

Bucking the trend - What works for boys?

- a 2-day program designed to provoke discussion around current educational issues, the research and literature about what works for boys.

"Observation and theory get on best when they are mixed together, both helping one another in the pursuit of truth" - Sir Arthur Eddington, 1934

In education, "What works?" is rarely the right question, for the simple reason that in education, just about everything works somewhere, and nothing works everywhere." - Dylan William, 2016

This conference will feature keynote addresses by leading educational researchers and thinkers and will challenge some accepted educational views. There will also be the opportunities for delegates to participate in workshops and share good practice about boys' schooling.

The program is targeted at teachers and school leaders committed to learning more about the best practices for boys' learning. Presentations and workshops will generate informed reflection and discussion about boys' education

To maximise impact and deepen learning we encourage educators to attend as school teams.

CONFERENCE THEMES:

Bucking the trend - What works for boys?

- Learning from research
- Issues in boys' education
- Shaping the culture in a boys' school
- Leading change in classroom practice
- Building boys' self-esteem and confidence

Presentations will also be referenced against the following AiTSL Australian Professional Standards for Teachers:

- Know students and how they learn
- Know the content and how to teach it
- Professional practice
- Create and maintain supportive and safe learning environments
- Assess, provide feedback and report on student learning

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Where: Prince Alfred College
Dequetteville Terrace, Kent Town SA 5070

When: Thursday 14th September 2017
Friday 15th September 2017
Refreshments and lunch provided

Enquiries: ibsc_2017@pac.edu.au

Cost: Earlybird members (to August 10, 2017): AU\$280 ex GST
Members after August 10, 2017: AU\$330 ex GST
Non-members: AU\$430 ex GST



Program at a glance

Day One

Thursday 14th	
8:00am	Registration
8:30am	Opening/Welcome - Bradley Fenner
9:30am	Keynote 1 - Louka Parry
10:20am	Morning Tea
10:45am	Workshop 1 (A,B,C,D)
11:30am	Workshop 2 (A,B,C,D)
12:15pm	Lunch
1:00pm	Sponsors' Expo
1:30pm	Keynote 2 - Teresa Janowski
2:15pm	Workshop 3 (A,B,C,D,E)
3:00pm	Afternoon Tea
3:30pm	Keynote 3 - Greg Chappell
4:30pm - 6:30pm	Cocktail Party

Day Two

Friday 15th	
8:30am	Tea and Coffee
9:00am	Keynote 4 - Tim Brenton
9:45am	Debate Q&A
10:30am	Morning Tea
11:00am	Workshop 4 (A,B,C,D)
11:45am	Keynote 5 - David Giles
12:30pm	Close & Lunch

Keynote Speakers



Greg Chappell MBE - is a former cricketer who captained Australia between 1975 and 1977 and again from 1979 until his retirement 1984. The second of three brothers to play Test cricket, he is regarded as one of the greatest batsmen ever to play for Australia. Since his retirement as a player in 1984, Chappell has pursued various business and media interests as well as maintaining connections to professional cricket. Greg, along with his two brothers, Ian and Trevor, attended Prince Alfred College. He was inducted into the Sport Australia Hall of Fame in 1986 and into the Australian Cricket Hall of Fame in 2002.



Professor David Giles - began his teaching career as a primary school teacher in New Zealand. His belief that relationships drive education led him to work at a range of universities including Bethlehem Institute of Education. His doctoral thesis was on the importance of the teacher/student relationships, and in recent times has written extensively on relational leadership. The 2nd edition of his book, *Teaching Within a Relational Approach to Educational Leadership* was released in April 2016.

In February 2011 David was appointed Associate Professor in Leadership and Management at Flinders University and became Dean of the School of Education in 2012. He stepped down from that position in 2016.



