



Managing Boys

Consultancy and Inset
Caldy Grange Grammar School
February 2024

Geoff Hannan

You love teaching boys. At their best they are a great delight to teach. Full of energy and enquiry, not to mention a fair sprinkling of mischief. They can also, of course, be annoying and challenging. Can't we all?

In this training session I hope you will learn a few things to understand them that bit better and a good few strategies to improve their engagement, motivation, and achievement.

I try to model the strategies in the way I present my training:
INPUT (Experience)-REFLECTION (Understanding and Conceptualisation)-APPLICATION (Practice)

I hope you enjoy the little experiences I give you and I hope you find lots of ideas you would like to try with your boys.

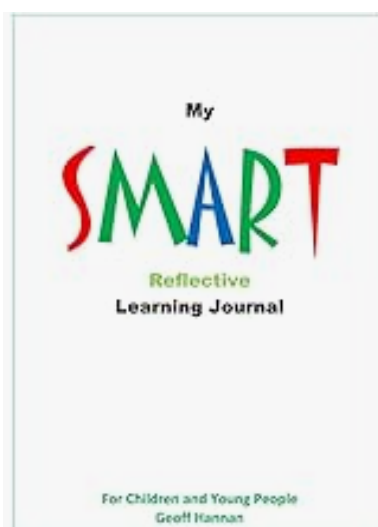
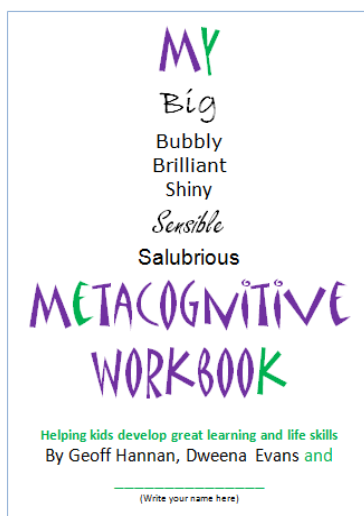
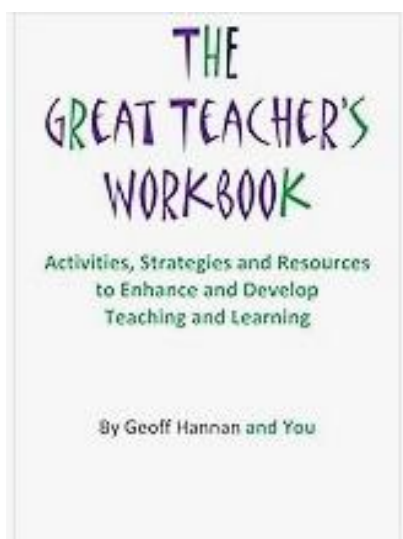
Please feel free to ask questions throughout and challenge me on things I say!

I am happy to chat further after the event or by email at geoff.hannan@btinternet.com.

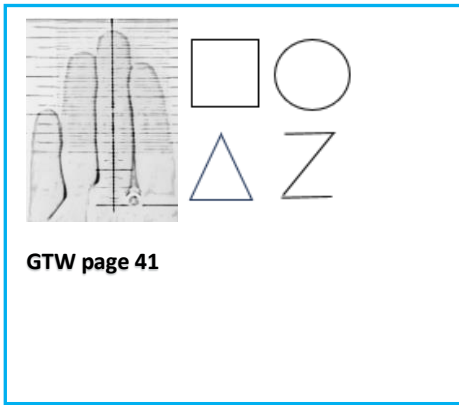
AVAILABLE ON OUR WEBSITE are PDF VERSIONS OF OUR LATEST BOOKS as below. As participant in today's training, you can download and reproduce all the materials for use in your own classroom and in your own training with colleagues within your school *only*. You will also find a PDF of today's Power Point.

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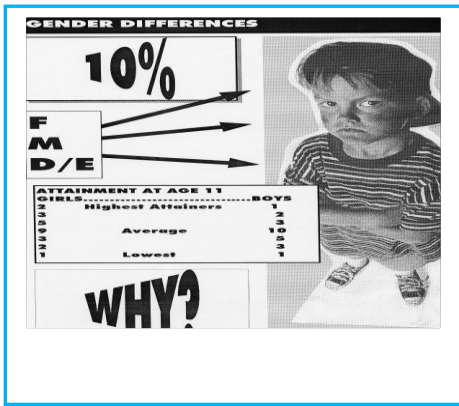
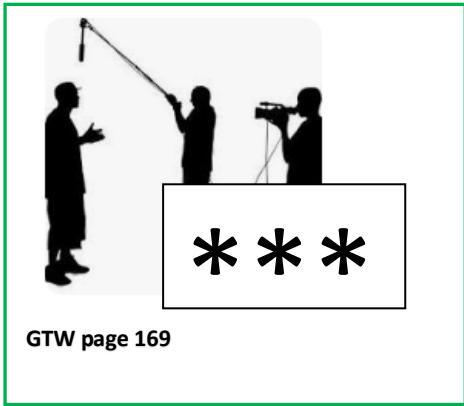


