

Raising Boys' **Achievement** in Secondary Schools

Issues, Dilemmas and Opportunities



Mike Younger and Molly Warrington
with Ross McLellan

Raising Boys Achievements In Secondary Schools

**Andreas Hadjar, Sabine Krolak-
Schwerdt, Karin Priem, Sabine Glock**

Raising Boys Achievements In Secondary Schools:

EBOOK: Raising Boys' Achievement in Secondary Schools Mike Younger, Molly Warrington, Ros McLellan, 2005-11-16

Boys achievement has attracted great attention in recent years in many countries. This comprehensive book based on sound research in schools provides practical insights into how the achievement of boys and girls can be raised. It reminds us that it is not all boys or no girls who underachieve. It demonstrates the respective roles of teaching and learning, school culture and social factors. No easy answers but excellent ideas backed by evidence from authoritative thorough researchers with a firm basis in schools. Judy Sebba, Professor of Education, University of Sussex. Teachers will find this book invaluable. It is based on quality research which actually evaluates the impact of the various strategies suggested for raising boys' achievement. What is more, in contrast to many of the more quick fix works in this field, the authors' discussion and analysis is measured and nuanced and supported by an in-depth understanding of the wealth of theory and research around gender and achievement. It provides a welcome and weighty contribution to an ever-controversial debate. Becky Francis, London Metropolitan University. In this important book, the authors evaluate different approaches and advocate practical evidence-based strategies which have the potential to promote boys as well as girls' achievements. The approaches are discussed within the context of inclusivity, acknowledging the diverse needs and interests of different boys and the invisibility and continuing disadvantage of some girls. The book begins and ends with reflections from students of their own school experiences and makes practical recommendations for the future. This book draws upon empirical research and work initiated as part of the DfES project on Raising Boys' Achievement. It brings together theoretical and practical issues and reflects upon the construction of the debate about boys' apparent underachievement from the perspectives of girls as well as boys. The authors critically explore notions of underachievement and value added and consider how useful the concept of the gender gap is in advancing the debates. Raising Boys' Achievement in Secondary Schools is key reading for undergraduate and postgraduate Education students, PGCE students, headteachers, senior managers within schools and local education authorities and policy makers. **Raising**

Boys' Achievement In Primary Schools Warrington, Molly, Younger, Mike, 2006-06-01. Within the context of empirical research undertaken by the authors during the course of a 4 year research and intervention project on Raising Boys

Achievement, the book will focus on approaches that are successful in raising achievement for boys and the reasons for that success. It will explore the whole aspect of boys' achievement and look at how primary schools are addressing the issue and the processes involved in schools working collaboratively and voluntarily to share good practice. Case study material will be used to illustrate the different contexts in which the strategies have been studied and of great importance is the

incorporation of boys and girls' own perspectives on their educational experiences. Let's Hear It from the Boys Gary Wilson, 2021-01-07. The definitive guide to raising boys' achievement in secondary schools by leading expert Gary Wilson. What better way to raise boys' achievement than to hear the issues from the students themselves? Let's Hear It from the Boys.

encourages readers to take matters into their own hands and listen to the boys in their school Gary Wilson offers tips to help start a conversation with boys and guides secondary teachers in placing the needs of boys firmly on the whole school agenda It s a well known fact that girls outperform boys across every stage of the UK education system Of the boys who underachieve white working class boys are consistently in last place In this unique practical guide to raising boys achievement in secondary settings Gary lets the students do the talking through real life testimonies Tackling various aspects of learning in the secondary classroom from exams essay writing and academic setting to punishments and rewards this book offers a fresh perspective on boys experiences of education helping teachers to understand the various reasons why boys may underachieve and how teachers can tackle this Complete with expert advice and practical strategies it will spark new ideas in teachers and school leaders to support boys in their settings and create the best learning environment for all students