Teresa Janowski - is the General Manager of NAMIG, the Northern Advanced Manufacturing Industry Group. Since February 2013, Teresa has been the General Manager of STEM Nation, where she is responsible for working with industry and schools to deliver Science, Technology, Engineering and Maths (STEM) based projects at schools. Teresa has overseen the development of a suite of programs and activities, introducing a “product life cycle” approach to science, maths and technology education, thereby helping schools and students to develop the knowledge, understanding and appreciation of advanced manufacturing processes. In 2014 Teresa’s work with the STEM Sista program was recognised with a state government Future Innovators Award and in 2016 she launched STEM Mista, a professional development program for boys. The aim of the STEM Mista program is to help young men to realise they can be more and do more, and ultimately achieve the goals they set for themselves in STEM related careers.



Louka Parry - is the Director of Programs at Education Changemakers and brings expert knowledge in school leadership, change management and organisational culture. Louka holds two Masters Degrees, a Master of Applied Linguistics and a Master of Instructional Leadership from the University of Melbourne and has also studied at Harvard. Louka has experience as a teacher from K-12, as a school principal and system leader in DECD in South Australia. He now leads EC’s global programs working with diverse audiences internationally including AITSL, Federal Treasury, BETT, the AFL, Social Ventures Australia, Apple and Microsoft. In 2012 he was named South Australian Inspirational Public Secondary Teacher of the Year.



Tim Brenton - is a co-founder of Connected Self a South Australian based organisation that specialises in the delivery of wellbeing services. Tim also heads Rock & Water Central, which provides training across Australia in Rock & Water, which is an internationally recognised resilience and wellbeing program for children and young people. Tim is an international presenter of the training program and is known for translating the program for children and young people who have been exposed to trauma as well as embedding the program within the school context in Australia.

Tim has been at the forefront of co-developing programs and services that sit outside the conventional methods of service delivery. In recent times, Tim has co-developed a new approach with the Rock & Water program integrated within 14 schools as part of a pilot initiative with the Department of Education and Child Development in 2017.

Workshop Presenters

Syeda Kashfee Ahmed - is a Research Fellow in the Educational Monitoring and Research Division at ACER. She has extensive experience in national and international education sector projects and brings in strategic knowledge and understanding of project implementation and research in developing countries..

Walter Barbieri - is the Director of eLearning at St Peter's College, which, if you consider that he comes from a background in Drama and English Literature, and also teaches Italian, is quite surprising. Walter brings a deep understanding of the processes of learning and assessment to his application of technology. At St Peter's College, he has helped design and implement a digital tool, The Learning Curve, that brings effective feedback and the aspirations of visible learning to life.

Joshua Basford - As a teacher himself, Josh has shifted his focus from the traditional curriculum towards the "soft" skills that underpin students' ability to learn. Josh is often called upon to speak on panels and conferences around "current issues in education". Josh's work at SEED is focused on collating, synthesising, adapting and translating the research around the science of learning into a discipline that can be delivered to young people effectively and in a way that they will understand, enjoy and engage with.

Toby Carslake - is a Research Officer at ACER, and has worked on numerous projects within the educational research sphere internationally, nationally and locally. He brings experience in survey administration, survey design and construction including item scale construction. Toby also has skills and experience in face to face interviewing, data analysis and reporting for both qualitative and quantitative data.

Dr Katherine Dix - is a Senior Research Fellow within the Educational Monitoring and Research division at ACER. She brings diverse experience gained over 20 years in local and international educational research, with core expertise in questionnaire design, multilevel analyses, data translation, and real-time reporting that informs policy and practice, particularly with regard to evaluating national initiatives that focus on embedding whole-school wellbeing.

Hilary Dixon - is currently the Senior Manager of Curriculum at ACARA. Prior to this she was Academic Deputy at a K-12 boys' school in Sydney. She has also had leadership roles in co-educational schools and with the NSW curriculum authority, NESAC. Curriculum and its design which cater to the needs of boys are her particular professional passions.

Benjamin Evans - is the Director of Teaching and Learning at Prince Alfred College, Adelaide. Originally from the UK, he holds degrees from both Durham and Cambridge Universities and is a Fellow of the Royal Society of Chemistry. He is a proponent of knowledge-based curricula and the transformative power of rigorous academic education.

Emily FitzSimons - is the Director of Learning & Teaching Excellence at St Peter's College. Emily was the previous Head of English and a Boarding House staff member at St Peter's and so has played a key role in both academic and wellbeing leadership. She is a Masters of Applied Positive Psychology (MAPP) graduate from the University of Pennsylvania and has a passion for the integration of evidence-based interventions and school curriculum.

