

# Socio-cultural, Pedagogical, & Individual Interventions

TOBAGO WORKSHOP 2014

**Jerome De Lisle**

School of Education

The University of the West Indies

# Meanings

- Sociocultural means combining social and culture factors- For examples theories of masculinities and underachievement in school are sociocultural.

# Meanings

- ‘Pedagogical’ refers to the teaching approach and teaching-learning process.
- Laurette Bristol, for example, describes the inherited approach to teaching in the Caribbean as “plantation pedagogy-both oppressive and subversive at the same time.



# Review of Masculinity Theory

- There are multiple masculinities across cultures, ethnicities, and socio-economic contexts.
- The different versions are organized by hierarchy and hegemony- some masculinity traits are exemplary and honoured. Hegemonic Masculinity is the culturally dominant form; but may not be the most common.



# Review of Masculinity Theory

- Masculinities are defined and sustained in institutions such as schools and exists impersonally in culture (Collective masculinities)
- Masculinities come into existence as people act and are accomplished in everyday life (Active construction)
- There are contradictory desires, emotions, identifications and logics within masculinities (Layering)

# Review of Masculinity Theory

- Masculinities are amenable to change (dynamics). They are composed historically but are decomposed, contested and replaced.
- School is one of the important settings for shaping masculinities (it is an institutional agent of the process) because it is the institution where several agency meet.
  - Connell, R. (1996). Teaching the boys: New research on masculinity, and gender strategies for schools. *The Teachers College Record*, 98(2), 206-235.

# Interventions Centred on Masculinities

- Masculinities are the many socially constructed meanings, ideals and roles of being a boy or a man.
- Interventions which build specific social skills not often associated with the more common variations of maleness may be considered in this grouping.
- Also included are interventions designed to help male students develop pro-school orientations.

# Deficit Inventory

- What are some possible social/individual skills missing in “dominant” or common forms of masculinity?
  - Emotional literacy
  - Social networking
  - Reading
  - Writing
  - Diligence
  - Violence
  - Conceptions of Fatherhood



# Pathways to Re-engagement

## ■ Kathleen Cleveland's Model suggests

- Support
- Guide
- Reinforce
- Adjust
- Ignite
- Empower



# From Kathleen Cleveland on Support

- DePorter and colleagues (1999) tell us that everything in our classrooms "speaks" and that "subtle changes in the things we do or say can have a major effect on whether a struggling boy sees us as supportive and sees our classrooms as safe places in which to risk learning." **What messages do think your students receive from your classroom? What messages would you like them to receive that they do not currently?** With your study group, brainstorm a list of subtle shifts you could make right now to make those messages more congruent with what you'd like them to say.

# Pedagogical Approaches

- Current pedagogies in the Caribbean inherited from colonial times are not gender neutral and may in fact create / contribute to anti-school masculinities because they are subversive and alienating.
- The adoption of boy-friendly pedagogies is useful in our context and will likely lead to improvement in the performance of boys and girls.



# Boy-friendly pedagogies

- Are child centred because they focus on the needs and interest of the child. For example, what are boys interested in reading and writing.
- Are activity-oriented because they encourage activity and movement while learning.
- Use multiple modes, including graphics and pictures to stimulate learning.

# Productive Pedagogies

- Building on the work of Bob Lingard and others for the Queensland Department of Education, another way to improve deficits in the performance of boys is to engage in productive pedagogies (20 in all)-known teaching approaches that result in positive effects.

