Sex and Gender Differences:

Child development and learning strategies for improving especially boys' attainment

An interactive on-line training programme

By Geoff Hannan

Course Progression, Notes and Resources

Additional notes, classroom resources and academic citations are available on the course website

Hello! Please have this booklet beside you with a pencil and a highlighter pen during my on-line training. You will be asked to write, draw on and use it in certain ways as my session progresses. Your responses will illustrate some key strategies and approaches especially useful to improve boys' learning and recall in your classrooms.

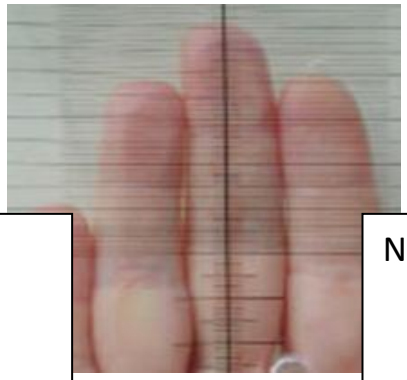
Activity 1

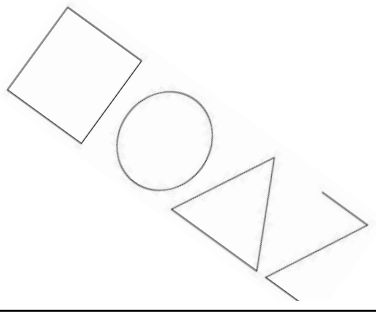
Here, In the **D** box	Here, In the **R** box	Here In the **S** box
1 Your gender? 2 When did you last have or go to a dinner party? 3 When did you last assemble flat pack furniture?		1 2 3

Here, I have used the tactic **'Go for 3'**which aids the short-term recall especially of boys.	I have used the tactic of 'Go for 5' which helps to develop the ***R*** factor in especially boys. This is of prime importance to improving especially boys' academic outcomes.	I have engaged in a starting point of particular importance to Pupil Premium students. Can you guess?

Activity 2

In the Nature box draw around the fingers of your hand.
In the Nurture box doodle using the Four shapes pictured. You many use any or all of the shapes as you please.



Nature	Nurture?
	

- Physical/Diagrammatical hooks and starters are especially useful in engaging boys.
- See if you can discover what D, R and S stand for during my session (providing a challenge, is another useful engagement tactic for especially boys.)

Understandings

Sex and Gender differences are not 'binary' with there being, for example, a delineated and separate male and female brain. Each of us is on a continuum between femininity and masculinity and is a complex product of our genetic propensities, our environmental influences and random chance. Also, of course, notions such as gender are cultural constructs.
Whilst differences within groups are greater than differences between groups, understanding some of the *likely* gender differences can be a tool to ensuring we address the needs of both groups. It can also be a tool that points us to the needs of an individual child, through the lens of her or his gender.

Acknowledging that there are some key *likely* differences between *average* males and females is **not** stereotyping; which is a naive, blanket prescription of common separate traits across a specific group. Nor does it trivialise the very real issues that girls and women face in our institutions and in our society as a whole.
When I speak about boys and girls, male and female I am speaking about the average or most males but, of course, not all males.

In my academic work I refer to these, perhaps more accurately, as pro-male and pro-female differences.

On average:

1. Girls speak earlier and develop language faster
2. Girls develop 'theory of mind' earlier
3. Girls develop pro-social behaviours earlier
4. Girls currently out-perform boys in **all** curriculum subjects
5. Social Disadvantage is likely to amplify potential gender disadvantages

Observe and you will see many differences in the ways that the sexes engage in tasks, absorb skills and understandings and recall learning. You will also see many differences in their motivation and emotional responses.

- 'To 'Go for 5' (as above) is a powerful revision tool for selecting and memorising information (more about this later)

Activity 3

Please read the following out-loud and quietly to yourself. As you go, use your highlighter pen to highlight the sentences beginning with 'Less advantaged children' and 'Work with both adolescent boys and disaffected young people'.

Low income is a strong predictor of low educational performance:

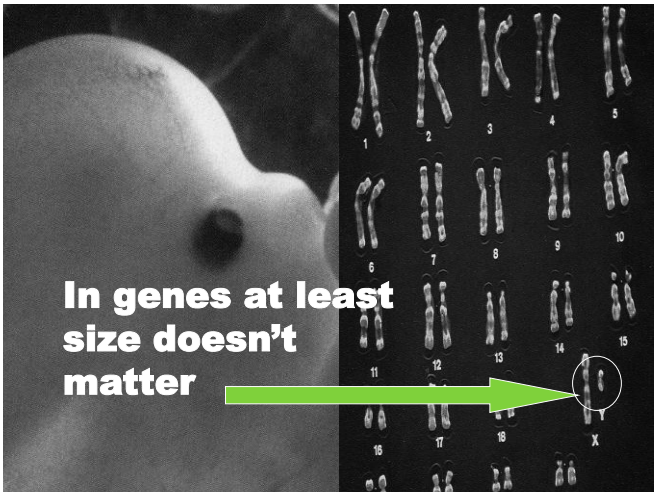
- White children in poverty have on average lower educational achievement and are more likely to continue to under-achieve. Boys are more likely to have low results than girls, especially those of Bangladeshi, Pakistani and black African origin.
- Children from different backgrounds have contrasting experiences at school. Less advantaged children are more likely to feel a lack of control over their learning, and to become reluctant recipients of the taught curriculum. This influences the development of different attitudes to education at primary and secondary school that help shape their future.
- Children from all backgrounds see the advantages of school, but deprived children are more likely to feel anxious and unconfident about school.
- Out-of-school activities can help build self-confidence. Children from advantaged backgrounds experience more structured and supervised out-of-school activities.
- Many children and young people who become disaffected with school develop strong resentments about mistreatment (such as perceived racial discrimination). Work with both adolescent boys and disaffected young people is most effective where it makes them feel more involved in their own futures. Equality of educational opportunity must address multiple aspects of disadvantaged children's lives. These factors are at the heart of the social divide in educational outcomes.

I have used the tactic 'spot the ball' which together with 'Go for 5' and 'D-R-S' are highly effective recall/revision skills. **Out loud reading**: altogether in class, quietly to a partner and

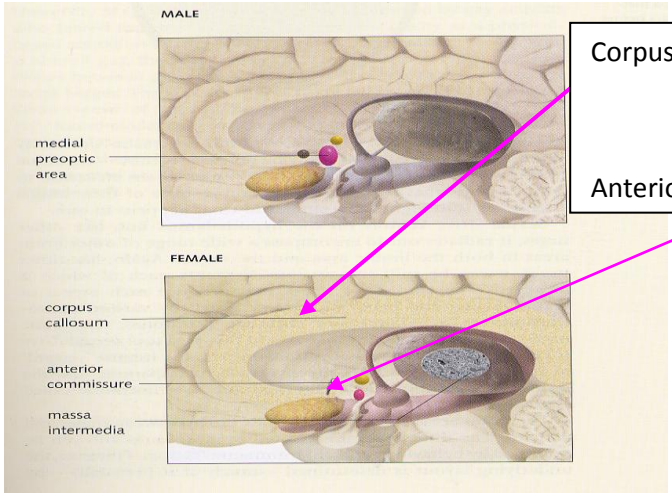
when alone revising help to develop especially boys' reading skills. Left to read silently to themselves boys (if they read at all!) are likely to scan and skip-read; in contrast to girls who read word by word! *Requiring individual students to read out loud to a class is **advised against**.

Section 1 Sex and Gender Differences

Related to especially boys' performance and attainment



Language Centres



Corpus callosum

Anterior commissure

Females are better at recognising emotions in others and in emotional awareness more generally. Greater connectivity between left and right brain hemispheres probably allows females more verbal fluency in expressing feelings!

Females are more multi-tasking whilst males need to do things ONE AT A TIME.

- For boys especially: break things down more and use clear steps in teaching and learning- such as D-R-S sequencing!

Activity 4

Please read silently (and, if male, accurately!)

- A mini plenary midway through a lesson is considered vital for the recall of information...

If an individual has inherited a Y chromosome

- During the first trimester of pregnancy a gene called *SRY* switches on the development of the testes which in turn pump out testosterone and help to masculinise the male brain.
- The "default" human brain was thought to be female; however it seems to be more complicated than this with a delicate balance between "pro-male" and "pro-female" genes governing sexual differentiation*

* For example *r-spondin1* promotes development of the ovaries and without it individuals who are genetically female (XX) grow up physically and psychologically male (Parma et al. Nature Genetics, vol 38, p1304)

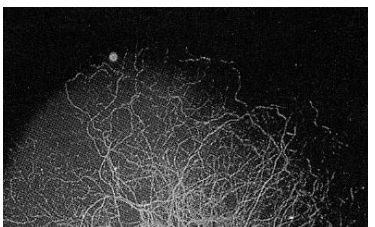
Testosterone V Oestrogen

- The mainstream view is that testosterone in men and oestrogen in women account for most of the biological differences between the sexes however…
- The effects of hormones and genes can interact.
- The contribution of genes can be modified by experience and a child's early environment can induce chemical modifications in DNA (epigenetic changes) which, without altering sequence, can change whether it is active or quiescent.

* For more detail please read 'Biological Descriptor' in the Additional Notes and Resources PDF provided after the next training.

