

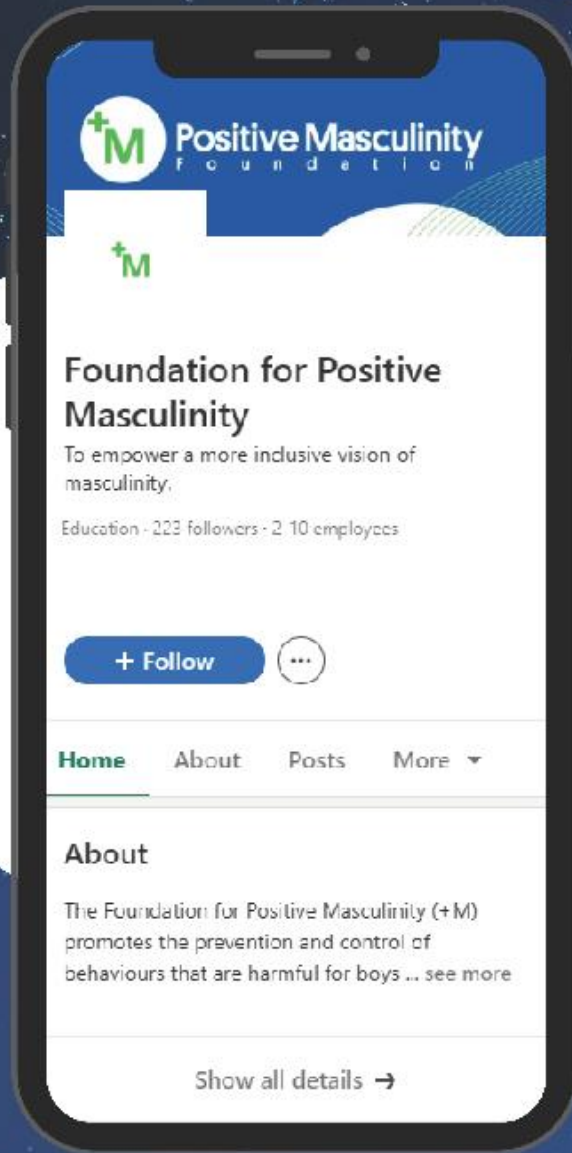
Foundation for Positive Masculinity

2024 Workshop



Positive Masculinity

F o u n d a t i o n



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Foundation for Positive Masculinity

