Auckland Grammar School, New Zealand
Belmont Hill School, United States
Brisbane Grammar School, Australia
Christ Church Grammar School, Australia
Collegiate School, United States
Crescent School, Canada
Dulwich College, England
Gilman School, United States
The Haverford School, United States
Knox Grammar School, Australia
Lindisfarne College, New Zealand
McCallie School, United States
Salisbury School, United States
Selwyn House School, Canada
Saint Alban’s College, South Africa
Saint Christopher’s School, United States
Saint John’s College, South Africa
Trinity Grammar School, Australia
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.
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?
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 Questions
In the box below, tell us the story of a class experience that stands out as being especially memorable for you. By this, we mean that it was especially interesting, engaging or motivating for you. It might be a particular lesson, unit of study, a choice of text or subject matter, a class activity or exercise, or a project or assignment. It doesn’t have to be an occasion when you achieved well in a subject, but simply one in which you found yourself especially engaged, interested or motivated. When you tell this story, please give as many details as you can in describing what took place. Avoid judging or praising with words like “terrific” or “best”; rather, show what occurred. You do not need to give the name of the teacher, but if it is easier for you to refer directly to the teacher by name, it will be removed later on.
TEACHER RESPONSES

CATEGORIES OF EFFECTIVE PRACTICE
### 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

### Teacher Responses

- The Ubiquity of Technology
Teacher Responses
The Ubiquity of Technology
Effective Lessons: Formative or Merely Fun?

The Transitive Factor in Effective Lessons
Student Responses

**Playfulness:**
- fun, play, gaming, surprise, role play, screentime

**Adventure and Discovery:**
- being “free”, being “outside”

**Centering:**
- reaching in, drawing out, mobilizing, being physical, visual illustrations, ‘hands-on’ illustrations, making things

**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
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
Carol Gilligan

“Voice and relationship are interdependent. Having a voice, speaking for oneself, representing oneself, saying what one knows, speaking from experience – these human capacities flourish or whither depending on the relational climate (2005, p. xii).”


Miriam Raider-Roth

“Just as the theory of the relational self postulates that the self is born and develops in the cradle and life of relationships, so the notion of the relational learner postulates that the learning self is constructed and developed within the relationships of school (2005, p. 21).”

Andrew Martin

“Girls are more inclined than boys to adopt a learning or mastery focus, plan schoolwork, manage study effectively, and persist in the face of challenge...Boys are more inclined than girls to self-sabotage (p. 142).”


Andrew Martin

“Particularly critical to students’ engagement and motivation in a particular subject was their relationship with their teacher (p. 54).”

**Mark Merry**

“The formal curriculum therefore may tend to be the ‘main game’ in the teaching of girls. For boys, it is possible that this is but one narrative in the classroom; running parallel or in conflict is the relational narrative.”

(2009, PhD dissertation)

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**Nel Noddings**

“When we need to draw on ethical caring, we turn to an ethical ideal constituted from memories of caring and being cared for.”

CONVERGENCES AND DIVERGENCES

IMPLICATIONS FOR TEACHERS
Implications for Teachers

Clear Contours:
Active Learning

Competition and Collaboration
Implications for Teachers
Clear Contours:
Active Learning
Competition
and Collaboration
A Sense of Immediacy

The Relational Dimension
Implications for Schools
Gender-Specific Classrooms for Boys