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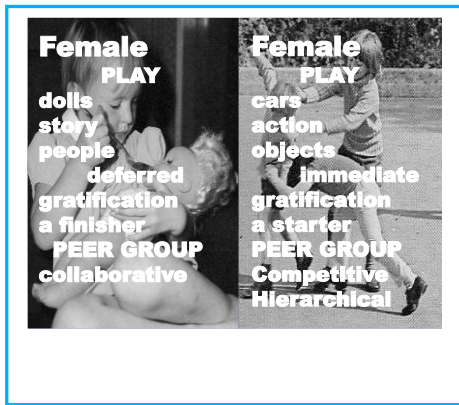


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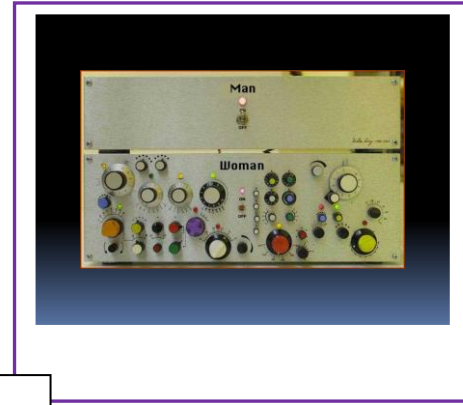
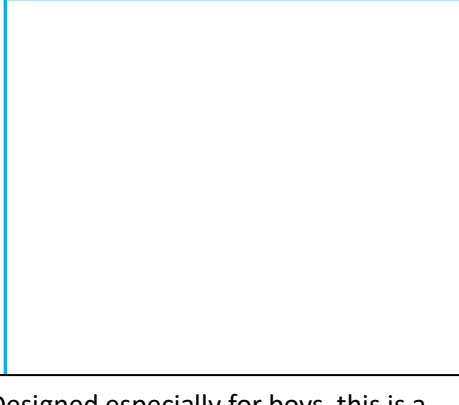
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Improving Boys' Learning:
 ✓Use and teach steps
 ✓Ensure a reflective step in lessons
 ✓Encourage experiment

Designed especially for boys, this is a 'Retrieval Sheet' to aid recall of semantic, procedural, and episodic information. In the classroom it is most effective when used with a learning partner to read, talk through, and reflect upon key aspects of curriculum content.

SIT AND CHAT Over the years I have helped teachers to improve behaviour in some of the most challenging environments in the UK and elsewhere. These are some of my top tips! All rules can be broken except this one: the child comes first.

Reprimand and sanction at best contain behaviour; only praise and positive reinforcement modifies it and sustains good behaviour...

- Seek to always manage behaviour yourself and use collective management and back-up systems as a last resort. **Except with issues and legal responsibilities relating to KCSE.**
- Try 'Praise Blitzing' to focus on issues of concern- 'This week's special merits are for.....'

Enhancing and enriching a culture of safeguarding:

set wellbeing, diversity and equality high on your teaching agenda: the boys you work with are exploring and establishing their identities, emotional schemas- 'Great Teacher's Workbook'-page29.- and attitudes.

- Incorporate and reference these concepts into curriculum planning and delivery.
- Root skills and understandings around the real-world life and experiences of your students to ensure relevance.

Frequently share your values with your classes and find opportunities for your students to do likewise- 'Great Teacher's Workbook'-page19.

Look after your own wellbeing:

See the questionnaire in 'Great Teacher's Workbook'-page26.

- 'Man up' if you need support ask for it (deliberate sexist reference!)

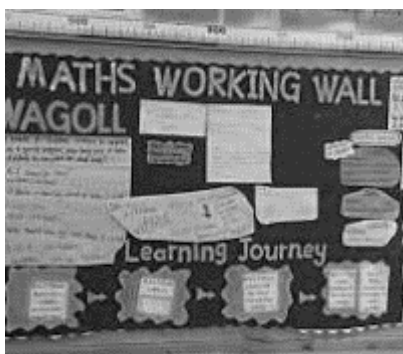
Exchange Esteem

	Teacher Ticks									
INDIVIDUAL CHALLENGE CARD	1	2	3	4	5	6	7	8	9	10
GOOD EFFORT										

The 4 most important things to reward are good behaviour, improvements in behaviour, good effort and improvements in effort. Make frequent use of praise systems such as postcards home to reward these and then

you can fairly target those who don't get these to make improvements to catch up. 'Great Teacher's Workbook'-page70.

Environment



Colourful Displays: useful, currently relevant, changed frequently.

Use Learning Walls

Student work displayed and **named prominently.**

- Task individual students to take turns in looking after/updating them. This is a useful tactic to engage 'Cool to be a fool' boys.

Friendliness

All adults are friendly, kindly and **all take responsibility for behaviour management** throughout the school. Corridors are supervised during lessons etc. No 'They're OK for me!' - one teacher's problems are likely to affect all. **Voices should never be raised to an individual child and challenged by leaders if observed.**

Meet and Greet

Friendly and welcoming

- The first five minutes of a lesson are the most important in terms of engagement and involvement. Avoid all checks on behaviour. **No** uniform checks. **No** lining up outside. No practices in coming in quietly. These are all very counterproductive to good pro-active boy management.
- Use the 'Passing Technique' to engage potentially challenging/reliant/special needs learners pro-actively- e.g. 'Alright today, Oscar?'
- Use gestures rather than voice/clapping rhythms with younger children and vary them as an attention and listening skill challenge.