Improving the Behaviour of Boys





Connected

Motivated

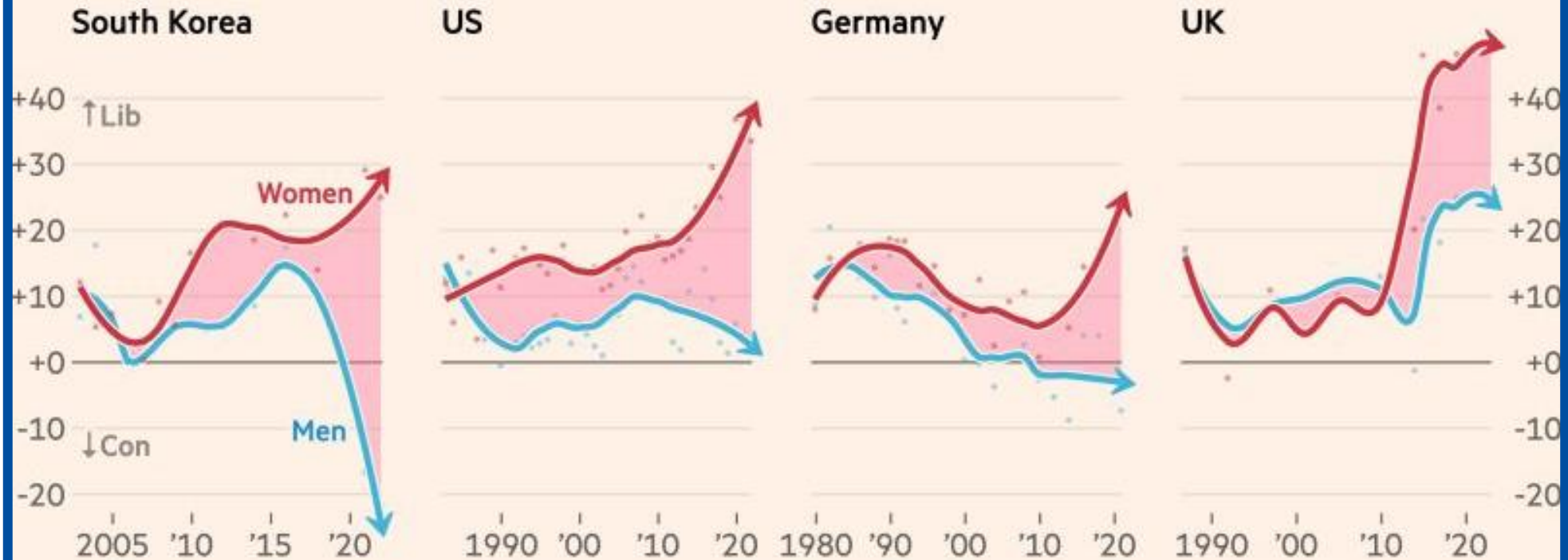
Authentic



Positive Masculinity
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A wide ideology gap is opening up between young men and women in countries across the world

Political ideology of 18-29s (% liberal minus % conservative), by sex



Sources: Daniel Cox, Survey Center on American Life; Gallup Poll Social Series; FT analysis of General Social Surveys of Korea, Germany & US and the British Election Study. US data is respondent's stated ideology. Other countries show support for liberal and conservative parties

All figures are adjusted for time trend in the overall population

FT graphic: John Burn-Murdoch / @jburnmurdoch

© FT

“...We are engaging with each other less...”

“...and the biggest impact will be that we lose the central idea of what is good...”

- Harvard Professor Michael Sandel

Foundation for Positive Masculinity

Improving the Behaviour of Boys



Behaviour and Engagement

Review of Educational Research

 **AERA** AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

Impact Factor: **11.2** / 5-Year Impact Factor: **16.6** [JOURNAL HOMEPAGE](#)

 Open access |  | Research article | First published online December 11, 2020

The Association Between School Discipline and Self-Control From Preschoolers to High School Students: A Three-Level Meta-Analysis

[Jian-Bin Li](#)  , [Shan-Shan Bi](#), [L...](#), and [Catrin Finkenauer](#)  [View all authors and affiliations](#)

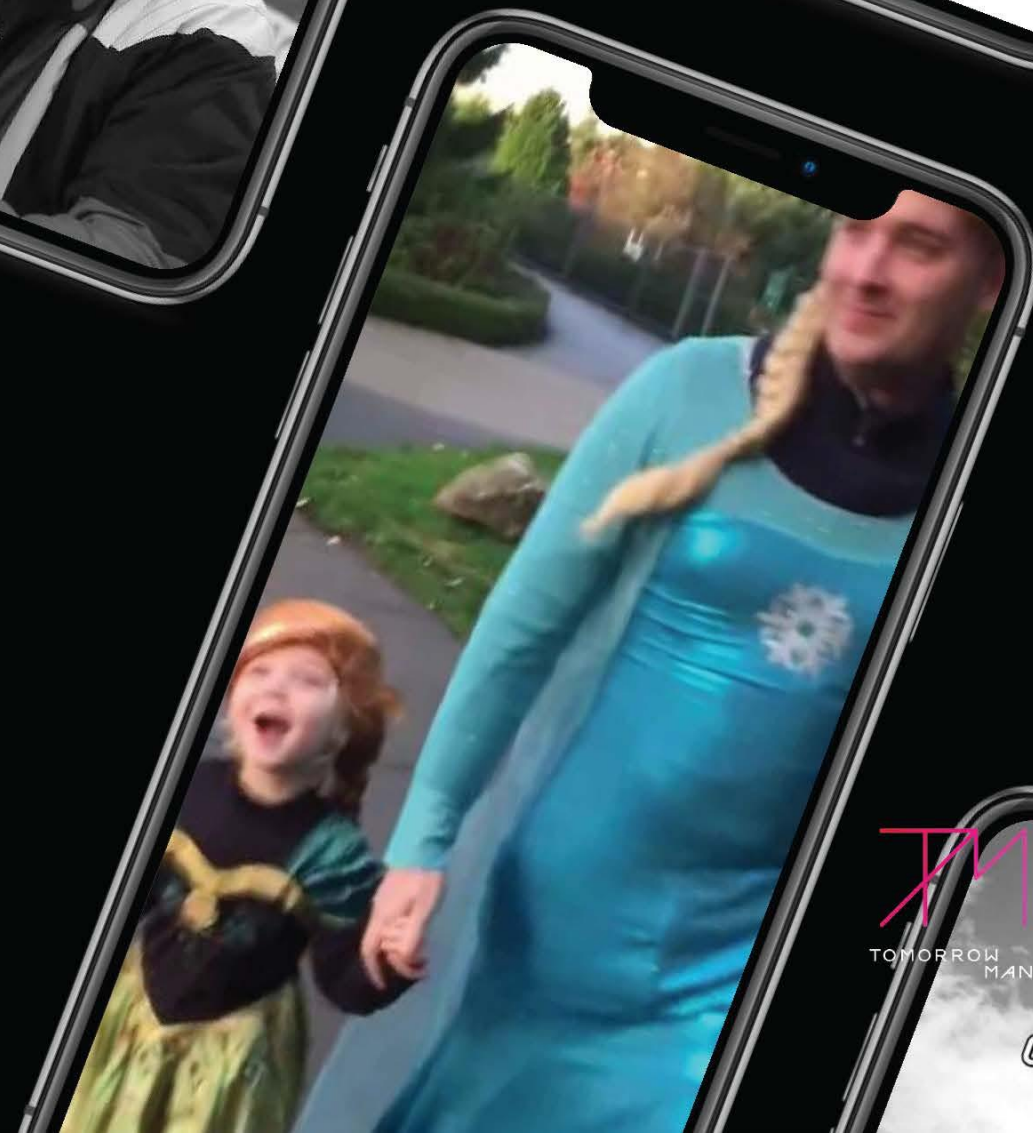
[Volume 91, Issue 1](#) | <https://doi.org/10.3102/0034654320979160>