Nature AND Nurture

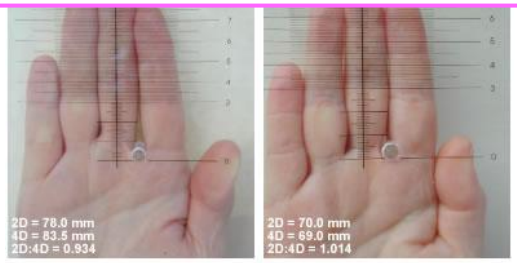
- The brain is highly malleable and is constantly being remoulded throughout life.
- Brain Sex determination is not over at birth and many scientists believe that there are critical periods when a child's brain is particularly malleable.
- However by the time we reach adulthood (at age 25 for women and 26 for men!) there are numerous differences in structure between most male and most female brains and it is likely these are also evident and have effects as children mature.



ACTIVITY 5 Guess and Test

1. Whose brain is larger? **M F**
2. Who has a larger corpus callosum and anterior commissure; allowing more cross-talk between left and right brain hemispheres and probably better multi-tasking abilities ? **M F**
3. More grey matter (the brain 'hardware'): better memory, especially recall? **M F**
4. More white matter (brain 'software' connections: faster responses?) **M F**
5. A larger frontal lobe (implicated in decision making)? **M F**
6. A larger hippocampus (implicated in memory and spatial memory)? **M F**
7. A larger limbic cortex (implicated in emotional regulation)? **M F**
8. A larger parietal cortex (implicated in spatial perception)? **M F**
9. A larger amygdala (implicated in arousal and autonomic responses)? **M F**
10. Quicker chemical responses- a quick up and a quick down as opposed to a longer, slower build-up in arousal !? **M F**

- If they guess things first (even if they guess incorrectly) boys especially are likely to better at recalling the correct information. 'Guess and Test' is a prime learning style of the average male. (NB most Coronavirus SAGE advisers are male!)



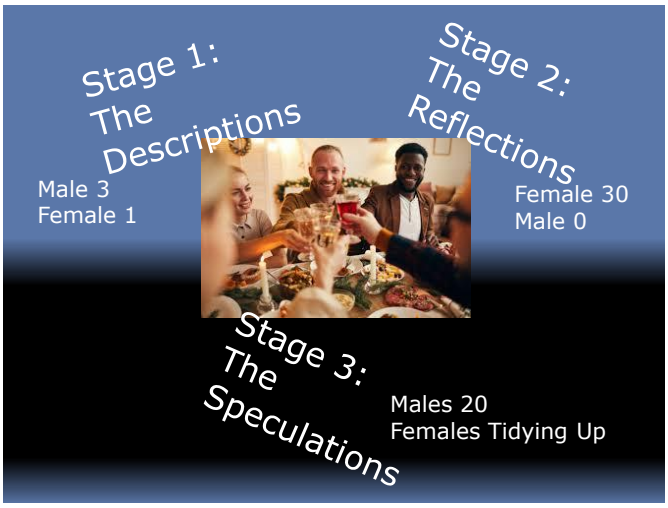
MALE FEMALE

Label

Label

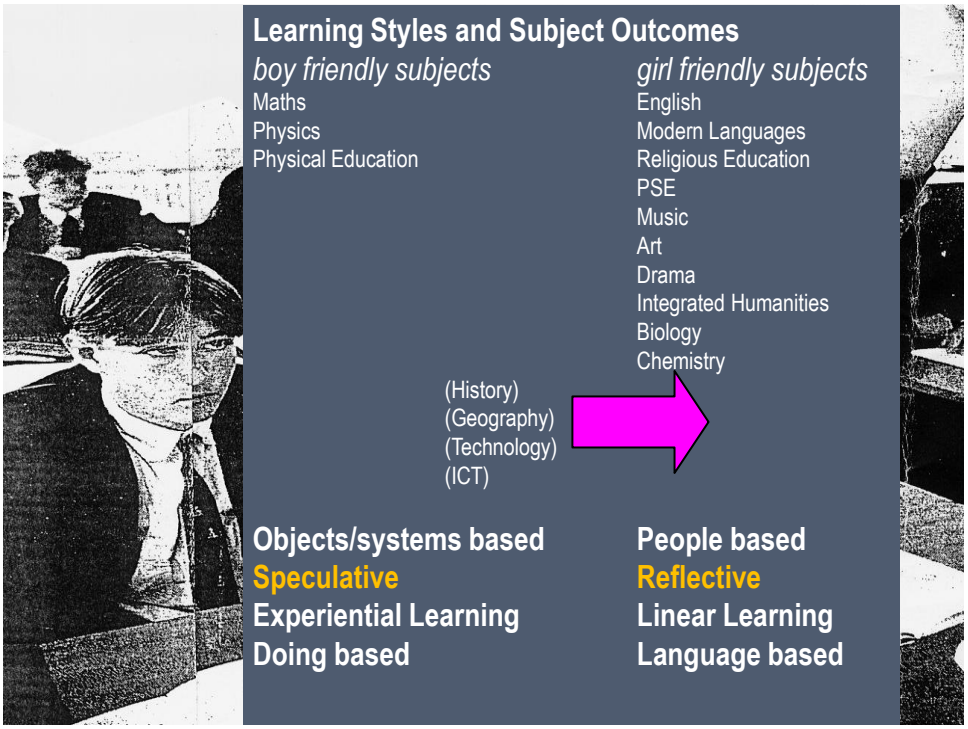
Section 2 Nature *and* Nurture- the drummer and the drums

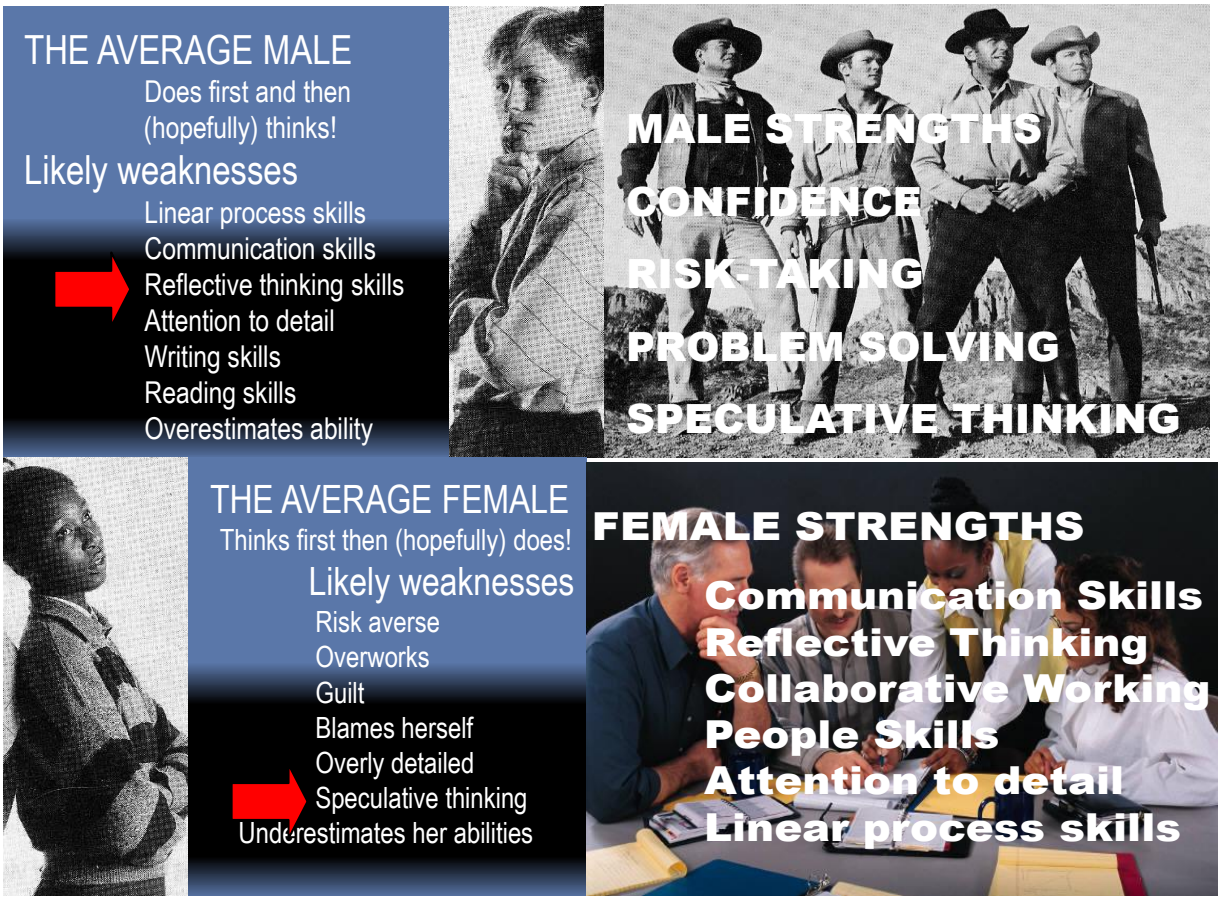
Using D-R-S sequencing in lessons is a powerful tool to improve learning and narrow attainment gaps. Much more on this follows in the second section.



Sit back and enjoy these observations at your next dinner party or during your next staff meeting!

Warning: what happens when Dinner Party Man and Flat Pack Furniture Man meet National Curriculum





Warning: female personalisation and reflective **self**-problem solving!
Warning: men must always be right especially when they are wrong.

