

Boys Education Collaborative Project

Shared Doc: [Boys Education](#)

When and Where:	Tuesday 23rd February 3.45pm - TBHS (Staffroom)
Collaborative Project name:	Boys Education
Key question we are wanting to address:	How can we support our boys to enjoy school more, engage and achieve?
Team members name and emails (include facilitators/liaison person name)	Mark Creba - principal@pointprimary.school.nz Hayden Shaw - haydens@pointprimary.school.nz
Why - what difference or impact will this make? Rationale?	We're hoping that individual teacher and school action plans may be an outcome, so that together we can support our boys to enjoy school more, engage and achieve. - Which boys are not succeeding? - What are the factors in their underachievement? - How do we respond to the educational needs of boys?
Who - is the project for... how do we get other teachers involved? what other voices do we need to listen to?	- Kaiako that are interested in how boys can be more engaged at school.
What - what are we going to explore together? Where are we already experiencing success? What strengths do we have already?	<i>Creating a space where interested kaiako can share experiences – successes, struggles, great ideas and co-designed initiatives:</i> Session 1: Tuesday 23 February, 3.45pm at TBHS Staffroom (20 signups + HS&MC) b) Kahui Ako - Karakia... data projector & screen for karakia: Whakataka te hau -whakatauki/karakia/waiata Shared Kai...

[Mark]

- Standing - who's in the room? Name, school, interesting fact (Greg Jansen connections)
- Sitting - Why are you here? What are you hoping to get out of this project?

[Hayden]

Explaining our framework and thinking / aspirations incl. requirement to document inquiry(s)

[Mark & Hayden - half room split]

What has been your experience when educating boys - what are your questions, niggles, wonderings?

- Brainstorm Concerns / Ideas / Co-construct a plan forward...

b) Please take some photos at your initial meetings and send them through to me (kanema@craighead.school.nz) so that we can share the excitement in the community.

c) Promote and join the new Timaru Kahui Ako Facebook page at <https://www.facebook.com/groups/timarukahuiako>

Term 1, Week 8 Meeting - Tuesday 23 March:

[Link to feedback / notes from session.](#)

Agreed - Term 2, Week 4 Meeting at Highfield School

Leading Change Inquiry

School / Kāhui Ako name:		Team members:	
Leadership inquiry question:			
Current strengths and assets in this area?	What's happening for students? Teachers? whanau?	What do we know already? What don't we know?	
Why? Rationale for change (threat/opportunity?)	Where? Purpose and outcomes. (What does success look like for students/ourselves?)	How can we measure progress? (ie Indicators of success IOS, Grow Waitaha Evaluative Framework etc)	
How do we design the process? (key leadership considerations - ie culturally responsive leadership, change leadership)	Who do we collaborate/partner with? (staff, students, whanui, iwi, community,)	What steps do we take? (timing)	
Further development for Cultural responsiveness			

Paulo Freire

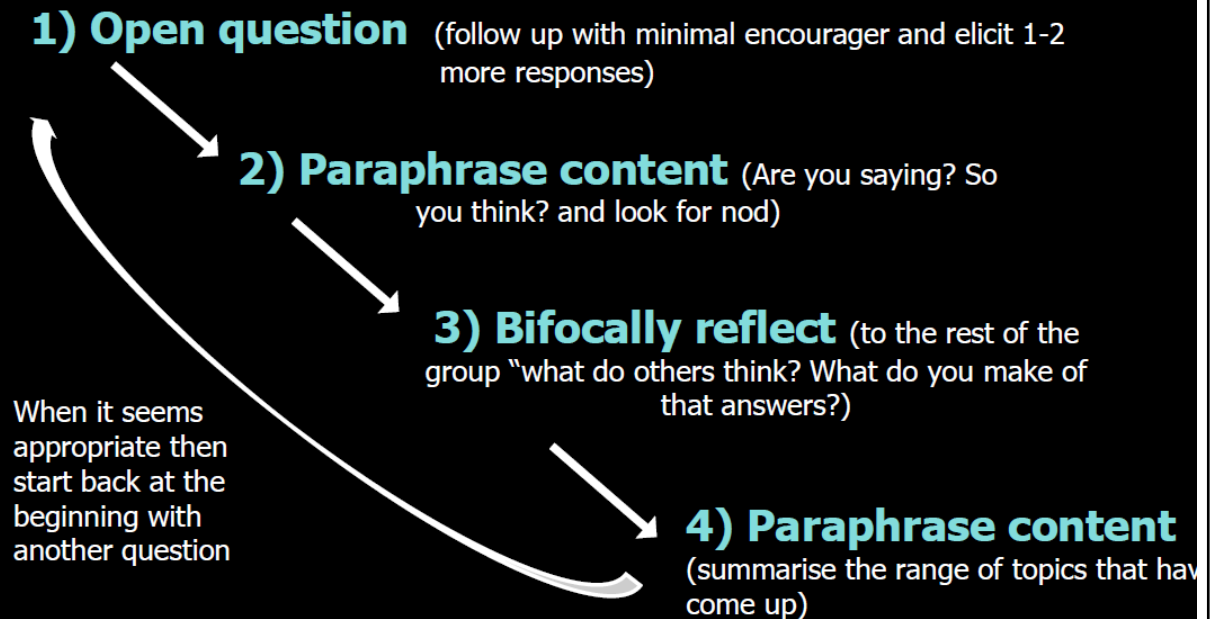
1. **Own story** (what's the issue and what's your experience of this?)
2. **Expert** (let's consider this framework)
3. **Critique** (what makes sense in my world?)
4. **How have I changed?** (what's different?)