 Contents |  PDF / ePub |  Cite article |  Share options |  Information, rights and permissions |  Metrics and citations



TOMORROW MAN LIVE A FULL LIFE

LESSONS FROM ENGAGING 160K+
BOYS AND MEN IN THE
EVOLVING JOURNEY OF
MASCULINITY



Come spend

WHO WE ARE

LIFE'S TOO SHORT TO BE RESTRICTED BY NARROW STEREOTYPES.

We are a preventative social enterprise teaching the tools required to build emotional muscle and speak up in the moments that matter. The outcomes we work towards are the ability to articulate hard emotions into words, lean into the discomfort of challenging conversations, build supportive and meaningful relationships and be open to seeking professional help if needed.

Travelling around the country, we go where men gather; from schools and workplaces, to sporting clubs and communities. No matter where you are; in the city or in the bush, and no matter your age; young or old. We work with people from all walks of life.

We create unfiltered, non-judgemental, authentic environments to practise the conversations that we need to have but often avoid. These conversations pave the way for better relationships and the capability to get help and help others through life's ups and downs.

Since 2017, together with our sister organisation, Tomorrow Woman, we've worked with over 248,000 people across Australia, working with over 400 schools, and in 100+ communities, with people of all ages and backgrounds.



YOUNG MEN NEED A BLUEPRINT FOR HOW TO BE A MAN TODAY

WE NEED TO MAKE REAL LIFE A GAME OF MASTERY, SKILL AND CONNECTION

The attraction is real - porn and gaming feel like the ultimate getaway, a place where you can take a win and call the shots. In this world, your avatar is king, and you get to craft your world, no need to compromise or listen to what others, especially women, want. These muscles aren't built for the real world and the stakes are much higher because actions can't be undone. But, with the right knowledge, skills and connections real life can be just as satisfying and more sustainable in the long run.