Dr Petra Lietz - is Principal Research Fellow at the Australian Council for Educational Research (ACER) and Head of ACER's Adelaide Office. Her areas of expertise are international education surveys, questionnaire design and multivariate and multilevel analyses with a focus on factors relating to student outcomes. She is Editor-in-Chief of the Australian Journal of Education and has recently co-edited a special journal issue on the Impact of large-scale assessments on education policy (<http://www.tandfonline.com/doi/full/10.1080/02671522.2016.1225918>) and a book on the Implementation of Large-Scale Education Assessments (<http://au.wiley.com/WileyCDA/WileyTitle/productCd-1118336097.html>).

Mr Christian Machar - is the Head of MS Humanities at Brighton Grammar School. Christian's teaching experiences include four years at Geelong Grammar School's Timbertop Campus. Areas of interest include student leadership development and organisational culture. Mr Machar and Dr Ray Swann are collaborating together on 'The Legacy Project', working with international best-selling author James Kerr (Legacy: 15 lessons in leadership) to develop a school culture based around the principles of high performance. The hope is for their work to become a practice other schools can use to improve their own school culture.

Workshop Presenters

Monica Magann - has over 15 years experience working as a careers counsellor, facilitator and program coordinator. Utilising a coaching, strength-based perspective, she has been working for the last eight years at Prince Alfred College, providing career development in a full-time capacity. In 2010 she won the national Miles Morgan Career Excellence Award, "in recognition of excellence in facilitating the career development of individuals in a community organisation (Youth)." Monica has strong generalist knowledge across multiple industries. She is a confident guest speaker and has done a variety of media appearances. She contributes careers articles to newspapers around Australia and hosted a radio careers advice show for 3 years. Monica holds qualifications in Education (Grad Cert Career Development), Business and Marketing.

Mark McAndrew - worked as the Director of Teaching and Learning at Cranbrook, an Anglican school for boys in Sydney's eastern suburbs. His 35 years of experience teaching boys and supporting the professional learning of teachers lead him to design and implement a teaching and learning framework that catered for boys within the contexts of the Australian Curriculum, the NSW requirements and those of the IB. He is currently the Curriculum Specialist, Humanities and Social Sciences at ACARA.

Col McCowan OAM - is a registered psychologist, counsellor & educator who worked in the Education Sector at primary, secondary and tertiary levels in roles including; teacher, guidance counsellor, resource developer, training officer, researcher, principal policy officer, national working party leader, lecturer, and manager of careers & employment. He is an International Fellow of the National Institute of Career Education and Counselling (UK) and has led a number of career-related consultancies for agencies including, UNESCO & ADB in the countries, Oman, Bhutan, India, Thailand, Vietnam and Mongolia. In 2007, he was awarded the Order of Australia Medal for his contribution to careers.

Deb McKay - has been a teacher for 20 years, the last five of which have been at Prince Alfred College, teaching in the Preparatory school. She is presently completing a second Masters degree, (Cognitive Psychology in Education), and is part of the current Action-Research team with the IBSC. Deb is passionate about excellence in teaching which focuses on the learner and learning, especially within an 'all-boys' environment. She utilises the latest research on cognition in her classroom practice, incorporating ways to support students with low Working Memory and fostering a Growth Mindset. She has been married for twenty years and has two sons and a daughter.

Dr Fiona Mueller - has had extensive experience in secondary and tertiary teaching. She has managed and lead teams of educators, including a large department in a major ACT boys' school. She is currently Director, Curriculum of ACARA where she is leading a significant programme of research that will influence future refinements of the Australian Curriculum. Her PhD thesis considered policy around single sex schooling.