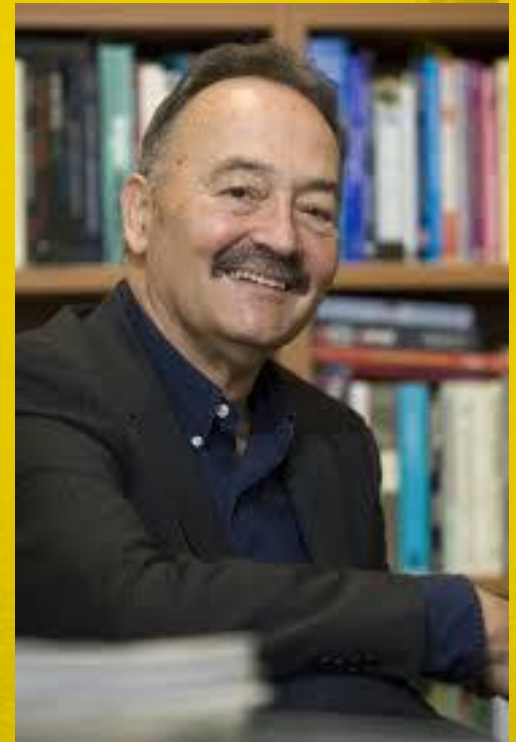


Table 1. The productive pedagogies

|                                                  | Intellectual quality                                                                                                                                            |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Higher order thinking                            | Are higher order thinking and critical analysis occurring?                                                                                                      |
| Depth of knowledge                               | Does the lesson cover central concepts and their complex relations in any depth, detail or level of specificity?                                                |
| Depth of students' understanding                 | Do the work and response of the students provide evidence of understanding of concepts or ideas?                                                                |
| Substantive conversation                         | Does classroom talk break out of the initiation/response evaluation pattern and lead to sustained dialogue between students, and between teachers and students? |
| Knowledge as problematic                         | Are students critiquing and second-guessing texts, ideas and knowledge?                                                                                         |
| Meta-language                                    | Are aspects of language, grammar, and technical vocabulary being foregrounded?                                                                                  |
|                                                  | Connectedness                                                                                                                                                   |
| Knowledge integration                            | Does the lesson range across diverse fields, disciplines and paradigms?                                                                                         |
| Link to background knowledge                     | Is there an attempt to connect with students' background knowledge?                                                                                             |
| Connection to the world beyond the classroom     | Do lessons and the assigned work have any resemblance or connection to real life contexts?                                                                      |
| Problem-based curriculum                         | Is there a focus on identifying and solving intellectual and/or real-world problems?                                                                            |
|                                                  | Supportive classroom environment                                                                                                                                |
| Students' direction of activities                | Do students have any say in the pace, direction or outcomes of the lesson?                                                                                      |
| Social support for student achievement           | Is the classroom a socially supportive, positive environment?                                                                                                   |
| Academic engagement                              | Are students engaged and on-task?                                                                                                                               |
| Explicit quality performance criteria            | Are criteria for student performance made explicit?                                                                                                             |
| Student self-regulation                          | Is the direction of student behaviour implicit and self-regulatory or explicit?                                                                                 |
|                                                  | Recognition of difference                                                                                                                                       |
| Cultural knowledge values cultures               | Are diverse cultural knowledges brought into play?                                                                                                              |
| Public representation of inclusive participation | Are deliberate attempts made to increase the participation of all students of different backgrounds?                                                            |
| Narrative                                        | Is the teaching principally narrative, or is it expository?                                                                                                     |
| Group identities in learning community           | Does teaching build a sense of community and identity?                                                                                                          |
| Active citizenship                               | Are attempts made to foster active citizenship?                                                                                                                 |

Source: The State of Queensland (2001)



A young boy with dark skin and short, dark hair is shown from the chest up. He is wearing a white long-sleeved shirt and a red and black striped tie. His head is bowed, and his eyes are closed. His right hand is pressed against the side of his head, with fingers spread. In his left hand, he holds a wooden pencil. The background is dark and out of focus, with some warm, yellowish light sources visible. The overall mood is one of distress or struggle.

Helping Individuals Who Struggle



# Identification

- You can't identify individuals who struggle unless you first apply high quality teaching-learning/provision of counselling to the entire class, track the response, and note the improvement.
- This requires systematic, data-focused teaching.

# Areas to Identify

- 1) Issues related to the male identity
- 2) Building empathy and emotional literacy
- 3) Focusing upon motivation and engagement
- 4) Diagnosing weaknesses in achievement and behaviour

# Strategies

- Identification and assessment using anecdotal records and self-report instruments
- Monitoring through records over time
- One to one assistance or focused support

# Boys At Risk

- Boys as a group are more at risk for failure and dropout in school. Dropout involves increasing alienation, disaffection, and disengagement with school.
- Several behavioural indicators may be used to identify students who are not engaged or connected to the school.



# Is your school a dropout factory?

- If schools ignore risk factors they are likely to be dropout factories.
- What are the risk factors in Tobago and what can we do?
  - Suggestions
    - Low Literacy?
    - Disaffection With School
    - Being Male
    - Being Rural/Poor

# School Dropout Prevention- Secondary Schools

- Watch for important Milestones and transitions-Entry, Third Form and Form 5
- Analyze literacy, competence, and effort issues
- Identify negative life events, fade outs, pushouts, and failure to succeed.
- Implement prevention programs that enhance their social and emotional assets