A Tool for Individual Differentiation

Likely genotypic /phenotypic differences between the average female and the average male and their potential impact on learning:

The Pro-Female (Learner)

Likely Brain/Developmental Differences

Larger Corpus Callosum and anterior commissure

Better multi-tasking skills

- May benefit by strategies to simplify understandings and procedural memory: go for three or five steps not seven or nine!

Uses both hemispheres for communication

- May benefit from centred discussion strictly on subject e.g. give a quick time allocation for talking activities with the purpose of immediate feed back. 'One minute find me five ideas'.

More grey matter: better procedural and episodic memory

- Develop especially semantic memory skills: challenge to recall facts, terminology and meanings of words

Larger frontal lobe: better reflective skills but potential weakness in decision making

Larger hippocampus: better spatial memory but less confident in initial spatial activities

- Encourage more kinaesthetic and visual activity to develop these skills

Larger limbic cortex: better regulation of emotional responses

Thinking/Communication Style:

Descriptive-Reflective

- Reflective step is crucial for her especially in learning

Internalises problems

- Watch for withdrawal into herself which can indicate problems

Likely Needs

Speculative skills development

- Will benefit from speculative step in learning to extend and apply understandings and skills
- Will benefit from male learning partner at times to help to develop her speculative thinking skills, experiential approaches to task and assertion skills

Risk-taking

- Needs to answer and ask more questions

Confidence building

- Needs to overcome initial failure and keep going when things get difficult
- Work with boys to help develop assertion and leadership skills

The Pro-Male (Learner)

Likely Brain/Developmental Differences

More mono-tasking

- Will benefit from chunking learning and breaking things into steps

Larger Amygdala

- Needs to develop concentration and learning through listening and recalling

Larger parietal cortex

- Recall will benefit by repeating processes in the same way rather than in different ways

More white matter: quicker responses?

- May benefit from slowing down and thinking before acting

Thinking/communication style:

Descriptive-Speculative

Likely Needs

Reflective skills development

- Reflective step in learning crucial to understand and assimilate
- Benefits from female learning partner at times to help to develop reflective and procedural skills

Linear process skills development

- Teach and apply steps to help develop his process and procedural skills

Social and collaborative skills development

- Needs to work with girls to develop social skills, tolerance and understandings

Watch out for unconscious stereotyping like boys in blue and girls in pink!

A **phenotype** (from Greek phainein, meaning "to show", and typos, meaning "type") is the composite of an organism's observable characteristics or traits, such as its morphology, development, biochemical or physiological properties, phenology, behaviour, and products of behaviour (such as a bird's nest).

Sex Differences: Biological Descriptor

All biological sex differences are initiated by genes encoded on the sex chromosomes. All other known inherited factors (*e.g.* autosomal genes, mitochondrial genes, and cytoplasmic factors derived from the egg) on average are thought to be inherited equally by males and females. Although two individuals may differ in any of these inherited factors, the only factors that are consistently inherited in a sex-specific fashion are those on the sex chromosomes.

The difference between XY and XX cells is potentially attributed to 1) the presence of Y genes only in male cells, 2) the potentially higher dose of X genes in XX cells than in XY cells; and 3) the presence of a paternal genomic imprint on the X chromosome that occurs only in females. A critical gene on the mammalian Y chromosome is *SRY*, the testis-determining gene. This gene causes the embryonic undifferentiated gonad to develop into a testis rather than an ovary. This developmental decision is the primary event determining whether an individual is phenotypically male or female. The embryonic testes secrete three hormones: testosterone, Mullerian-inhibiting hormone, and IGF-3. Mullerian-inhibiting hormone causes regression of the Mullerian ducts, which are otherwise destined to form the oviducts and upper vagina. IGF-3 is required for descent of the testes. These hormones act on specific cells throughout the body and brain and cause them to develop in a masculine (male-typical) fashion. For example, testosterone enters the brain during early critical periods of development and causes the formation of neuronal cell groups and synaptic connections that control functional and behavioural traits that are more common in males than in females. In short, testosterone masculinizes the brain permanently by acting during early critical periods of neuronal development. When testosterone concentrations are low, as occurs typically in genetic females, the development of the brain is feminine. Testosterone also acts elsewhere in the body to cause masculine patterns of development. It acts on the urogenital primordia to cause formation of a penis rather than clitoris, and a scrotum rather than vaginal labia. Thus, the initial commitment of the primitive gonad to a testicular fate results in widespread hormone-driven masculinisation of numerous tissues. The actions of *SRY* and testosterone also have an indirect effect on the environments that a young animal or person will experience. In human societies, the sex of a baby is usually judged by the genital morphology at birth: the presence of a penis or vagina. Once the sex is determined, the baby or young child is treated differently depending on whether it is a boy or girl. In rodents, for example, the mother licks the perineal region of her sons more than those of her daughters. These differences in environment have profound effects on the development of gender-specific behavioural repertoires.

The sexual differentiation of the body also means that males and females have different bodily sensations (*e.g.* those arising from male *vs.* female reproductive functions) and thus can be conditioned differently by those experiences. Although the effects of *SRY* and testosterone on formation of the urogenital system are events that happen prenatally in humans and other mammals, the effects of hormones on the developing central nervous system extend into early postnatal life in many species, including rats and mice.
In laboratory rodents, for example, males are exposed to high concentrations of testosterone, which is secreted by the testes more or less continuously. In contrast, the major ecretions of the ovary are estrogens (particularly the potent estrogen,estradiol) and progestins (particularly progesterone), which fluctuate in concentration during the estrous cycle and pregnancy. These circulating gonadal steroid hormones act to influence brain activity differently in males and females. (Large fluctuations in hormone concentrations occur in both sexes in seasonally breeding mammals, because of the period of reproductive quiescence tied to specific environmental conditions.) Traditionally these activational effects are transient (they do not last long after steroid concentrations decline) and are contrasted with the permanent organizing or differentiating effects of early gonadal secretions.

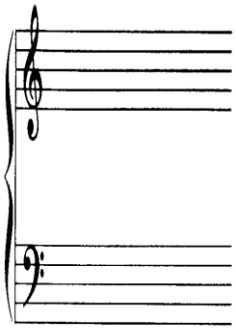
Virtually all sex differences in brain and behavioral phenotypes are attributed to the actions of gonadal steroids, in combination with environmental events, on the brain and other target tissues. The genetic sex of brain cells is also theoretically a source of sexually dimorphic information. For example, genes encoded on the Y chromosome are expressed in the brains of males and could have a male-specific effect if other genes in females do not mimic their role. Moreover, genes encoded on the X chromosome may be expressed at a different level in the brains of females and males. In a few cases, these putative sex-specific, cell-autonomous actions of sex chromosome genes have been implicated as the cause of some sex differences in the brain and other tissues in mammals and birds. Beyond the roles of gonadal steroids and genes, behavioural phenotypes in humans may also be influenced by sex differences in experience or cultural factors.

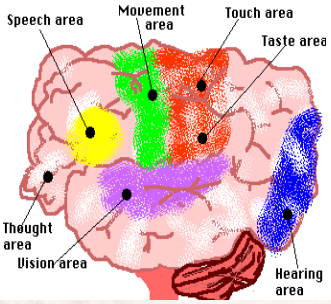
Section 2 – The Strategies

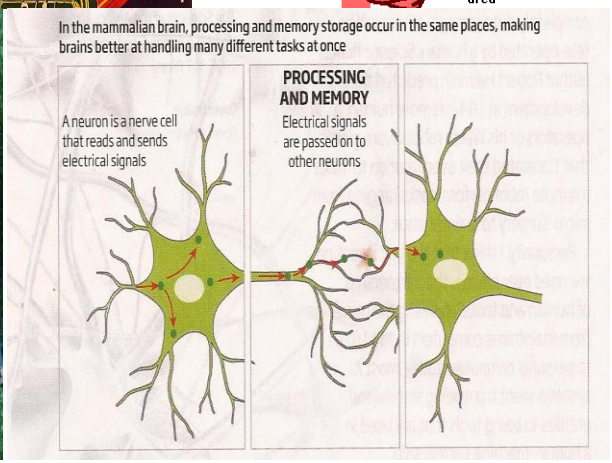
For improving the performance of all whilst significantly narrowing the gender and pupil premium gaps

Activity 1

What do these things have in common?







To develop speculative and reflective thinking skills

Think of possible solutions to a problem and then select the best
Think of reasons why something might have happened before deciding on the most probable
Try to find reasons for something and reasons against something before making a decision
Find good things and bad things
Find unknown things prior to seeking information
steps for doing things
steps for post-analysis
points to a plan
things to write about and then use Descriptive-Reflective
Learning in chunks of and

How I could use this tactic

	Class	Topic	Go for	on
1				
2				
3				
4				
5				

Activity 2

Use three matchsticks to form 4 triangles (without breaking them).

Communicate Challenge

- Communicate difficulty… you are going to find this difficult!
- Use time as a challenge… bet you can't find me five ideas in two minutes!
- Use parallel challenges- detective games- playing journalists/TV reporters- creating role plays/personalisation- making poems, songs- making Power Point presentations- making videos
- Have more quizzes. Use a quiz system: 'write yourself questions to quiz yourself next time'
- 'Challenge Boxes 'for most able
- 'Challenge Boxes' to consolidate/support especially PP students
- AFL challenge lessons every 4 weeks (?)