Louka Parry - is the Director of Programs at Education Changemakers and brings expert knowledge in school leadership, change management and organisational culture. Louka holds two Masters Degrees, a Master of Applied Linguistics and a Master of Instructional Leadership from the University of Melbourne and has also studied at Harvard. Louka has experience as a teacher from K-12, as a school principal and system leader in DECD in South Australia. He now leads EC's global programs working with diverse audiences internationally including AITSL, Federal Treasury, BETT, the AFL, Social Ventures Australia, Apple and Microsoft. In 2012 he was named South Australian Inspirational Public Secondary Teacher of the Year.

Rohan Powell - is a vocalist, teacher and musician who has performed professionally for twenty-five years throughout Australia, Europe and the USA. His ability to work with both large groups and individuals has proven successful in private practice as well as for large scale conferences in schools and for Flinders University.

Sarah Randall-Smith - Graduating with an undergrad degree in Psychology & First Class Honours in Business five years ago, Sarah is an academic in Management & Marketing at Flinders University, and has presented her research at international conferences. Sarah's work at SEED is focused on collating, synthesising, adapting and translating the research around the science of learning into a discipline that can be delivered to young people effectively and in a way that they will understand, enjoy and engage with.

Ashleigh Schofield - is a Senior Physics and Middle School Science teacher at Prince Alfred College in Adelaide, South Australia. She received her Bachelor of Science and Bachelor of Education from the University of South Australia. She completed her degree with an extended major in Applied Physics and the Clare Corani Memorial Physics Award (awarded to top female Physics student each year). A passionate communicator, Ashleigh has spent the past 7 years constructing and coordinating the delivery of science curriculum. Ashleigh's career has spanned from teaching in rural Australian area schools to metropolitan boys' independent schools in London, United Kingdom.

Workshop Presenters

Dr Ray Swann - is the Head of Senior School and Director of the Crowther Centre at Brighton Grammar School. Dr Swann has a diverse background of teaching, lecturing, consulting and management, as well as conducting entrepreneurial projects and research. Dr Swann completed his PhD in Medical Education in 2016, and has a focus on exploring how research improves field performance in communication and education. Dr Swann and Mr Christian Machar are collaborating together on 'The Legacy Project', working with international best-selling author James Kerr (Legacy: 15 lessons in leadership) to develop a school culture based around the principles of high performance. The hope is for their work to become a practice other schools can use to improve their own school culture.

James Thorpe - was educated at Michaelhouse, the Anglican Diocesan College of Natal. He has taught at St Kentigern College and St Kentigern Boys' School (New Zealand), the Anglican Church Grammar School (Churchie, Queensland) and The Southport School (TSS, Queensland). Within these schools, James has held a number of leadership positions: academically, pastorally and in the sporting context. An English teacher, Assistant Boarding Housemaster, Officer of Cadets, Cricket and Rugby Coach at The King's School, James has been an active committee member of the National Boys' Education Conference (NBEC), a King's School initiative.

Matt Wadewitz - is a charismatic speaker and an inspirational academic leader. In recent years Matthew has developed a reputation as a Learning Environment Researcher. He has been and is currently working in collaboration with Curtin University. Matthew specialises in the areas of coaching, observation and feedback. He is the only teacher on the AITSL Teacher Expert Standing Committee. Along with John Hattie and Rob Randall, he also on the Education Expert Reference Council for Social Ventures Australia. Now an Educational Consultant (LeadLearn Consulting), Matt's clients include schools from three sectors, as well as a number of AFL clubs

Peter Waters - is the Junior Primary Co-ordinator, Preparatory School Daily Administrator and a teacher at Prince Alfred College in Adelaide who is married to a teacher and they have two children. Peter has a passion for education and a strong sense of justice. He has taught children from the ages of five to twelve year olds for over thirty years. In Australia, he has taught in Adelaide and Melbourne. He and his wife spent a year teaching in Kent in the UK and they spent ten years teaching in Singapore, where he also presented workshops on Computers in Education. Inspired by an autistic cousin, working with children is his real career passion. Instilling confidence, compassion and attempting to develop the wellbeing of those in his care is a challenge Peter cherishes every day. Doing so with a sense of fun and humour makes going to work a pleasure for Peter.

