Can developing relationships with boys enhance their engagement in maths?

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Year 7 Mathematics
Effort Grade Criteria – Subject Teachers

What we see in a student who gains an A

- Is fully engaged in classroom activities
- Participates willingly and constructively in class activities
- Contributes in a positive and constructive manner to class discussions
- Sincere effort
- High standard of homework and class work as befits their ability
- Always follows classroom rules
- Stands out from the class in their effort and application

What we see in a student who gains a B

- Consistent and positive involvement in lessons but does not go out of their way to involve themselves
- Participates in class activities with a positive attitude
- Completes homework and class work with evident application
- Meets classroom rules

What we see in a student who gains a C

- Does the ordinary things with no negative or positive impact in class
- Generally fulfils the basic requirements of class work and homework but does not go out of their way to involve themselves
- Generally meets classroom rules but is beginning to show some inconsistencies such as talking out of turn
- Participates in class activities but not always constructively

What we see in a student who gains a D

- Shows little inclination to be involved in class activities
- Poor behaviour that impacts on student’s learning and those around them
- Homework and/or class work not up to standard or not done consistently
- Regularly inconsistent in meeting classroom rules
- Reluctance to make the effort required in class
- Shows some resistance to doing the work asked of them
14 Lowest GPA's for Yr 7 Mathematics: Based on S1 2016
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Six Focus Students: GPA's for Yr 7 Mathematics: S1 2016
Food for thought

• “I was amazed that, three months into the school year, not one was able to tell me any of the students' favorite out-of-school interest, hobby, or activity”....

• “I wondered if any of these kids actually felt cared about... fewer than half believe their teachers care about them. I would guess that the numbers are even lower among the behaviorally challenging population”  
  Allen Mendler

• “it is teachers who have created positive teacher student relationships that are more likely to have the above average effects on student achievement.”  
  John Hattie

How can I lead (teach) you, if I don’t know you?
Stepping stones

• Three boys, once every few weeks.

• Meet three times per term each.

• Discuss goals and interests.

Some quick thoughts...

10-15 min. sessions. Catch up with each student at least 3 times in a term (ie. one per week from weeks 2-10. Could do more?). Liaise with their class teacher in advance (calendar reminder 😊).

Goal is building relationship and skills through two main activities (approx. 5 mins on each):

General conversation / Maths Q

Ideas for conversation include:

Ask them to show/explain their favourite iPad app
Discuss what they like to do when they aren’t in school
Discuss their goals in school generally and in maths specifically
Ask something like: “If you could spend more time with someone, who would it be?”
Learn about their dreams: “When I was a kid, I remember wanting to be a fireman. What about you?”
Share your own story of successes and failures

Also pick out something key from class that week to work on together for 5 mins.
Looking back
Looking forward