Step 1: Own Story	Let the participants know the topic of the session and then get them to think about their own story. i.e.: their own experiences of and views about that topic. Usually I also ask them to 'dialogue' about those thoughts with a partner or the group.
Step 2: Expert	At this stage I present another view on the topic from some 'expert source', i.e.: 'This is what Bern has said about this topic....'
Step 3: Critique	Participants are then encouraged to critique the 'expert' knowledge in the light of their own lived experiences in their 'story' and to dialogue about what they agree and disagree with.
Step 4: Evaluate	Participants reflect on the previous three steps and dialogue about "What I have learnt?" or "How have I changed?"

Why Freire's process works

- helps integrate knowledge
- acknowledges the capability of learners and their expertise
- engenders dignity and respect
- takes the pressure off the facilitator/teacher to know everything
- participants find it motivating and energising
- it reduces resistance issues

Facilitation Flow



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Session 3: Tuesday 25 May, 3.45pm at Highfield School (teacher workroom)

Mark to send out the invite email -

(MC) 5mins - Kahui Ako Karakia - intro

(HS&MC) 25mins - Panel - **Dave Hawkey (ECE, Leadership / Governance)**, **Sam Carlaw (Primary)**, **Blair Poulter (Secondary)**, **James Forrest (Tertiary / workforce)** - Intro / Discussion (their thoughts on key questions) / Q&A

(MC) Kick off...

(MC) 1. Which boys are not succeeding? What are the factors in their underachievement?
(HS) 2. In your experience how do we respond to the educational needs of boys?
(MC) 3. What examples have you seen of excellent practice with Boys Education?
(HS) 4. Q&A from the floor

15mins - Break into small groups for reflection / Pablo Fiere style - critique... what do I think about what's been discussed, what makes sense in my world? what do I agree / disagree with? what's next for me? (implications for my practice / next steps)

5mins - Shared kai (MC to sort food - PH/SJ sort cheese n crackers) / Whanaungatanga activity if needed (HS)

(HS) 5mins - [Intro Shared Google Jamboard - planning docs with link to 3 guiding questions](#)

[Boys Ed - ECE Jamboard](#)

[Boys Ed - Primary School Jamboard](#)

[Boys Ed - Secondary School Jamboard](#)

- split group into three - along lines of three questions
 - Which boys are not succeeding?
 - What are the factors in their underachievement?
 - ... and how do we respond to the educational needs of boys?
- next session:
 - working time in three question small groups plus
 - Q&A panel of students / young adults who struggled in system and subsequent reflection

(MC) 5min - Reflection time / feedback on today's session - **Is this project of value to you and your school?**

[Survey](#) re. thoughts so far.

Plan for Week 8 - Tuesday 22 June session (TBHS)

1. Brief recap / overview of sessions 1, 2, 3 and Russell Bishop TOD
2. Workshop in small groups - making sense of sessions 1&2, Expert Panel feedback and Russell Bishop teaching & leadership profile
 - a. Where to from here? What actions are we going to trial in own kura?
3. Review survey and Martin Kane questions - have we covered this?

During your Week 8 hui, could you have a discussion with your group and collect feedback on these five questions, created during our last session with Chris Jansen? Some red flags might arise - please do not hesitate to contact your Facilitator if you need assistance.