Mathew White PhD - is Director of Wellbeing & Positive Education at St Peter's College and serves on the School's Senior Leadership Team. His experience spans education, public and social sectors. In addition, Mathew is a Principal Fellow and Associate Professor in the Melbourne Graduate School of Education at The University of Melbourne and an Affiliate of Cambridge University's Wellbeing Institute. He has edited three books Future Directions in Wellbeing Education, Organizations, and Policy; Theology Encountering Positive Psychology, and Evidence-based Approaches to Positive Education in Schools. He was awarded an Australian Council for Educational Leaders South Australian Leadership Medal in 2017.

Workshops

WS1A: Searching for the Master: A journey through some of the great boys' schools of Australia, New Zealand and South Africa - James Thorpe

This session will reflect on shaping the culture in a boys' school by exploring two contexts: Michaelhouse, the Anglican Diocesan College of Natal, South Africa and The King's School in Sydney. Delegates will look at a series of short video clips reflecting on the unique learning environment and culture each school exhibits. For Michaelhouse, we will focus on the school-wide MHS Spell (war cry) as a microcosm of the unity and camaraderie of the student population and their recent campaign 'Armour for Life'. Why is this important? As a reflection on student leadership, this highly complex, orchestrated fanfare is a reflection of the school's culture and the character of the boarding students. How do we create this type of commitment for our schools? Are there some practical, actionable building blocks for us to embed? Is it possible for a new school to adopt these trends as a way to develop a 'band of brothers' atmosphere among students, staff, parents and the broader community?

This presentation will focus on the concept of 'great schools' and the importance of international relationships in boys' education. We will compare and contrast the value of student and staff exchange programmes. In particular, we will use the relationship between The King's School and Michaelhouse as an example of why inter-school friendships are so important for student and teacher learning and in character education. What can Michaelhouse teach us? What can The King's School teach us?

The session will include a number of observations conducted by James Thorpe between 2012 and 2016, which involved interviewing five CEO/Headmasters across schools in Australia, New Zealand and South Africa.

WS1B: The Legacy Project, Year 1 - Ray Swann & Christian Machar

In 2017, Brighton Grammar School in Melbourne, Victoria, introduced a pilot program based on the purpose of developing and improving student leadership and culture in schools. Working with James Kerr, author of the global best-seller 'Legacy', you will hear how Kerr's lessons with business and sporting organisations have been implemented into a framework to help shape the culture of Brighton Grammar. Dr Ray Swann and Mr Christian Machar will provide participants with further insight into building and developing culture in schools. This will include: the program's purpose; an overview of the framework; the development of rituals to build culture; outcomes of the first year (to date); research tools to measure the success of the program; and the next steps.

WS1C: Innovation in Action - Louka Parry

During this session we bring the latest ideas that the participants have for change and using innovation techniques grounded in lean startup and rapid prototyping, create ways to bring their ideas to life. A reality for many educators is that while they would like to innovate, they feel busy and overwhelmed by existing change management challenges. The techniques we bring to this session give all participants the skills to quickly and cheaply action strategies in their everyday work. Participants walk out having built their capacity to innovate, not only through an increased understanding and skills but also with an idea that they can practically test back in their schools the following week.

WS1D: Preparing for Career Success: What works for boys? - Col McCowan & Monica Magann

Research tells us the characteristics of the ways boys go about career exploration and career decision making and the ways that they adapt and make transitions to and thrive or otherwise in, post-secondary academic environments. This workshop will draw attention to this research and the factors that influence this career exploration and career decision making, particularly for boys. It will explore strategies that can be undertaken at both lower and upper secondary school level to prepare them to successfully address these issues.

Workshops

WS2A: Learning to Lead/Willing to Fail - Rohan Powell

Using the unlikely medium of voice, participants discover strategies which help develop resilience, trust, risk-taking and self-esteem. Using failure as a means of achieving success while also managing one's expectations of self as well as those of others within a boys' school environment and the broader community.

This session will be fast-paced and involve participants in impromptu voice and choral activities that will see initial fears overcome and self-confidence bolstered.

