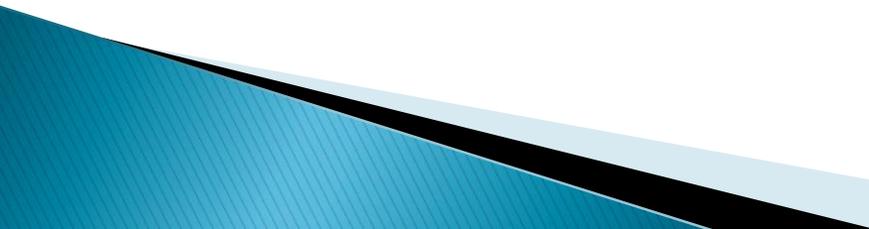


Antigua and Barbuda: Raising achievement of boys and girls within an inclusive context

A research and intervention approach



Context

- ▶ UK: Raising boys' achievements within an inclusive context (i.e. not forgetting the girls)
 - ▶ May 2009: Keeping Boys Out of Risk: Caribbean conference
 - ▶ October 2009: Antigua / Barbuda Conference: explores issues with Ministry, Education Officers, principals of primary schools, teachers
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Research and intervention agenda

- ▶ Data analysis: grade 2 / 4 assessments, CEE outcomes
 - ▶ Interviews with headteachers of achieving schools ... successes, challenges, issues
 - ▶ Impact of gender, social class, school type, family network, ethnicity / migration ... on achievement
 - ▶ Complex and multi-faceted issue
 - ▶ Focus on boys and girls in government primary schools in 'most deprived' Zone
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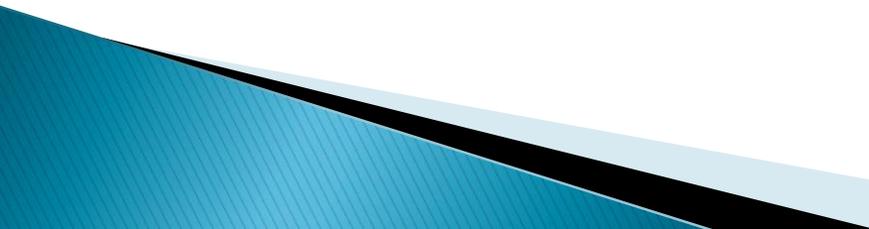
Research focus

- ▶ To identify and evaluate practical intervention strategies which appear to have the potential to raise achievement and increase engagement of boys and girls

The research process

- ▶ Notion of gender-responsive schools
 - ▶ Action research in practice: practice-based research which acknowledges and values validity of teachers' practices
 - ▶ Communities of practice *in practice*
 - ▶ The value of the student voice
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The intervention strategies

- ▶ Establish small-scale pilot on interactive lessons / best practice teachers / observation and feedback
 - ▶ Grade 3 / 5 pupils involvement in Shared Reading / Shared Learning initiative
 - ▶ Focus groups of pupils / Students' Councils ... quality pedagogy
 - ▶ School and zonal communities of practice
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Today ...

- ▶ Report back on interim research outcomes ... tentative, ongoing ... what have we learnt from each initiative ?
 - ▶ How effective are these strategies?
 - ▶ If to be implemented elsewhere, what are the essential pre-conditions which need to be put in place to maximise chances of success ?
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Today

- ▶ How can we refine the strategies and the research design to maximise their effectiveness for teachers' teaching *and learning*, and for children's learning, and to better inform principals' leadership?
 - ▶ Caveats: one academic year 2010– 11; seven schools; tentative outcomes; issues of sustainability, continuity and transferability.
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