Raising Boys' Achievement In Secondary Schools Younger, Mike,Warrington, Molly,McLellan, Ros,2005-11-01 Boys achievement has attracted great attention in recent years in many countries This comprehensive book based on sound research in schools provides practical insights into how the achievement of boysand girls can be raised It reminds us that it is not all boys or no girlswho underachieve It demonstrates the respective roles of teaching andlearning school culture and social factors No easy answers butexcellent ideas backed by evidence from authoritative thoroughresearchers with a firm basis in schools Judy Sebba Professor of Education University of Sussex Teachers will find this book invaluable It is based on quality researchwhich actually evaluates the impact of the various strategies suggestedfor raising boys achievement What is more in contrast to many of themore quick fix works in this field the authors discussion and analysisis measured and nuanced and supported by an in depth understandingof the wealth of theory and research around gender and achievement It provides a welcome and weighty contribution to an evercontroversial debate Becky Francis London Metropolitan University In this important book the authors evaluate different approaches and advocate practical evidence based strategies which have the potential to promote boys as well as girls achievements The approaches are discussed within the context of inclusivity acknowledging the diverse needs and interests of different boys and the invisibility and continuing disadvantage of some girls The book begins and ends with reflections from students of their own school experiences and makes practical recommendations for the future This book draws upon empirical research and work initiated as part of the DfES project on Raising Boys Achievement It brings together theoretical and practical issues and reflects upon the construction of the debate about boys apparent under achievement from the perspectives of girls as well as boys The authors critically explore notions of under achievement and value added and consider how useful the concept of the gender gap is in advancing the debates Raising Boys Achievement in Secondary Schoolsis key reading for undergraduate and postgraduate Education students PGCE students headteachers senior managers within schools and local education authorities and policy makers **Raising Boys' Achievement** Jon Pickering,1997-03-01 *Raising Boys' Achievement* Jon Pickering,1997-06-01 Based on sound research

and experience from Gary Wilson one of the UK's leading authorities on boys' achievements this book provides a practical toolkit of proven strategies that enable teachers to raise boys' achievement across all age boundaries. It is a solid introduction to why boys underachieve at school that will enable all teachers to identify the main problems and plan a way forward.

Raising Boys' Achievement in Schools Kevan Bleach, 1998 Based on case studies and observations in the school setting the contributors to this study examine ways in which boys can be guided towards better achievement academically. They offer a range of practical solutions to a persistent problem. **Preparing to Teach in Secondary Schools** Val Brooks, Ian

Abbott, Prue Huddleston, 2012-06-01 This book introduces trainee secondary school teachers to a range of key professional issues knowledge to underpin their course. *Analysing Underachievement in Schools* Emma Smith, 2005-06-09

Underachievement in school is one of the most widely used terms in education today. As a discourse it has been responsible for influencing government policy, staffroom discussions as well as the pages of academic journals and the TES. It is also a subject which raises questions about what we expect from a fair and equitable education system. This book provides a critical analysis of two sides of the underachievement debate at each of the three levels of focus: international, the UK and the individual. On the one hand it will consider the crisis account of falling standards and failing pupils and on the other present an alternative account which urges a re-evaluation of the underachievement debate in order to consider who might be underachieving and why. *Eliminating the Achievement Gap* William Jeynes, 2019-10-04

The purpose of the *Eliminating the Achievement Gap* is to provide a resource for scholars and students into many of the most salient issues, trends and factors that are most effective in reducing the achievement gap. *Eliminating the Achievement Gap* is particularly unique because it will 1. utilize a meta-analysis to determine what factors contribute the most to reducing the achievement gap and 2. examine potential achievement gap reducing variables from across disciplines. These disciplines include education, sociology, economics, family science, psychology, public policy and educational psychology. The second emphasis is largely based on the meta-analysis because the results of the meta-analysis indicate that the best way to completely eliminate the achievement gap is to initiate a multidisciplinary approach to the achievement gap. It is the intention of this book to make scholars, educators, policymakers, parents and the general public more aware of the factors that best bridge the achievement gap so that they can take major steps to implementing comprehensive and multidisciplinary efforts. The more such efforts are inaugurated the more the achievement gap will be reduced. The nine chapters of this book are therefore divided into four parts to reflect this extent of this comprehensive approach. **EBOOK: Lads and Ladettes in School** Carolyn

