The Boys’ and Girls’ Education Strategy is supported by the Leading the way in school and classroom practice: Boys’ and Girls’ Education Strategy support document. The support document will provide schools with research and resources to examine gender as an educational issue, suggested strategies to inform school and classroom practice and planning and evaluation guides.

These documents and a range of other materials to support schools address the Boys’ and Girls’ Education Strategy can be found at:


Additional copies of this document can also be downloaded from:


Further assistance can be obtained through regional offices.

For more information about this document, please contact the Manager, Priority Schools Programs and Equity Coordination on (02) 9244 5270.
Objectives

- Boys and girls are assisted to achieve their potential for full participation in further education, training, work, family and civic life.
- Teachers, students and parents examine and understand the impact of gender in their school context on boys' and girls' decision making, participation and achievement.
- Resources and support are targeted to boys and girls identified as being at risk of not achieving NSW syllabus outcomes or of disengaging from school.
- Teaching strategies address the diverse learning needs of individual boys and girls.
- Respectful relationships among and between boys and girls are promoted through the curriculum and civic life of the school, and procedures are in place to address sex-based discrimination and harassment, including homophobia.
- Partnerships between homes, school and communities are strengthened to support improved learning and social outcomes for boys and girls.

School focus areas

Teaching and learning Outcome:
Schools have a relentless focus on the development of effective teaching practices to contribute to improved learning outcomes for boys and girls.

Social support Outcome:
Schools promote a culture which practises the core values of integrity, excellence, respect, responsibility, participation, care, fairness and democracy to ensure a socially supportive, inclusive learning environment.

Home, school and community partnerships Outcome:
Schools collaborate with students, staff, parents* and the community in the development of programs for boys and girls.

Existing teaching practices and programs

Promote the whole school’s engagement with gender inclusive curriculum
Cater for the needs of individual students using effective teaching practices
Involve boys and girls as partners in the learning process
Make connections between school and life after school
Provide ongoing professional learning for teachers about gender as an educational issue
Enhance the school as a professional learning community

Existing student welfare practices and programs

Encourage the development of positive identities for boys and girls
Provide boys and girls with the social support needed to do their best at school
Promote the development of respectful relationships
Make sure procedures are in place to address sex-based harassment and discrimination, including homophobia
Provide support for pregnant and parenting students

Establish a school environment where parents and community members are welcomed and their voices heard
Develop effective partnerships with parents
Build links between the school and the wider community to support boys’ and girls’ education initiatives

Taking action - school and classroom practice

For the purposes of the Boys' and Girls' Education Strategy and related documents, the term 'parent' includes a guardian or other person having custody or care of a child. (Education Act 1990)

The Leading the way in school and classroom practice: Boys’ and Girls’ Education support document provides a range of suggested activities that schools can consider when addressing the action areas. The support document and a range of other materials, including this page are available at: https://detwww.det.nsw.edu.au/lists/directoratesaz/equity/boysgirlsedu.htm