The International Boys’ Schools Coalition is dedicated to the education and development of boys world-wide, the professional growth of those who work with them, and the advocacy and the advancement of institutions – primarily schools for boys – that serve them.
A Professional Learning Community is …

A group of professionals who share common visions, values and goals, and who work collaboratively using enquiry, experimentation and innovation to improve teaching and student learning.
"Teachers who inspire students and who are themselves inspired, will make the difference between mediocre and exceptional achievement by students."

- Conference Workshops

- Bizarre Beasts
  - Creatures to be naming making a made-up biological class 
  - Ask your Natural Science teacher for ideas
  - His name?

- The Task
  - Construct a family of 5 mother, father and child, varying in size so that each is part of the project. The ratio of the sizes of the family must be indicated.

- At least 5 different solids need to be used.
- Polyhedrons, Andesite solids, Prisms
- Copies of nets must be included.

- Magical Boys
  - According to Greek, a boy needs to experience himself in the role of a "magical" boy who has power to "save the world.
  - This sense is often experienced through
    - Reconstructing their relationships
    - Strengthening through teaching and modeling.

- Raising the Magical Boy
  - Boyhood is finding "magical" moment that will inspire the development of self-awareness and powerful actions.

- The Tempest
  - Shakespeare's "The Tempest" is a powerful metaphor, giving an opportunity to influence the lives of current young male characters, educating them further to foil in the ways of men, courage, self-preservation.
IBSC 17th Annual Conference

Local & Regional Conferences
Action research is any systematic inquiry conducted by teacher researchers, principals, school counsellors, or other stakeholders in the teaching/learning environment to gather information about how their particular schools operate, how they teach, and how well their students learn. This information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment (and on educational practice in general), and improving student outcomes and the lives of those involved.

Research Projects
Teacher Questions

1. Please describe an effective practice you have employed. In narrating your observations, take care to avoid evaluative terms like “wonderful” or “inspired.” Instead, show the qualities that evoke those feelings in you with clear narration of what is said and done in the course of the lesson.

2. To what do you attribute this lesson’s special effectiveness? (There is no need to be authoritative or “scientific” in this appraisal.)

3. Is there something about this lesson that you believe is specially pitched to boys’ learning?

4. Are there measurable outcomes—or outcomes that might conceivably be measured—that could objectively document the effectiveness of this practice?

Student Responses

- Playfulness: fun, play, gaming, surprise, role play, screentime
- Adventure and Discovery: being “free”, being “outside”;
- Centering: self-referencing experiences, personal discovery
- Social Validation: performance and display; debate; competition; teamwork; peer learning and teaching
- Self-Completion: lifted to success; meeting the challenge on one’s own; personal realization

Categories of Effective Practice

- Created Product
- Gaming
- Motor Activity
- Role Play/Performance
- Open Inquiry
- Team Work/Competition
- Personal Realization
- Responsibility for Outcomes
- Intrinsic Subject Matter
- Interactive Technology
- Boy-Specific Pedagogy
- Metacognition
- Novelty, Drama, Surprise
- Personal Realization

The Relational Context

- Reading the Teacher
- Drawing Attention
- Incorporating Humor
- Offering to Mentor
- Demonstrating Mastery
- Offering Inspiration
- Friendly Style
- Structured, Authoritative Style
- Personal Disclosure and Modeling
- Reciprocating Care
Global Exchanges