Jackson, 2006-06-16 FIRST PRIZE WINNER of the SOCIETY FOR EDUCATIONAL STUDIES book award 2006 As a practising youth worker and researcher I found this book a fascinating and engaging read. It provides a useful analysis and exploration of the classed and gendered anti-school ethic in place presently within many schools and it will provide a meaningful analysis for academics, policymakers and practitioners and anyone with an interest in gender education and young people. Fin Cullen

Goldsmiths College Review in Gender and Education I would therefore urge everyone concerned with what is happening in schools to read this book with its fascinating data and nuanced arguments Heather Mendick London Metropolitan University Review in British Journal of Educational Studies This innovative book looks at how and why girls and boys adopt laddish behaviours in schools It examines the ways in which students negotiate pressures to be popular and cool in school alongside pressures to perform academically It also deals with the fears of academic and social failure that influence pupils school lives and experiences Drawing extensively on the voices of students in secondary schools it explores key questions about laddish behaviours such as Are girls becoming more laddish and if so which girls Do boys and girls have distinctive versions of laddishness What motivates laddish behaviours What are the consequences of laddish behaviours for pupils What are the implications for teachers and schools The author weaves together key contemporary theories and research on masculinities and femininities with social psychological theories and research on academic motives and goals in order to understand the complexities of girls and boys behaviours This topical book is key reading for students academics and researchers in education sociology and psychology as well as school teachers and education policy makers Boys and Schooling in the Early Years Paul Connolly, 2004-06-11 Boys underachievement in education has now become a global concern taxing the minds of governments across the Western world Boys and Schooling in the Early Years represents the first major study of its kind to focus specifically on young boys and achievement It makes a powerful argument for the need to begin tackling the problem of boys lower educational performance in the early years This book includes one of the most detailed and up to date analyses of national evidence regarding gender differences in educational achievement from the early years through to the end of compulsory schooling Together with original and in depth case studies that vividly capture the differing experiences and perspectives of 5 6 year old boys the book sets out the nature of the problems facing them in education and highlights a number of practical ways in which these issues can begin to be addressed This is essential reading for all those working in the early years who are concerned about boys lower levels of achievement and want to know what they can do about it

Reassessing Gender and Achievement Becky Francis, Christine Skelton, 2005-11-22 This new and topical book written by editors of the international journal Gender and Education and aimed at educational professionals draws together the findings and arguments from the wealth of material available on gender and achievement **How to Raise Boys' Achievement**

Colin Noble, Jerry Brown, Jane Murphy, 2013-01-11 This book gives practical help to anybody who wishes to learn anything about the practical and accessible ways to raise boys achievement in primary and secondary schools Its down to earth language easy style and rational sequencing of actions will appeal to all readers This is essentially a handbook that can be used for reference background reading planning preparing arguments essays or as a general introduction to one of the most pressing issues in education today The authoritative case studies and clear explanations of what to do and how to do it will be a boon to all readers It discusses why some boys underachieve what can be done to raise achievement and how current

national strategies aim to address the problem It is aimed at headteachers heads of department ITT students governors and parents in all phases of education **Leading for Equality** Jacky Lumby, Marianne Coleman, 2016-10-18 Disentangling the concept of equality in schools can be a tricky task for those in senior middle or classroom leadership This book will unpack ideas of equality equity diversity and social justice providing practitioners and those training to teach with an understanding of equality in order to address educational values and practice Drawing on a wide range of case studies from schools in England Wales and Scotland the authors illustrate the importance of leading for equality with a clear and proactive vision for change The authors explore these key areas Socio economic class Gender Sexuality Ethnicity Religion Migrant children Special learning needs and disabilities This book will serve as a handy guide for postgraduate and undergraduate students on Education Leadership and Inclusive Education courses Gender and Educational Achievement Andreas Hadjar, Sabine Krolak-Schwerdt, Karin Priem, Sabine Glock, 2018-02-02 Gender inequalities in education in terms of systematic variations in access to educational institutions in competencies school marks and educational certificates along the axis of gender have tremendously changed over the course of the 20th century Although this does not apply to all stages and areas of the educational career it is particularly obvious looking at upper secondary education Before the major boost of educational expansion in the 1960s women s participation in upper secondary general education and their chances to successfully finish this educational pathway have been lower than men s However towards the end of the 20th century women were outperforming men in many European countries and beyond The international contributions to this book attempt to shed light on the mechanisms behind gender inequalities and the changes made to reduce this inequality Topics explored by the contributors include gender in science education in the UK women s education in Luxembourg in the 19th and 20th century the gender gap debates and their rhetoric in the UK and Finland sociological perspectives on the gender equality discourse in Finland changing gender differences in West Germany in the 20th century the interplay of subjective well being and educational attainment in Switzerland and a psychological perspective on gender identities gender related perceptions students motivation intelligence personality and the interaction between student and teacher gender This book was originally published as a special issue of Educational Research *Changing Spaces of Education* Rachel Brooks, Alison Fuller, Johanna Waters, 2012-05-16 In today s modern climate education and learning take place in multiple and diverse spaces Increasingly these spaces are both physical and virtual in nature Access to and use of information and communication technologies and the emergence of knowledge based economies necessitate an understanding of the plurality of spaces such as homes workplaces international space and cyberspace in which learning can take place The spaces of policy making with respect to education are also being transformed away from traditional centres of policy formation towards the incorporation of a wider range of actors and sites These changes coincide with a more general interest in space and spatial theory across the social sciences where notions of simultaneity and diversity replace more modernist conceptions of linear progress and development