Time Frequently

- **Classroom Tasks**
- E.G.
- E.G.
- E.G.
- E.G.
- E.G.
- Homework
- "A ten second explanation of…"
- "A one-minute role play on…"

Learn for *Immediate* Purpose

- After you have written this you will be reading it to your partner
- After you've read this we will be having a quick quiz on it
- After you have drawn this you will be explaining it.
- After you've done this sum you will be explaining the steps
- After you've rehearsed it you will be performing it to the class
- The purpose of this lesson is… (i.e. the learning objectives- phrased in terms of learning rather than doing)

Articulate the Learning

By **all** explaining it- 'tell your partner 3/5 things you have learnt this lesson'
Tick it off....

Topic	I know	I understand	I can do	My Evidence (page no)

Ownership and Autonomy

The Exercise Book

- Number the pages in pencil (so students can remove pages if required and then re-number).
- Have a contents page at the back. When a piece of work is finished it is added to the contents page with its page number so it can easily be found for recall or revision.
- Keep a list of key words/phrases at the back of the book and test yourself to remember and explain them.
- Keep a checklist at the back of the book of things you have learnt (a learning log) and things you can do. Remind yourself of these regularly. LINK THESE INTO TEACHER ASSESSMENT PROCESSES.

Students should be encouraged to use a range of note-making methods including diagrams and pasted/annotated photographs (especially boys and PP students).
Students should be encouraged to evaluate their own and one-another's work (See Evaluation Sheets in PDF)

The Exemplar Exercise Book

Students could have an exemplar exercise book for Maths and English where they note, in best writing, key mathematical operations, sentence and grammatical constructions and analysis methods (see Thinking Frames in PDF). This can then be used for revision etc.

Marking and Assessment

Mark less but deeply
Perhaps use a sticky label system with voice recognition:
Well done, you can:
1
2
3
You are getting better at:
1
2
3
To improve further:
1
2
3
Resources to use:

This notebook and marking system has proved a really useful tool in helping schools to quickly improve their outcomes.

It aids students developing their ownership and autonomy.

- Now task an extended period of time on the improvements, e.g. a whole lesson working individually or in pairs. Students should articulate their learning at the end of this lesson, sharing it with their Learning Partner or table group.

Activity 3

Please craft a single sentence to answer the question below and write it in the box.

What do we learn by writing?

T_____w_____

T_____C _____w_____

R_____T_____ (For purpose: e.g. find X, Y and Z)

R_____T_____C

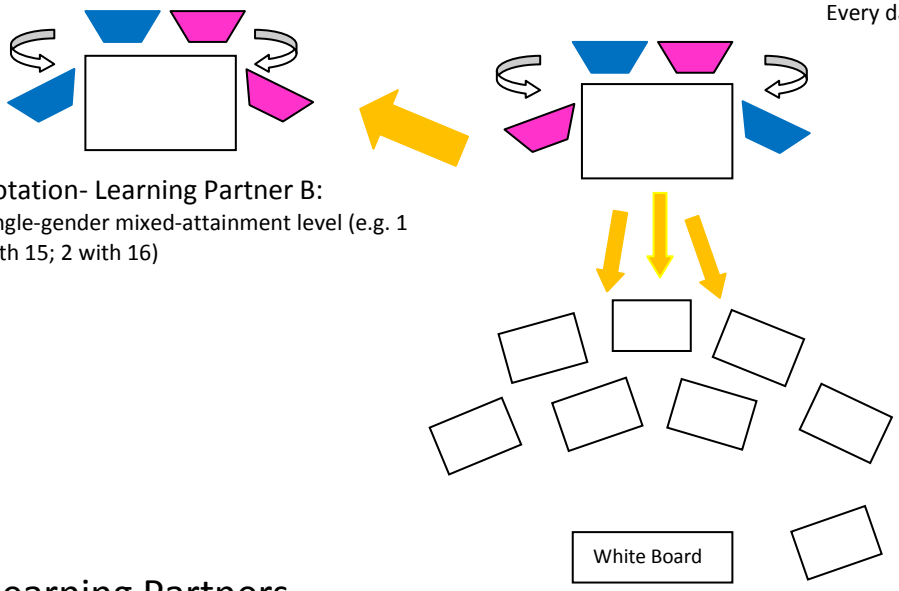
Key Structures for improving especially boys' literacy and recall

Use paired reading across subjects and age ranges. Use paired writing across subjects and age ranges.

Here's my question class, talk with your partner and find me 3/5 answers. I'll give you just 30 seconds.....
What did you think, Oscar? Anne, Suki, Charlie, Unjam?

Learning Partners and Classroom Layout

Learning Partner A:
Mixed-gender, attainment level
Every day sitting positions



Rotation- Learning Partner B:
Single-gender mixed-attainment level (e.g. 1 with 15; 2 with 16)

Rotation- Learning Partner C:
Friendship: free choice

Learning Partners

Class arranged in three sets of pre-arranged Learning Partners:

- A: Mixed-gender attainment level
- B: Single-gender mixed-attainment level
  With ½ class attainment spread (Level 1 with Level 15, Level 2 with Level 16 etc)
- C: Friendship- free choice

Changed every half-term

Strategies to use:

- Paired discussion especially in response to questions:

'Here's my question; talk with your LP and share ideas'
'Find me 5 things that you know about...'
'See if you can remember what we learnt about this last lesson'
'Tell your LP what you have learnt this lesson'
'With your LP work out a difficult question to ask me'

- Paired writing (especially with LP A)
- Paired reading (especially with LP B and C)
- Paired activity (all LPs - ensure collaboration through providing just one worksheet)
- Paired activity, shared with table and extended to group work
- PEER LEARNING LPs tasked to explore and report back on curriculum topics with minimum facilitation by teacher (Whole table planned and aspects delegated)

Descriptive	Reflective	Speculative

Using Descriptive-Reflective-Speculative Sequencing

And the 5-step lesson plan

Step 1
Learning Objectives (what learning not doing)
Starter: diagrammatical/physical/verbal with Learning
Partner: recap-guess-describe-reflect-hypothesize. HOOK!
Step 2
Teach Descriptive
Interactive How, What, When
Do Descriptive
Individual and/or with Learning Partner
Step 3
Teach Reflective
Interactive *why* teaching to explain/explore concept
Do Reflective
Individual and/or with Learning Partner to understand/explore concept
Step 4
Speculative: central learning task
Individual and/ or with Learning Partner to apply and extend learning
Step 5
Plenary- Everyone shows off/articulates learning

Teach Descriptive-Reflective-Speculative to Students

A prime Metacognitive skill is to classify and sequence information and understandings.
It is also a useful tool for aiding memory and recall.

D-R-S 5-STEP LESSON PLANNING PRO FORMA

Display/Explain Learning Objectives

Starter HOOK

Descriptive-How-What Teaching

Descriptive-How-What Doing

Reflective-Why-Analytical Teaching

Reflective-Why-Analytical Doing

Central Learning Activity (Activities)- Speculative, Practising and Extending, Evaluating

PLENARY Students showing off learning/Demonstrating, showing, explaining/articulating

D-R-S STUDENT NOTE PRO FORMA

SUBJECT NARROWING ATTAIMENT GAPS

TOPIC Improving especially boys' engagement and outcomes.

Descriptive-How-What

1 Use D-R-S sequencing consistently and especially at the start and end of a unit of work
2 Use Learning Partners, ideally in a 1/3 1/3 1/3
3 Use Think-Write and Think-Communicate-Write with paired writing
4 Use Read-Think-Communicate with paired reading
5 Use 'No Hands'
6 Develop ownership through exercise book, AFL and regular self-learning structures
7 Time things more
8 Engage in tasks which provide immediate purpose
9 Go for Five for long-term recall and Go for Three for short-term recall
10 Make Learning varied, fun and challenging

Reflective-Why-Analysis

1 In many ways the girl is a naturally student. The boy is a boy first and a student second.
2 Boys, especially but not exclusively, need things to be clear and broken down step-by-step.
3 Boys especially but not exclusively, need to understand the relevance in what they are learning. Pupil Premium students especially need to feel involved in their own futures, have a sense of ownership of their learning and control of their outcomes.
4 Oracy and Literacy are two potential core weaknesses of especially boys and PP students so all departments need to support, enhance and develop these skills. Metacognitive skills similarly need to be developed in especially boys and PP students.
5 WE NEED TO ELIMINATE INSTITUTIIONALISED STRUCTURES OF FAILURE FOR OUR YOUNG PEOPLE and develop esteem, confidence, pro-social skills and personal resources.

SPECULATIVE –evaluate, draw conclusions, extract the most important parts to remember- draw a picture, diagram, flow chart. Now teach the topic to someone.

Hey, are you going to try anything?

SUGGESTED OPTIMAL INDIVIDUAL TO PROXIMAL LEARNING RATIOS

The doing ratio is broken down into two types of doing: individual and 'proximal' through pair work.