Calming/Quieting/Instruction Technique

- Get attention through presence, smile and gesture. Stay 'Floater' (see demo!)
- Anticipate compliance with all instructions-'Thank you everyone...' (rather than 'Right..!')
- Clear communicate learning objectives **with the plan and outcomes** for the lesson: 'Today you will be learning'. Then 'Today we will be doing this by' ... 'At the end of the lesson you will...' (This is especially important for ASD students).
- **Structure on-task talk early** to minimize it later.

Empowerment and Autonomy

- Minimize restrictions in your classroom e.g. for borrowing pens, getting books etc. 'Buddy, book, boss' works well as does 'No Hands Time- (see demos).
- Discuss and take student voice on classroom rules and the way 'we' interact during lessons.
- Praise and thank class at the end of good lessons.
- Lay out your bottom lines pro-actively and your expectations regarding the value of difference and diversity. Explain that sexism, racism, homophobia being matters of tolerance and respect and will not be tolerated in any way. Discuss your reasons with the class- ask for their experiences.

Always challenge the above and any child-on-child violations publicly and in an appropriately empowering way. 'Great Teacher's Workbook'-page185.

Public interventions for important issues
1. Stop the Curriculum
2. Tell off and consolidate rule/ethos: X, stop that/do not say that: it is racist/sexist/bullying/disrespectful/it is unkind. We treat everyone with respect and kindly in this school.
3. Empower the victim: Y, if s/he says that again you should tell them assertively to stop doing it. If s/he doesn't stop you must tell me.
4. Empower the perpetrator: X, if I don't treat you with respect you should tell me.
5. Discuss issue: (Empowering) Y, have I done enough about his for the moment? That's kind of you. O.K. let's discuss why this issue is so important to us all. X, what are your thoughts?
<small>THIS AND OTHER TECHNIQUES ARE VERY USEFULLY PRACTISED THROUGH STAFF ROLE PLAY SESSIONS.</small>

Other than for value and child-on-child issues as above, always seek to reprimand privately, clearly separate the child from the mistake and state positive expectations.

IN CONFLICT REMAN ASSERTIVE AND TRAIN STUDENTS IN ASSERTIVENESS

PREDICT-PREVENT-MINIALISE-COUNTER

- Manage by wandering around.
- Avoid intervening too early.
- Avoid shushing and talking over class.
- Script and rehearse your desired responses. Role play them in CPD/Coaching sessions.



Work on the relationship first and *not* the problem.

Ways of building relationships:

- give him a little more attention and help during especially his classroom writing and reading.
- give him responsibility.
- males bond through activity: get him to help you to do something.

Know and use your strengths in building relationships and in teaching. Build upon these as your starting points with individuals and groups:

- 1
- 2
- 3
- 4
- 5

Positive Enforcement

- Catch children doing things right, praise them for it and make it personal.
- 'Thank you for being quiet, I appreciate it.'
- 'Well done Oscar you had a really good lesson. That's the second good one this week. I am proud of you. Do you think you can behave well next lesson? I think you can. If you do you will really get good marks in the assignment!'
- Catch-Reinforce-Make Personal-Challenge-Reinforce-Outcome-Reinforce

Sanction

- Always warn first.
- Don't confuse sanction with work. Boredom is key.
- Never in public place. Never use 'Sin Bins'.
- Make it restorative whenever possible.



Teaching

Coaching systems in a school have proved highly effective in supporting outstanding teaching and learning behaviours. Happy to chat with you about establishing one at your school.

Geoff Hannan



Geoff Hannan has been running own educational training and consultancy business for over forty-five years. He has worked around the world.

In Britain, Geoff has worked with more than fifteen hundred schools: from public schools such as Gordonstoun, Charterhouse and Eton and to our great state primary and secondary schools. He has delivered to over a hundred 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,' Geoff Hannan's work has been seminal to the development of the national curricula and inspection criteria in Britain and elsewhere (he has contributed to all OFSTED frameworks in the past twenty years!)

Geoff's television work includes the 'Educating Essex' series, Panorama, 'The Future is Female', 'The Hard Lesson' and 'No More Jobs for the Boys' as well as 'The Education Programme' and 'Child of our Times' with Professor Robert Winston. Other media work includes the series 'Why Men Don't Iron' for Channel Four, 'Boys will be Boys' for ITV and several feature articles and contributions to national press and radio.

Geoff is also a trained Childline Counsellor and ABA (Applied Behavioural Analysis) practitioner and trainer for children with Autism.

His hobbies include writing biographies of himself.

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Geoff Hannan Training

STOP PRESS

Geoff Hannan's 'Exam Success Roadshow' for Year-11 vulnerable groups is now booking for this year's exams. Comprising practical, challenging and fun workshops it aims at building confidence and teaching some highly practical ways to fast-track revision and recall. It has been met with acclaim by teachers and students alike. Full details on request.

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