

FROM THE DEAN OF BOYS' EDUCATION

BOYS AND LEARNING: TEACHER/STUDENT RELATIONSHIPS

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The quality of a school as a social institution has vital importance in the provision of a quality education. Back in 2002, a government report titled 'Addressing the Educational Needs of Boys' identified the nature of the relationships established between teachers and students as one of the most significant factors for boys in relation to their engagement with schooling. Recently we have become even more mindful of the centrality of interpersonal relationships in school effectiveness. A student's motivation to learn relies in a large part on the teacher-student connection and the quality of the relationship (Martin, 2011).

Whilst acknowledging that individual boys are very different from each other, a key finding from research on boys' schooling in general highlights the importance of their sense of attachment or belonging to their school environment. Not only is this sense of connection a major protective factor against health risk behaviours as they get older, recent research by Professor John Hattie has showed its key importance in enhancing student achievement.

Knowing and connecting with boys' interests can have a significant positive influence on their motivation for learning. Knowing and responding to how boys best learn helps to ensure the curriculum is responsive to meeting their individual needs. Knowing boys' readiness for new learning challenges ensures teachers are able to optimise their learning progression. Our intentional emphasis on classroom relationships, as well as those established through sport and co-curricular activities, is not only socially beneficial but also has significant importance in optimising the educational provision for our boys across all levels of schooling.

Our core business at Trinity is "boys' learning". We aim to bring out the very best in all our boys. To this end, the social environment of the classroom plays a pivotal role.



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