	(I : P) KS2	(I : P) KS3	(I : P) KS4
MATHS	1 : 2 (1:1)	1 : 2 (1:1)	1 : 3 (2:1)
MODERN LANG	1 : 3 (1:2)	1 : 4 (1:3)	1 : 4 (1:3)
ENGLISH	1 : 3 (1:2)	1 : 3 (1:2)	1 : 4 (1:1)
SCIENCE	1 : 3 (1:2)	1 : 3 (1:2)	1 : 3 (1:2)
TECHNOLOGY	1 : 3 (2:1)	1 : 4 (3:1)	1 : 5 (4:1)
HISTORY	1 : 3 (1:2)	1 : 3 (1:2)	1 : 3 (2:1)
GEOGRAPHY	1 : 3 (1:2)	1 : 3 (1:2)	1 : 3 (2:1)

Thus in Maths in KS3, about half the *doing* time is done individually and half in pairs/groups. Rotating learning partners and working on a mathematical operation together proves a very effective strategy for raising attainment

- Using 'Talk with your partner' in response to questions
- Sharing resources so communication is required
- Paired writing and paired reading opportunities
- Sequences such as Think-Communicate-Write and Read-Think-Communicate should be common to practice
- Collaborative practices include rotation and variety

Recommended: 1/3-1/3-1/3

Practice should include boy /girl pairing (recommended: boy/girl seating and 'ability pairing'); single-gender mixed-ability pairing (recommended: ability level 1 with 15-ability level 2 with 16 and so on) and Friendship pairings (recommended: pre-allocated and rotated- 1/3 of activities for each of the above)

Recommended: 'No Hands' techniques

- Questions planned before lesson
- Questions addressed to individual pupils by name

Time given to work out responses e.g. 'Thirty seconds: find me five answers to this question'

- Questions that drill down to deeper understandings and require reflection e.g. 'Why do you think this is?'
- Questions that compare and contrast with previous learning e.g. 'How is Y like X' 'How is this dissimilar to...'
- Questions that require verbal connectives e.g. 'Explain your ideas using on the one hand and on the other'
- Questions that check pupil progress and understandings
- Pupils are required to pose/answer their own and one-another's questions

Recommendation: 'No hands'

Recommended: Mixed Ability Teaching

Setting is strongly related to under-attainment (especially by boys and under-privileged pupils.)
Teaching to the end of Key Stage 3 (at least) should be mixed-ability with group differentiation used only as a short-term enrichment to narrow gaps. Most Effective Differentiation takes place on a one-to-one/Learning Partner level and appropriate resources should be available in all classrooms (including over- learning for the 'less able' and extension materials for the most able.

Pedagogy

- **Setting and ability grouping leads to low teacher expectation and increases gaps in attainment**
- **Lower and mid-range ability students and boys progress faster in mixed-ability classes**
- **Students from socio-economic backgrounds D/E (4/5) progress faster in mixed-ability classes**
- The self-concept of students from socio-economic backgrounds D/E is considerably improved in mixed-ability classes
- Behaviour is better in schools with a mixed-ability ethos
- High attaining students in mixed-ability classes benefit in the development of life skills, especially leadership skills, inter and intra-personal skills development if given some proximal learning helping roles in classes and are extended by individualised programmes of study

**Please see citations on the course website*

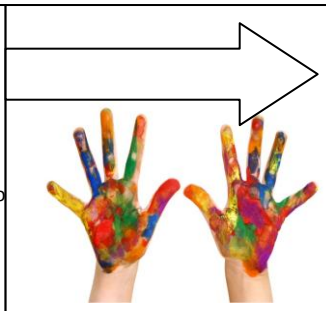
Best practice indications:

- High levels of collaborative mixed-ability activities
- Classroom resources bank of differentiated materials
- Teacher support to low and high attainers
- High levels of on-task classroom talk

Recommended: Consistent use of the D-R-S, 5-point lesson plan

Check the previous skills, facts and understandings needed to make progress this lesson. Revisit as necessary.

Descriptive: How, what, when, who



Descriptive activity individual/pairs

Reflective teaching that explains and explores the concept

Reflective activity to consolidate conceptual understanding

Challenging activity to consolidate and extend skills and conceptual understanding: pairs, individual, group

Pupils give plenary to one-another on what they have learnt

LATER

Pupils log skills, facts and understandings

S, F and U in different contexts

Quizzing and low stakes testing for recall, assessment, self-assessment and target setting

Section 3- Gender in the Early Years

The Home-School Partnership

Recommendations

Closely scrutinise your reporting processes so:

- You never label children especially in areas of behaviour, effort or potential outcome- especially important for boys who readily develop 'tribal badge' responses to negative remarks: 'cool to be a fool'
- The reports have a least a 5:1 ratio of positive to negative comments and when any negative comment is presented there should always be a positive suggestion for improvement
- Nothing in the report should ever come as a surprise to the parent or carer- matters of concern should always have been addressed previously

Remember that under the 2010 Equality Act all children with SEN and AEN (including Pupil Premium) are entitled to individualised and differentiated provision and this includes reporting processes

Encourage parents and carers to share their 'at home' strategies with you.

Engage parents in observing children's development at home and regularly share this information with the school....

Gender Differences in Language Development

KEY STRATEGY

Ask parents/carers to note and reflect upon their own observations e.g. using a grid like the one below:

(NB) Boys are more likely to be more represented in the lower developmental age group and **girls** in the higher one

Parent/Carer Observations

Expressive Language	Ob1	Ob2
By 16-24 months		
Beginning to put 2 words together	✔	
Uses some different types of word	✔	
Verbs	✔	
Nouns	✔	
Adjectives	✔	
By 22-36 months		
Up to 100-300 words	✔	
Links 3 and 4 words together	✔	
Beginning past tense	✔	
Using some questions	*	
By 30-50 months		
Vocabulary 500-1500 words	✔	
Simple statements with gestures	✔	
Simple statements without gestures	✔	
Beginning to use connectives	✔	
Beginning to use complex sentences to elaborate	*	
Uses talk to		
• Explain what is happening	✔	
• Anticipate what might happen next	(✔)	
• Recall past experiences	(✔)	
By 40-60 months		
By 5 using 1500-2000 words	✔	
Syntax complexity increasing	(✔)	
More questions	*	
When?	*	
How?	*	
What?	*	
Easily understood sentences	✔	
Uses language in role imagination	✔	

Receptive Language	Ob1	Ob2
Understands action verbs	✔	
Understands one subject instructions	✔	
Understands 2 key word phrases	✔	
Indentifies objects by use	✔	
Increasing describing words	✔	
Beginning to understand negatives	✔	
Understands why questions	?*	
Joins in rhymes and stories	✔	
Understands turn taking	(✔)	
Initiates conversation		
Beginning to understand instructions 3 key words	✔	
Understands how	*	
Developing awareness of past and future	(✔)	
Understands humour:		
• Sounds	✔	
• Nonsense rhymes	*	
Understands a simple description of activities	✔	
Uses talk to pretend	(✔)	
Uses language to express wants	✔	
Uses language to express needs	(✔)	
Understands a simple spoken story	(✔)	
Understands simple sequences	(✔)	
Understand **unambiguous** conversation	(✔)	

✔ lots of evidence (emerging)
*Needs work

Gender Differences in Language Development

Additional notes on the training
For academic citations please visit the course website

- During the first years of life, girls on average acquire language faster than boys and have larger vocabulary. For example, at 16 months, girls have a vocabulary of 95 words and boys 25
- 1 in 7 children in the UK are late talkers and are slower than their peers in reaching language milestones: 70% of these are boys with only a small minority later diagnosed as having an ASD
- Male sex is a strong risk factor for communication, language, and speech impairments whilst female sex a protective factor
- Boys have a greater risk for late language emergence (2.4:1) but specific language impairment (a disorder when only language system is affected, with typical development of cognitive and communication skills) is just slightly more prevalent in preschool boys than in girls (20%-30% higher). Similarly, dyslexia has a prevalence ratio of 1.7/2.5:1 in the population of school children. Although these discrepancies are significant and should not be understated, they are considerably smaller than differences in the prevalence of communication disorders (ASD and social communication disorder).
- Differences in speech pathology are quite variable, but also harder to interpret, because speech production is a motor activity, deeply dependent on fine motor skills, which also differ between sexes in the preschool period. Greater prevalence of speech disorders in boys is documented not only when it comes to “typical” articulation problems, but also when it comes to stuttering and childhood apraxia of speech.

Biological Differences (also see biological descriptor below)

- Prenatal and neonatal testosterone exposures are strong candidates for having a causal role in sexual dimorphism in human behaviour, including social development, and as risk factors for conditions characterized by social impairments:

- Male and female relative finger lengths indicative?
- Slower development of fine motor skills in boys

- Many experimenters have showed the effect of testosterone on language organization in 4-week-olds – girls and boys with low testosterone levels showed phonological discrimination effect, while boys with high testosterone levels did not. Also, another study observed negative correlations between testosterone concentrations and babbling at 5 months

- A study targeting children aged 8-11 years found a correlation between increased levels of testosterone in amniotic fluid and reduced grey matter volume in the left superior temporal gyrus (Wernicke’s area) and several additional language-related areas, such as a part of Broca’s area. Along with the anatomical changes induced by testosterone, increased prenatal exposure to testosterone in boys was also correlated with smaller vocabulary by the age of 2 and 4. Testosterone was also suggested to be involved in sex-related hemispheric lateralization.. Unlike testosterone, higher levels of estrogen measured in 5-month-old children were correlated with better language performance both in boys and girls at the age of 4-5

- Sexual dimorphism in brain anatomy is described in numerous studies.

- fMRI scans reveal significant differences between boys and girls in the activation pattern in language-related tasks in children aged 9-15 years

Play-Based Learning and Peer Learning Pedagogy

Key impact assessment points are numbered 1-6

Learning through play and Peer Learning develop the core skills of oracy, literacy and numeracy. They also promote positive attitudes to school and to learning itself. They provide opportunities to learn in a practical and child-centred way where children and young people participate at their own pace; driven by their own curiosity, interests, needs and motivations.

Learning through play and Peer Learning stimulate children's imagination and provide rich and varied contexts for developing skills such as observing, investigating, interpreting, predicting, organising, recording, reviewing, problem solving, and decision making.