through time This volume proffers a unique perspective on the transformation of education in the 21st century by bringing together leading researchers in education sociology and geography to address directly questions of space in relation to education and learning This collection of essays examines the changing and diverse spaces and concepts of education occurring simultaneously at different scales and in different parts of the world explores where education and learning take place discusses how spaces of education vary at different stages compulsory schooling tertiary and higher education adult education and workplace learning inspects the ways in which the meanings attached to education and learning change in different national and regional contexts Changing Spaces of Education is an important and timely contribution to a growing area of concern within the social sciences and amongst practitioners and policy makers reflecting an urgent need to understand the ways in which both education and learning are being reconfigured not just nationally but also internationally and transnationally It is essential reading for final year undergraduates postgraduates and researchers in geography sociology education and policy studies with an aim too of informing policy and practice in this area

Teaching to Close the Achievement Gap for Students of Color Theodore S. Ransaw, Richard Majors, 2020-10-08 This volume highlights approaches to closing the achievement gap for students of color across K 12 and post secondary schooling It uniquely examines factors outside the classroom to consider how these influence student identity and academic performance Teaching to Close the Achievement Gap for Students of Color offers wide ranging chapters that explore non curricular issues including trauma family background restorative justice refugee experiences and sport as determinants of student and teacher experiences in the classroom Through rigorous empirical and theoretical engagement chapters identify culturally responsive strategies for supporting students as they navigate formal and informal educational opportunities and overcome intersectional barriers to success In particular chapters highlight how these approaches can be nurtured through teacher education effective educational leadership and engagement across the wider community This insightful collection will be of interest to researchers scholars and post graduate students in the fields of teacher education sociology of education and educational leadership

Education for All 2000-2015: Achievements and challenges UNESCO, 2015-04-08

Literaturverz S 414 459 Boys and Schooling B. Lingard, W. Martino, M. Mills, 2008-11-12 Exploring current approaches to addressing boys education in schools this book highlights the limitations of structural reform initiatives and the failure to address the impact of socioeconomic status race sexuality disability and hegemonic masculinity on both boys and girls participation in schooling

Unveiling the Energy of Verbal Artistry: An Emotional Sojourn through **Raising Boys Achievements In Secondary Schools**

In a global inundated with screens and the cacophony of quick interaction, the profound power and emotional resonance of verbal artistry often diminish in to obscurity, eclipsed by the continuous barrage of sound and distractions. However, located within the musical pages of **Raising Boys Achievements In Secondary Schools**, a charming perform of fictional elegance that pulses with organic emotions, lies an unique trip waiting to be embarked upon. Written with a virtuoso wordsmith, that magical opus courses readers on a mental odyssey, gently exposing the latent potential and profound affect stuck within the complicated internet of language. Within the heart-wrenching expanse of the evocative examination, we will embark upon an introspective exploration of the book is key themes, dissect its captivating writing fashion, and immerse ourselves in the indelible impact it leaves upon the depths of readers souls.

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