WS2B: Welfare to Wellbeing; Growing Whole School Culture - Mathew White

Growing a positive school culture is a key driver to enhance school engagement. Australia's sliding results in PISA and TIMSS highlight that our nation's students are going backward in mathematics, reading, and science. Not as well-known and just as alarming is that PISA also highlights that Australia has recorded the fifth largest decline in school belonging and engagement of all OECD countries from 2003-2012. The cards are stacked significantly against boys and men. Boys education is trapped in a false dilemma. In this hands-on workshop participants will explore evidence-based approaches to develop a plan for how to do an ongoing internal evaluation and understand the basics of some evaluation tools and strategies from positive psychology.

WS2C: Big data – what can it reveal about gender differences in academic achievement?

- Petra Lietz & Katherine Dix

Emeritus Prof. Dylan Wiliam says "The idea that decisions should be driven by data rather than by hunch, prejudice or guess-work is, to be sure, very attractive."

Governments, principals, teachers and parents all want answers to questions like, "Are some kinds of teaching and schools more effective than others?"

Using big data (like PISA, PIRLS and NAPLAN), what judgements can be made about gender differences in performance and progress in our schools and to what extent should these inform change in local policy and or practice? In this session, senior researchers from The Australian Council for Educational Research will share what large datasets reveal about the gender differences in mathematics achievement in schools. The analyses will disentangle the effects of school setting (i.e. co-educational, boys' schools, girls' schools) on gains in performance in reading and numeracy between Year 3 and Year 7. In addition, the controlling for the independent effect of socio-economic context (i.e. ICSEA) will shed some light on the question of how equitably changes in performance occur across different school settings.

WS2D: Where to next for proactive, pro-social educators? - Peter Waters

Developing a pro-social conversation, including researched data, and building a climate of respect and empathy as a foundation of pro-social behaviour is an achievable objective. By communicating with the students, parents and the school community that we value pro-social behaviour and aspire to embed it within our school community, and hopefully, within the wider community, we may be able to reduce or stop people from harming others or being harmed by others.

The ability to educate the whole person about the importance of understanding and learning to cope with inappropriate conflict such as bullying via realistic, sensible and authentic programmes in our communities, is what drives me to present to others the need to work hard in this most important venture for all stakeholders.

WS3A: Snips and snails and puppy-dogs' tails versus Sugar and spice and all things nice.

- Syeda Kashfee Ahmed & Toby Carslake

A review of current literature focussing on the evidence regarding gender differences in school performance.

Researchers from The Australian Council for Educational Research will guide participants through an analysis of what current literature reveals about a number of key questions that boys' schools face every day. Is there substantial evidence that girls and boys perform differently at school and if so, what are the reasons for this difference?

What are the driving factors for gender differences and do we need gender specific policies for improving the quality of education? Are there already such gender specific policies to improve engagement and/or performance for girls and boys?

Workshops

WS3B: Embedding innovation in boys' schools - Louka Parry

In this session we introduce practical EC innovation and design thinking rules; low cost, highly effective tools built on sound principles that all audience participants can apply, no matter their role or context. This session is fast paced and will see participants rapidly innovating solutions to challenges that are both distant to the current reality and relevant to current demands. Participants will choose a challenge or problem of practice that they want to solve and that is specific to their education context..

WS3C: It's the teaching, stupid - Benjamin Evans

It is well known that during Bill Clinton's 1992 election campaign, strategist James Carville produced a sign comprising three words: 'the economy, stupid'. This was hung at the Democrats' campaign headquarters.

Humans have a tendency to lose focus and teachers can be distracted by the latest and shiniest piece of kit. It is also important to remember that every academic year starts afresh. There is always an opportunity cost in teaching, and we should look to ensure the greatest effect for our investment of time.

This talk will explore the essentials of teaching; the things we must never lose sight of. We'll also consider some of the obstacles that litter the path and how to avoid them.

WS3D: The Learning Curve: building student assessment capability - Walter Barbieri & Emily FitzSimons

'Student Assessment Capability' was branded by Hattie (2011) as the ultimate aim of effective feedback. It is a measure of how well students understand their learning and assessments, and the degree to which they are able to articulate their current progress and the steps required ahead. Assessment capability helps students understand their learning clearly, therefore making their progress visible and helping them build confidence in their own abilities.