Learning through play and Peer Learning provide rich learning opportunities to develop skills, facts and understandings of the world spanning all curriculum subjects. Learning through play and Peer Learning develop children's self-esteem, confidence, resilience and independence.

Play-Based and Peer Learning are not about just the end product or the filling of time. They aren't about something you do when you are not working or about just providing practical activities in the classroom. They aren't about worksheets. They aren't about 'just playing.' They aren't about something you just do in nursery and primary schools. **Play-Based and Peer Learning** are fundamental to learning and life skills development **and good mental health**.

1 In Play-Based Learning and Peer Learning **children and young people learn to manage information** through accessing, selecting, communicating, integrating and recording. They plan and set goals, break down tasks into sub-tasks and use and apply the ideas of others. They ask focused questions. They locate information which they select, classify, compare, contrast and evaluate. In Play-Based and Peer Learning children and young people learn to select the most appropriate methods to control tasks and information, form hypotheses and manage representing, collating and recording. They communicate and value their successes and communicate them with a sense of purpose and express and secure their need for personal affirmation with a sense of audience and interdependency.

2 In Play-Based Learning and Peer Learning **children and young people think, solve problems and make decisions.** They engage and cope with challenges. They sequence, order, classify and compare. They test their ideas and predictions. They seek evidence and establish causal relationships. They expand and explain methodologies, give opinions, explore alternative solutions and evaluate outcomes. In Play-Based and Peer Learning children and young people make holistic connections between different learning contexts.

3 In Play-Based Learning and Peer Learning **children express and young people and develop their creativity** by imagining, generating ideas and inventing. They take risks in exploring and capitalising upon knowledge and understandings. Children seek out questions to answer and problems to solve. They experiment with and personalise ideas and concepts. They turn these ideas and concepts into concrete enactments, actions and outcomes. In Play-Based and Peer Learning children optimise and overcome their potential for mistake and failure; facilitating the development of self-esteem and resilience.

4 In Play-Based Learning and Peer Learning **children and young people learn to self-manage**. They become aware of and manage their strengths and their weaknesses: building on the former and overcoming the latter. They develop interests and extend them. They organise and plan how to undertake tasks. They set personal goals and targets and learn to analyse and evaluate them. They sustain attention and persist with tasks. They seek help were needed. In Play-Based Learning and Peer Learning children and young people learn how to manage their own time and manage their own behaviours in a wide range of situations.

5 In Play-Based Learning and Peer Learning **children and young people learn to work with others**. They learn the core skills for collaboration: being sensitive to the feelings of others and being fair and responsible. They learn to listen actively and share opinions. They learn how to develop routines for taking turns and co-operating. They learn how to give and respond to feedback and how their words and actions impact on others. In Play-Based Learning and Peer Learning children and young people learn how to respect the views of others, how to reach agreement and compromise and how to get on with one-other.

6 Play-Based Learning and Peer Learning **provides opportunities for teachers and children to plan together**. They provide a stimulus for both to use resources in challenging and imaginative way. Play-Based and Peer Learning build skills of facilitation and provide teachers with clear opportunities to observe, assess and record, and apply their expertise to the needs of individual children and young people and groups of children and young people.

Children learn most and best through play. What will your classroom become today?
'With your partner today your task is to learn all you can about..... and tell us all about it at the end of the lesson.

Play-Based Learning: Early Years

Geoff Hannan: (From Deep-Dive Analysis and Key Training Sessions)
In classroom observations I look for the following:

Learning Objectives

Clear
Communicated
Time given to plan-do-review
Time given for children to reflect
Potentialisation*1

Outdoor Areas/Classroom

Variety
Richness of resources
Supporting resources/secondary materials*2
Sequential introduction of resources to consolidate and extend learning experience
Continuous Provision

Supporting Core Learning Domains:

Physical

Social
Proximal learning:
- Adult
- Peer

Emotional:
- Resilience
- Perseverance
- Risk-taking
- Conflict resolution

Mathematical:
- Number
- Shape
- Volume
- Pattern Recognition

Linguistic:
- Language
- Literacy

Supporting Schematics:*3
- Trajectory
- Rotational
- Opening/Closing
- Enclosing/Enveloping
- Containing
- Orientation
- Transporting
- Connecting
- Positioning

1. Potentialisation

(In, for example, constructional play) Teacher has analysed the learning potential of the activity...
Schematics: shapes, size, volume stability etc.
Properties of materials
Investigating cause and effect
Noticing change
Speculating and drawing conclusions
Seeing patterns
Generating theories

Role play potential

How can experience trigger language, number operations, geometry, vocabulary, dialogue, learning articulation?

Teacher structures time for reflection, plan-do-review etc. sharing in pairs and small groups to the rest of the class.

2. Use of Secondary Material

Example of planning and use of secondary materials for conceptual extension:

A variety of small objects and collage materials like straws, pipe cleaners, bottle caps, and recyclables, as well as pieces of clay and tape for holding things together are invaluable in supporting conceptual understanding; say, for example, in construction of three-dimensional representations of children's primary constructions. By using secondary materials to represent the same structures children encounter new challenges, gain new information about building materials and their properties, and generate new ideas about how to handle them.

*3. Schematics in Play-Based Learning

Why do children wrap themselves up in layers of clothes; line up rows and rows of similar objects; develop fascinations with throwing or hiding?
Repetitive behaviour like this is known as schematic behaviour and while it may seem odd, it is in fact a highly important and dynamic learning mechanism.
Through repeated, sometimes compulsive, actions, children are discovering the underlying structure of the world around them: if this happens this way, does it also happen that way?
Being able to recognise schemas when they are exhibited enables practitioners to extend a child's learning by matching curriculum content to a child's individual interests. Because the child is deeply interested in what they are doing they will be highly involved and motivated and this will optimise progress in their learning. This learning will be at their own pace and within the parameters of their personal cognitive development needs.

Transforming
Pretending

Teacher Time

Teaching to Doing Ratio (1:5 except phonics)
Descriptive-Reflective-Speculative Sequencing

Observes and captures

Supporting behaviours
without teaching
supporting by teaching
Use of questioning
Directed to individuals
No hands
Thinking Time
Response Time
Children asking questions

Extending
Use of planned resources and inputs
to extend schema at child's/children's own pace
Conceptual extension

Play Activities Used in Phonics*4

Using schematics (as above)

Noise
Song
Dance
Movement

Play Activities Used in Numeracy

Especially concrete number, spatial play and over-learning

Play Activities in literacy

Mark making play
Story making/ role play/mood play etc.

Gender *5

Awareness
Pro-activity

***4 Effective use of a wide range of hooks and consolidating play in phonics**

E.G.
Sound starters
Rhyme matches quiet and loud
Nursery rhyme sound effects/movements
Matching pictures that start with same sound
Animal noises/actions
Buried treasure, e.g. Blending sounds
Time limit games/challenges using flashcards
Matching pictures to letters/sounds
Matching pictures e.g. blend and then find
Listen to phoneme and choose grapheme to fit
Repair games: e.g. fix the rocket by practising segmenting
Finding digraphs in sentences
Play around with words to make new sentences
Etc.

***5 Core Gender Strategies**

See below for more specialist understandings
Especially Boys
Chunk learning
Teach and use steps
Scaffold thinking and writing
Require reflective articulation of learning
Use Think-Communicate-Write
Use Read-Think-Communicate
Reward especially effort and pro-social behaviours
Work a third of the time as Learning Partner with girl
Especially Girls
Encourage experiential trial and error learning
Encourage guess and test
Encourage speculative speculation
Ensure equal participation in the classroom
Encourage assertive behaviours
Check for sexual harassment
Work a third of the time as Learning Partner with boy

Gender in the Early Years: Additional Notes and Ideas

LIKELY DIFFERENCES Personal, Social and Emotional Development Perseverance- Free selection +m Adult selection +f Concentration Attention Maintenance when motivated. Forming of Relationships- Peers through action led activity +m organisational lead +f Adults- through role model and doing+m- through talking+f

DIRECTED- ESPECIALLY BOY Time and reward attention Reward effort Concentration games such as statues Copying games Sequencing games "Concentration Glasses" Copying pictures "Snap shots" (freeze techniques) Led gentle touching and stroking Trust Activities in pair/group progressions Pair shape-making Pair musical chairs Pair in story-making Speaking together/role pairs Co-operation rewards •
DIRECTED- ESPECIALLY GIRL Create complicated tasks such as taking old computers/machines to bits Body bridges/stepping stones imaginary carrying
FREE FLOW- BOY Specify outdoor and indoor play areas some of the time and praise maintaining activity there
FREE FLOW- GIRL Building pictures- models out of sand etc.

