieval remnant – often sterile and foreboding, causing rough and violent interactions between students – particularly boys” (Lillico, 2000).
• “Boys fear the playground as a formidable, dangerous place” (Biddulph, 2005).
• “Boys learn teachers, not subjects” (Biddulph, 2006).
• “Boys succeed in classes where they have fewer teachers” (Lillico, 2000).
• “Boys need their territory to feel connected to school” (Lillico, 2006).

Boys learn teachers, not subjects

Question: What is your favourite subject?

Empowering Boys’ Program

Issues:
• Boys need empowerment in schools. They need a say in school/classroom rules to break the perception that teachers don’t care or listen to boys” (West, 2004).
• “Student empowerment improves boys’ learning and helps with the transition to new curriculum outcomes” (Lillico, 2006).
• “Empowerment helps boys connect to their peers and their schooling” (Bennedick, 2004).

IGS program
• Leadership Positions
• Middle School Council

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IGS program
• Leadership Positions
• Middle School Council
IGS program

- School buddy program Yr12 – Yr 7’s & 8’s

• Literacy program where boys are encouraged to read what they want to read. Empowering boys with their Literacy is an important criteria for success in the future (Clay & Hartman, 2005).

Positive Male Identity Program

(Breaking the Boy Code! - William Pollack)

Promoting the Arts

Positive Male Identity Program

Values education –
positive relationships respect for women
Empathy for one another
Positive sportsmanship
Acknowledging boys’ learning styles
What is a real man?

Male Mentor Programs

Issues:
Lack of positive male role models portrayed in the media.

IGS Program:

• Life Skills Programs – “What is a real man?”
• Sporting celebrities (now) to role model reading.
• Visiting specialists.
• Senior Management in-servicing.

Stereotyping of Gender

Boys’ generalisations

Describe how you think an adult male/female should act and behave.

Top responses

Be responsible
Well mannered
Respectful
Good humour
Friendly
Hardworking
Mature
Good role model

Responses

Describe how you think an adult male/female should act and behave.

Boys’ generalisations

Staff Development Program

Issue:
Are staff up to date with boys’ educational policies.

IGS Program:

• Members in IBSC and MYSA
• University of Newcastle
• Boys’ education projects
• In-servicing on best practices in teaching boys.

* For female adult (replace wife for husband; however, a good looking husband was never indicated).
The End Result
Boys' Education Project, 2008

Question:
Are you enjoying your schooling at Ipswich Grammar School?