The Learning Curve is a digital tool designed and implemented by St Peter's College to build student assessment capability. Through it, teachers plan curriculum-aligned assessments which display learning outcomes and criteria. Students and parents can explore assessments before they take place, and even engage in self-assessment processes. This presentation will demonstrate how the classroom assessment environment is being changed through assessment practices and how boys' self-esteem is being enhanced at the same time. Participants will see a highly visual digital tool that displays complex data in easy-to-understand visual terms.

WS3E: Student Voice, helping shape classroom practice - Matt Wadewitz

"Tell me and I forget. Teach me and I remember. Involve me and I learn" - Benjamin Franklin.

As educators, we may often perceive ourselves as facilitators of deep learning. But is this truly the case? Every day, in every class, teachers need not only to quantify knowledge acquisition, but also to make qualified judgement about social and emotional development. Whilst many proposals for new or better practices arise out of theory, in the average classroom, modifications of practice and action, more often than not, arise from observation and understanding that an observed practice or action has not yielded the desired result. This workshop will explore the impact of combining students voice, learning environment research, classroom observations and coaching to help shape and ultimately improve educational practice.

WS4A: Taking on YouTube - Improving Boys' literacy in Secondary Science - Ashleigh Schofield

YouTube has won the war on the "cult of seriousness" in science education, however at what cost? Students struggling with difficult concepts can have them explained simply and beautifully at the click of a button. Reading scientific literature strengthens understanding and increases language proficiency.

This session will address boys' underperformance in literacy based tasks in secondary science and explore how teachers can bridge the gap between textbook and multimedia. Teachers will be given practical strategies on how to integrate reading and comprehension tasks into their practice, increasing their students' scientific literacy. YouTube channels such as Tyler Dewitt, Crash Course and Khan Academy have become a crutch in science education. Consequently, pupils are watching more and reading less. This is especially problematic in boys' education, where an unrelenting literacy gender gap is causing boys to underperform (Pearce, 2008). Science knowledge is more accessible than ever, however pupils are less able to attain and communicate subject expertise.

Workshops

WS4B: Making the Australian Curriculum Work for Boys - Fiona Mueller, Hilary Dixon & Mark McAndrew

The presentation will look at the structure and nature of the Australian Curriculum and how it can be implemented to suit local requirements. In particular, the three-dimensional nature of the curriculum will be explored. Using aspects of all three dimensions can drive not only differentiation but provide means of engaging boys in deep thinking and making connections in their learning.

Current international trends in curriculum design will be considered alongside the structure and nature of the Australian Curriculum, so that participants will see connections between the AC and international best practice. The workshop will also explore how these international trends may influence a programme of curriculum refinement over time.

WS4C: Engaging with the Science of Learning & Mindfulness to boost Productivity - Joshua Basford & Sarah Randall-Smith

How can boys be more productive? How do they manage procrastination and distraction? How can they be more motivated and succeed in subjects they feel they have no interest in/aptitude for?

In order to answer these productivity related questions we help boys connect the dots and understand the links between their productivity and more complex ideas, like sense-of-self, self-esteem, confidence and readiness for learning.

These things are inextricably linked, and in order to be effective productivity coaches, teachers must also be engaged in building boys' self-efficacy, their understanding of how the brain works, and how they can best engage with the science of learning to boost their productivity.

This session is built around how we can build boys' productivity by building their self-esteem & confidence. Discussions will be around: What works and what doesn't when working with boys?; Mindfulness and a positive mindset - how to introduce these concepts to boys; How the research around the brain has changed what we know to be effective when it comes to building engagement.

WS4D: Metacognition and Mindset – You'll never look at M&M's the same way again - Deb McKay

Metacognition – More than 'thinking about thinking.

Mindset – moving beyond the power of 'yet'.

Using research based in Cognitive Psychology, practical strategies will be presented for unlocking achievable and effective ways to empower the boys you teach, to take control of their learning. Find out how metacognition provides opportunity for improvement and how mindsets are necessary for boys to believe that this improvement truly is possible.

Participate in hands-on, fun tasks to develop your understanding of how these power-packed processes can improve teaching and learning.