*LIKELY DIFFERENCES **Communication, Language and Literacy** Attention to what others say +f Initiation of communication +f Conflict resolution through language +f Attentive listening +f Active responding +f Use talk to create play +f especially story making-subject specific +f people Interest in text +f Reflective Skills development +f Interest in illustration +m Interest in shape/rotations +m speculative skills development +m*

DIRECTED- BOY Question and Answer Teacher in role and children inventing questions Listen-and-copy story making games Teacher positioning during reading so children can see text as teacher reads Individual letter projection on whiteboard for writing over Led computer programmes projection programmes Facilitate mark-making
DIRECTED- GIRL guessing games "Imaginary Walks" with details already laid out for exploration and question
FREE FLOW- BOY Video loops of children talking to camera /giving instructions to be followed One-at-a-time activities to develop taking turns (monitored for behaviour checks and rewards)… script interventions (A say this, B say that) "Answer-phone" and computer messages (response and record) Small enclosed and especially roofed areas with props (telephones etc) Word building areas (name, place, age) Write-and-stick walls
Text projected on whiteboards for drawing over (start with child's name)
FREE FLOW- GIRL Pattern play

*LIKELY DIFFERENCES **Mathematical** Linear +f Symbolic +m emerging*

DIRECTED-BOY Round robins with spoken and held numbers Number shape creation with bodies, plus adding, pairing Story number books Story making in sequence with numbers
DIRECTED-GIRL Clock play, led Rhythm games, music-making Memory and counting games Mix and match odds and evens counting challenges in Groups
FREE FLOW-BOY Hop scotch Skipping games Stepping stones with changing sequences (facilitate through challenge) Copying projected numbers Number sheets for colouring and copying "Three in a box" Jumble and sort numbers Number building blocks
FREE FLOW-GIRL ICT Number games Clock play

*LIKELY DIFFERENCES **Knowledge and Understanding** -Emerging gender preferences- +m activity, hunting, aggression +f relationships, home-making*

DIRECTED-BOY Treasure hunts Detective games Come up and point Geography and map-making activities Dressing up Time Lines Google Earth Real story time Themed role plays in pairs groups I SPY DIRECTED GIRL Human bridges, circles, triangles etc Sound sequences Making music
FREE FLOW-BOY Toy cars, trains, trucks, etc but add story making and questioning Toy swords, wands, super hero…with teacher facilitation… slow-mo play- teach care and consideration etc
FREE FLOW-GIRL Balancing activities Building activities encourage Goo play fire fighters etc

*LIKELY DIFFERENCES **Physical Development** Space +m Hand to eye +m Co-ordination large muscle groups +m Manual skills, precision co-ordination +f Hearing high frequency +f Male eye= movement focus*

DIRECTED-BOY Blindfold challenges Listening for sounds Let's build together Being small, being big Patting
DIRECTED-GIRL throwing catching kicking
FREE FLOW- BOY Cranes and picking up activities Holding and feeling areas Big pencils and pens Threading challenges
GIRL Small ball play, bean bag netball Bowling and target games

*LIKELY DIFFERENCES **Creative**- Using objects representationally +m Verbal +f*

DIRECTED-BOY Big sheet painting Story telling using objects making music using objects Words with junk Puppet shows
DIRECTED-GIRL Making puppets making landscapes
FREE FLOW-BOY Puppets
FREE FLOW=GIRL Junk play Cardboard boxes Newspapers Rags Plastic bottles etc Painting junk Making costumes Rubbish music-making

Section 4: Aiding Good Mental Health

Making a Difference

Driven by Values

Teachers have one of the most important jobs in the world. It should be values driven. We should regularly communicate our values and the vision we have for our children's and young people's care and growth.
A value is a belief or system of beliefs that motivates and drives behaviour. It empowers human interactions with integrity.

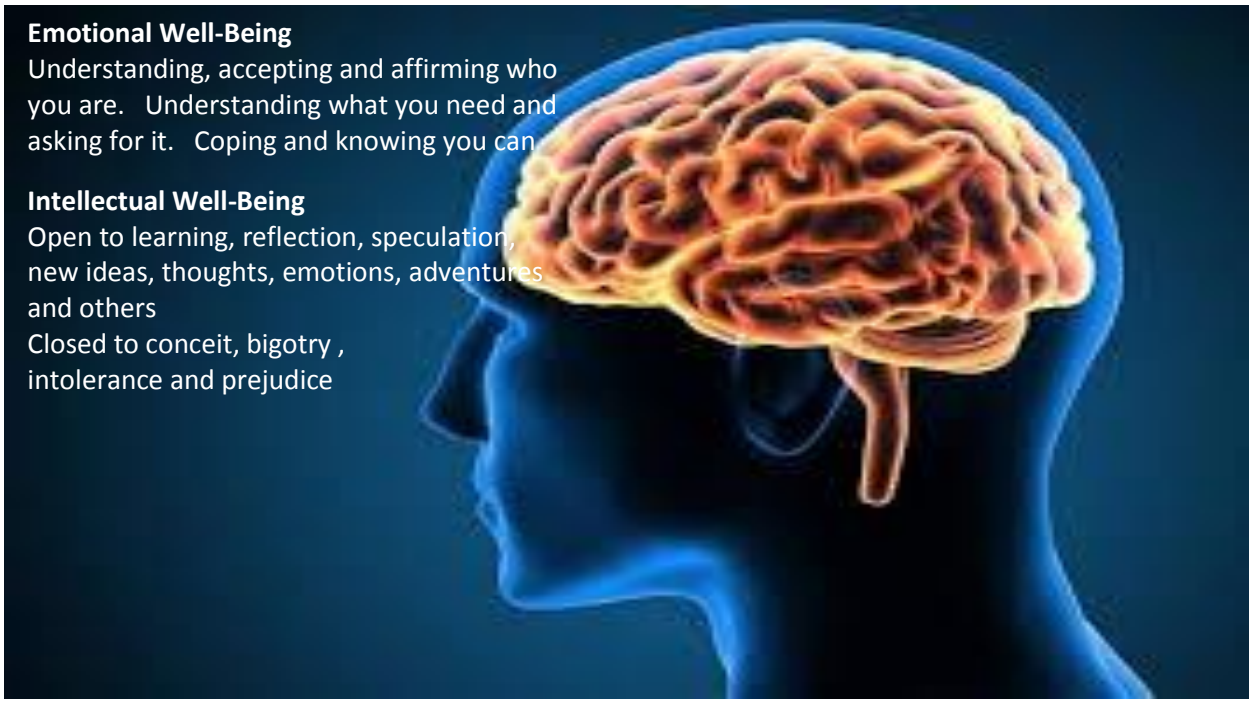
Sharing Values

We should regularly enable children and young adults to express and discuss their values, articulate the positives in their lives, and feel good about their personal contributions to happiness in their family, friends and community. Doing so helps to build self-esteem and a sense of self-worth.

For example, you might have a VALUES DAY where everyone expresses the things that are important to them:

- Children could bring in photos and design flags to be flown
- Teachers could make their own displays about their families and their lives outside of school
- The school could flag up its vision and mission
- Parents/carers could come in and talk about their lives and the things that are important to them
- Children could have special show-and-tell sessions with important objects

Well-Being and Happiness



Aiding the Development of Positive Emotional Schemas

Emotional Schemas

- An Emotional Schema is a strongly held belief that a person has about himself or herself, about other people, or about the world in general and the belief can be either positive or negative in nature. In all cases, the schema is accepted as being true, even if it's negative and causes harm or difficulties in the person's life. The theme of these problems often remains the same over time and repeats itself in different types of relationships, including romantic involvements, school/work relationships, and friendships.
- Most often, negative schemas develop at an early age. Children hold beliefs about themselves that they learn from their parents and other adults. For example, children who hear judgmental messages such as "You're lazy" or "You're stupid" or you are "Badly behaved" will begin to think that these things are true and grow up to be adults who think they are lazy, stupid, bad or generally incompetent.
- Similarly, children who are abused, mistreated, or criticized often think they've done something sufficiently bad to deserve their mistreatment—regardless of the fact that none of these cruel actions or unkind comments and actions is deserved. Nevertheless, these children often think badly of themselves as a result and may develop the belief that everyone will mistreat them.

The Emotional Schemas

1. **Stability/ abandonment or instability:** children who have a negative schema might be constantly afraid of relationships ending. They may believe that their relationships will end easily due to fights, breakups, divorces, affairs, or death. Or they may believe that anyone who would want them must be physically, mentally, or emotionally unhealthy, and will therefore be unable to take care of them. **If you feel that a child or young person you work with has issues connected with stability then being unconditional and consistent in the kindness and respect you show them might do much to aid the development of a positive schema.**
2. **Trustfulness / mistrust or abuse:** children who have a negative schema may be constantly afraid of being physically or emotionally hurt by other people, through direct physical force, deceptions, or lies. They might even believe that other people do this to harm them on purpose. **Show your trust and be sure to keep your promises especially to children at risk of developing a negative schema.**
3. **Emotional Supportedness/ deprivation: c**hildren with a negative schema can believe that they will never get the care and support they need. **Offer *continuing* support to children at risk of developing a negative schema and consistently remind them that you are there for them.**
4. **Wholeness/ defectiveness or shame:** children with a negative schema can believe that they are physically, emotionally, or psychologically defective, and therefore unworthy of being loved or cared for by anyone. **Express your liking of those with potentially negative schemas and ensure they are given lots of opportunities to articulate their personal qualities.**
5. **Sociability/ social isolation or alienation:** children with a negative schema might believe that they are so different from everyone else in the world that they will never be able to fit in or be accepted. **Encourage those with lower social competencies or confidence to work with others and reward them when they do.**
6. **Independence / dependence or incompetence:** children with a negative schema often believe that they are incapable or not smart enough to do anything without great assistance from other people. **Show those with negative schemas that they are able to succeed in tasks on their own using encouragement and reward.**
7. **Independence/ enmeshment or undeveloped self:** children with a negative schema can believe that they can't live or enjoy life without the constant emotional support of someone else, usually someone of great importance in their life, like a parent or a friend. In some instances, the child doesn't even feel whole without that other person close by. **Delegate special tasks to those with poor schemas e.g. being a mentor to younger children or taking responsible for a specific function in the classroom.**
8. **Inner Strength/ vulnerability to harm or illness:** children with a negative schema can believe that they are exceptionally at risk of getting hurt or contracting some type of disease or illness. **Remind those with negative schemas of times when they didn't get hurt or ill as they expected to.**
9. **Successfulness/ a failure:** children with a negative schema might believe that they have never succeeded, nor can they ever succeed, no matter what the task. **Remind those with a negative schema of the time they succeeded when they didn't expect to succeed.**
10. **Commonality/ entitlement or grandiosity:** children with a negative schema might believe that they are more important than other s and therefore more deserving of privileges and rewards not given to others. People with this schema may seek fame, power, or control at the expense of the safety and needs of others. **Help those with a potentially negative schema to engage in activities and opportunities to develop empathy, for example helping a charitable cause.**