- 1) Is this project of value to you and your school?*
- 2) Is this project's format meeting your needs?*
- 3) Would you like to change projects and if so which one would you choose?*
- 4) How is this project's time expectation and school's commitment impacting on you?*
- 5) How do you feedback to your school about your project?*

Plan for Term 3, Week 4 - Tuesday 17 August session (Grantlea Downs)

1. Mark to sort food, Hayden to sort technology
2. (M) Touch base from last session re. progress with initiative (focus groups) - feedback from trial actions... build on success and spread
3. (H) Intro new input i.e. video presentation: Warren Farrell [HS will sort projector / screen]
4. (M) Discussion / Friere critique - small group then whole group
5. (H) Second video if needed: Tomorrow's World
6. (M) Wrap up / Next steps... "How is what we're doing impacting on students?"
 - a. Interest in Waihi visit for next session?
 - b. 5 Survey questions
 - c. Review food / coffee for next session

Use Freire model in the above...

- a) Share Own Story - what have we done since last meeting, been doing, any further thinking in terms of our project area / problem
- b) Expert - 12 min video
(Chris calls it crudely 'the meat' - anywhere 15-45mins, has to be discussion either side)
- c) Critique - discussion
- d) How have I changed? [what will we try, what will we do differently?]

Plan for Term 4, Week 4 - Tuesday 9 November session (Ascot Sports Bar, Washdkye)

1. Welcome back
2. What's on top?
3. Touch base from last session re. a) progress with initiatives (focus groups) - feedback from trial actions... build on success and spread, b) Warren Farrell video, c) Allan Short - Waihi Boys School
4. Review the Year's that's been
5. Touch base re. plans for 2022 - discussion
6. Wrap up / Next steps

Mark to contact

- a) Tony Bunting re. TBHS and
- b) send out email invite - incl. reminder to contribute to survey (re send link) and shared Google doc.

<https://chrismayaauthor.co.nz/> Thoughts?

Add to mailing list -

- Jonathan Hunter <jonathan@gleniti.school.nz>
- Liz Evans <liz@gleniti.school.nz>
- Paula McCall <pmccall@highfield.school.nz>
- Luke Robb <luker@pointprimary.school.nz>

Remove -

- Kelvin Furze <furzeke@timaruboysschool.nz>

Term 2, Week 4 - Wednesday 25 May session (TBHS)

- Meet and Greet
- Provocative Video - Warren Farrell

 The Boy Crisis: A Sobering look at the State of our Boys | Warren Farrell Ph.D. | TEDxMarin

- What are our take aways from this? (Discussion)

Term 2, Week 8 - Wednesday 22 June session (Highfield School)

- Meet and Greet
- Catherine Gibb - Sharing her experiences of teaching and living with boys.

Plan for Term 3, Week 4 - Wednesday 17 August session (Gleniti School)

	1. Check in and connect 2. Plan for this term - discuss with group Week 4 & 8, or just Week 4 (no meetings Term 4) 3. Touch base from last session re. Catherine Gibb (email out prior a copy of her notes as a reminder) 4. Recap / discuss what we know, what we've learnt 5. Engagement Video (Mark to supply - RBL one / whiteboard session as per Louise session... recap Pt 1 / Pt 2 content) and discussion 6. Week 8 session (option)... Allan Short, Waihi Boys School? 7. Review the Year's that's been 8. Touch base re. plans for 2023 - discussion 9. Wrap up / Next steps 2023 - Plan for Term 2, Week 5 - Wednesday 24 May session (Gleniti School) 1. Check in and connect 2. Discussion - touching base from Term 1: Richard Reeves "Of Boys and Men" 3. Male Teacher panel: What works for boys - why, and how to implement this a. What was your experience as a boy in education growing up? b. Why did you become a teacher? c. What's your philosophy / approach to Boys and their education? d. Do you think boys are not succeeding as well as girls in education, and if so why? e. What do you think all teachers can do to support boys being successful in primary and secondary school education? 4. Goal setting and looking ahead
How - do we collaborate and document our work	- Boys Education - Ka hui Ako
When - when do we meet and connect? When do we press 'Go'?	

Timaru North and South Kahui Ako Collaborative Inquiry Model

Initial Niggings	
Hunting and Gathering	
Reflect and Plan	
Act and Observe	
Evaluate and Conclude	
Disseminate	