11. **Self Controlling/ insufficient self-control or self-discipline:** children with a negative schema might be unable to tolerate any type of discomfort or setback when trying to achieve something and so they simply give up. Alternatively, they may be unable to control their emotional outbursts and impulses. **Those with a negative schema might be targeted to gain rewards through controlling their anger or temper and be encouraged to overcome a sense of failure by taking small steps to success.**
12. **Self Assertiveness/ subjugation:** children with a negative schema might feel they are constantly forced to give up their own needs by others who threaten to do something or withhold something if they don't comply with their wishes. People with this schema willingly give up their own needs in order to meet someone else's needs. Often, they feel guilty and are afraid that if they don't meet the needs of the other person that person will suffer in some way or will not like them. **Teach self-assertion skills and practise the ability to say 'no'.**
13. **Self-assuredness/ affirmation seeking or recognition seeking:** children with a negative schema may be constantly trying to gain the appreciation and support of others. As a result, they fail to develop a sense of valid self-worth because all of their value is dependent on what other people think of them. **Encourage those at risk of a negative schema to articulate their independent qualities and task with opportunities to enact and excel in these areas.**
14. **Positivity/ negativity or pessimism:** children with a negative schema may only pay attention to the sad and difficult parts of life, such as troubles, grief, pain, destruction, and the loss of life. They also fail to see, or purposely ignore, anything good that might be taking place. **Task children to recall and articulate the good things in their lives and encourage them to celebrate the positives.**

You cannot, of course, do everything to help all children develop positive emotional schemas but you can do one or two things really well and especially for those one or two children in most need.

Helping Children be Happy

Time should be allocated for children and young people to engage in activities of their choice (especially at the start of the day) so that teachers can observe their feelings, moods and interactions with one another: for example board games, drawing, painting, etc.
A special nurture classroom ('sanctuary, support room') might be set up where children with issues may go at the start of the day/throughout the day for a little or longer time- teachers/playground supervisors might select unhappy children to bring there.
Free writing time: children have a special book which they are tasked to write/draw in. It is for themselves alone; it will not be marked or even seen by anyone unless the child wants to show it.
You might use 'Feelings Charts' with names and Emojis for children to place as they enter the classroom or 'Feelings Logs' periodically (see Classroom Resources). Pupils can be taught how to coach one another and time allocated just to chat about things.

In a number of schools I have helped to create and equip safe havens where children can take themselves for their own time-out when feeling sad or angry. The development of emotional intelligence is highly important yet frequently sadly neglected.

Your notes

Please do contact me with any questions and for continuing support:
geoff@hannans.org.uk

Geoff Hannan Training Programmes

CPD

Geoff Hannan delivers three-hour interactive training programmes in each of the following:

Gender Strategies for Improving Teaching and Learning
Improving Boys' Performance
Closing the Gaps in Pupil Premium Attainment
Creative Approaches to Learning
Leading and Managing Whole School Development
Sex Matters- Developing Better Relationships at Home and Work
Outstanding Teaching in the Primary School
Outstanding Teaching in the Secondary School
Gender Strategies in Higher Education
Developing Oracy and Literacy
Motivational Behaviour Management
Managing the Challenging Child
Life Skills Training for Children
Life Skills Training for Young Adults
Building Self-Esteem and Positive Emotional Schemas
Assertiveness

Experiences designed to trigger whole-school projects

Geoff Hannan and his team of teacher-actors deliver the following full-day simulations and events in Primary and Secondary Schools:
'Blue Eyes-Brown Eyes'- a powerful anti-racism and anti-sexism experience for children in Junior and Secondary School

'The Day Things Were a Little Egnarts' -Exploring relationships, values and beliefs through Play-Based and Independent Learning for Primary School Children
'Being Me' –inter and intra-personal understandings for Infants
'Creating a Better World'- a journey to Alternative Universes and New Ways of Thinking: Sixth Form and F.E.

'Santa Crash!' See below
The events involve a prior briefing/planning session for all teachers where they are given roles and a planning pack of lesson/experiential learning structures for the day. You are welcome to video the performances and the children's activities.

Consultancies

Geoff delivers 'deep-dive' analysis with a platform of improvement suggestions in key aspects of a school's teaching and learning practice. Last year, for example, he helped three Peterborough Primary Schools more than double their KS2 SAT results and two Secondary Schools to close their gender gaps at GCSE. In the last ten years he has helped more than twenty schools move out of Special Messages and six to become Outstanding (details on request).

Father Christmas - complete with sleigh, presents and reindeer - had made an emergency landing in the school playground! The site was cordoned off, with presents protected; reindeer collected safely, sheltered and fed their favourite food (carrots); and sleigh secured at all times. As a school, we needed to decide how to help them and save Christmas! Classes undertook special activities and tasks, designed by them, in order to help Father Christmas return to the North Pole. Children were extremely excited to meet the reindeer and investigate the emergency landing site; climbing aboard Santa Claus's magical sleigh. A highlight of the day was actually being able to meet Father Christmas and share our outstanding work with him. Everybody was tremendously relieved that Father Christmas was able to make his way back to the North Pole with our support! Thank goodness we were able to help! Let's hope that the next time we get a visit from Mr Claus we receive some carefully presents along with Christmas joy.

MANIFESTO

Today's children will be entering an adult world of rapidly developing technologies. All of human knowledge is already accessible on a smart phone. The future home, workplace and human progress will be increasingly driven by robotics and artificial intelligence; with our children engaging a future very different to our present. Literacy and numeracy will, of course, be important but much future success will centre on the activities computers and AI cannot do: function emotionally and work collaboratively and creatively.

Our current education system (based on achieving prescribed standards) can create a formulaic approach where emotionality, creativity and collaboration take a back seat to 3Rs teaching; and where our children become passive receivers to an inflexible, taught and personally irrelevant curriculum.

We need a classroom rich in activities that help our children develop pro-social behaviours and collaborative approaches; where emotional intelligence and Metacognition are high on the agenda; and empowerment and creativity take centre-stage.

Let us bring the parent and teacher of every boy and every girl into the close circle of their care.
Let us teach our children to be genuinely strong and independent then let us teach them to be inter-dependent: to learn and to understand how we need each-other;
Let us allow and encourage and teach boys to honour their emotions;
Let us allow and encourage and teach girls to take their true and rightful place as equals;
Let us eliminate all forms of bullying;
Let us eliminate all systematic structures of failure for our young people;
Let us help children fully and frankly through adolescence;
Let us open-up;
Let us pick up upon the needs of the vulnerable and let us do it early;
Let us widen the basis of male acceptability and definitions of success so that winning and conflict won't dominate his agenda;
Let us give all our children role models really worth having;
Let us cherish, love and respect our children more for what they are and less for what we would like them to be;
Let us cherish and acclaim and value our differences for these are what make us unique;
But let us also remember above all else that black and white, able and disabled, the quick and the slow, the old and the young, the woman and the man walk this earth together:
Let us help each other to be happy.
Geoff Hannan

Geoff Hannan and Angela Hannan

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Geoff Hannan

Education expert Geoff Hannan is a top-flight international trainer with over forty years of freelance experience.
In Britain, Geoff has worked with more than fifteen hundred schools and delivered to over fifty LAs and educational organisations including the NUT, Headmasters Conference, the National College for Teaching and Leadership and the DfE.
As an academic , government adviser and author of a dozen books including the best-selling 'Improving Boys' Performance' -and most recently 'Outstanding Teaching, Outstanding Learning'- Geoff Hannan's ideas have had a significant impact on the development of the national curricula and inspection criteria in Britain and elsewhere.
Geoff's TV work includes Panorama: 'The Future is Female,' 'The Hard Lesson' and 'No More Jobs for the Boys' for the BBC, 'Sex Matters' and 'Why Men Don't Iron' for Channel Four.
An acknowledged world authority on gender differences and closing gaps in attainment, most importantly, Geoff Hannan has developed a raft of practical strategies for teaching, learning, leadership and management that are proven to raise performance and attainment.

Angela Hannan

A former Head Teacher of a large and successful Secondary School, Angela Hannan has been working in partnership with Geoff Hannan for the past twenty years and is a highly experienced coach, mentor and trainer. A Lead Facilitator for the National College for Teaching and Leadership for many years, Angela has worked on many of their major leadership development programmes for Heads, Trainee Heads, Senior and Middle Leaders and was the NCs Coach Accreditor and Supervisor for a number of years.
Angela has also worked with Geoff in developing and delivering their acclaimed national training programmes for Head Teachers and has worked in a wide range of schools coaching Heads and entire Senior Leadership Teams.
Geoff and Angela have also worked together for the past year for Empower Trust where they have helped to develop innovative approaches to teaching and learning.