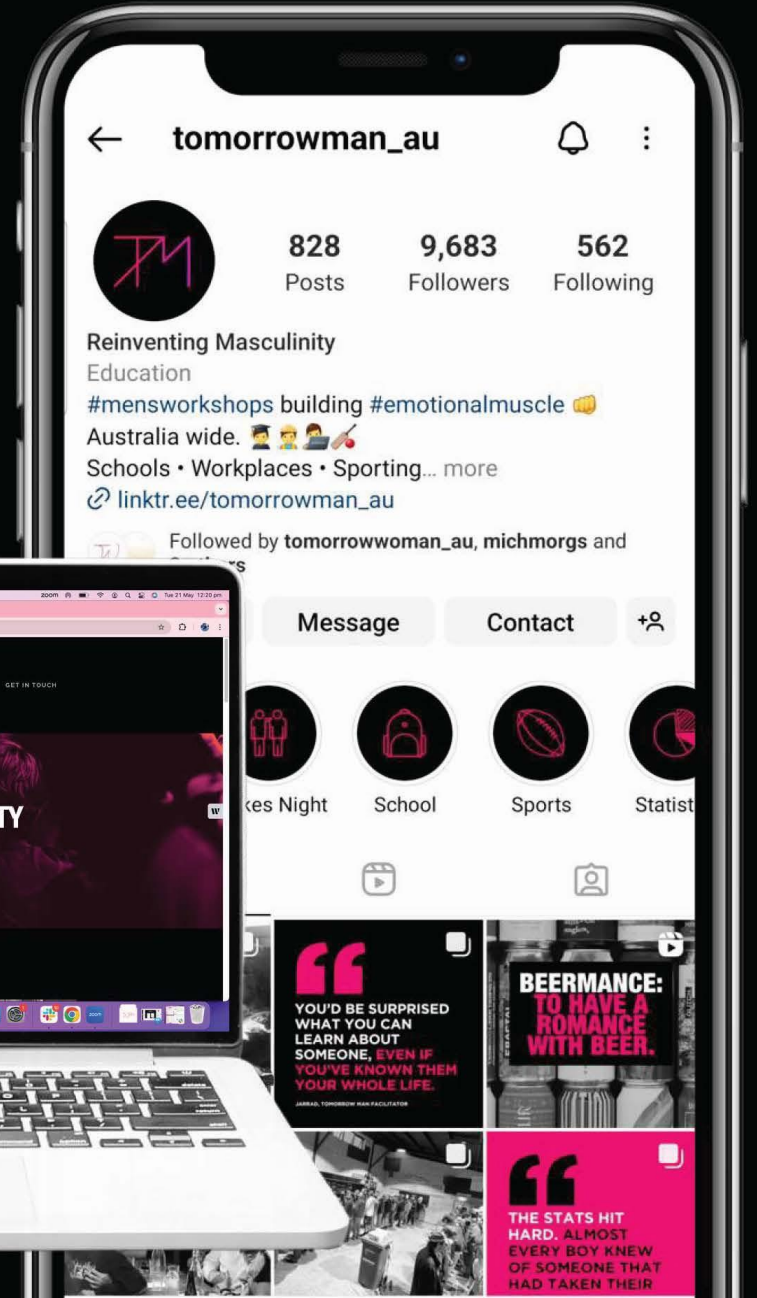
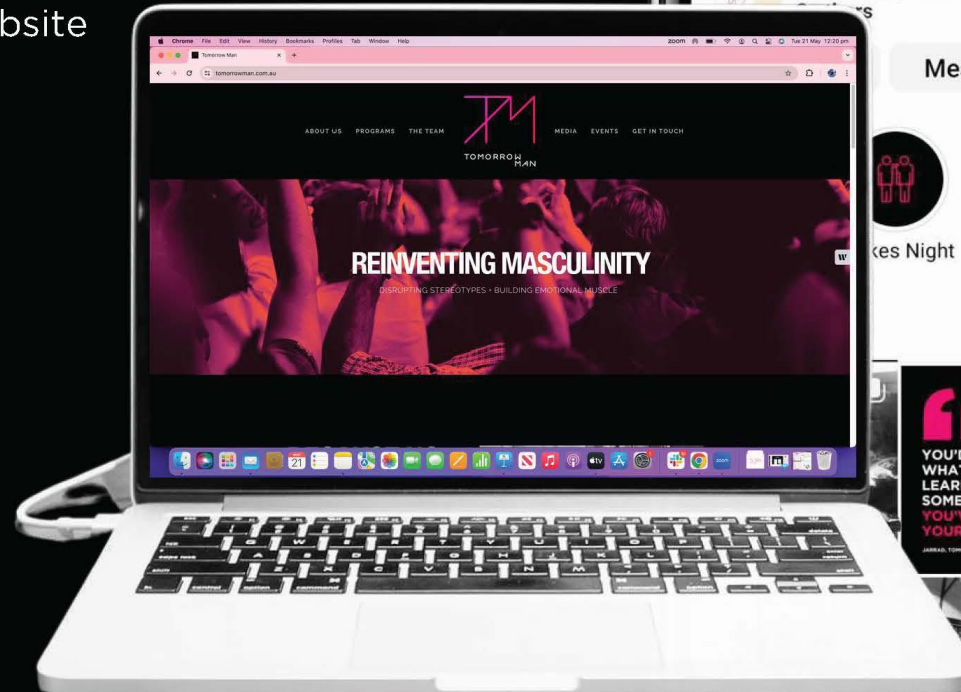
FIND OUT MORE

LIKE + FOLLOW OUR SOCIALS OR REACH OUT VIA OUR WEBSITE.

Interested in booking a workshop, or want to know more about what we do? Head over to our socials on Insta, Facebook, Twitter and LinkedIn or our website and get in touch with our team.



SCAN ME!



Connect:

Ingrid Howren and Dr Mark Dowley



Connected

- Connection matters to our wellbeing
- Connection can be curated



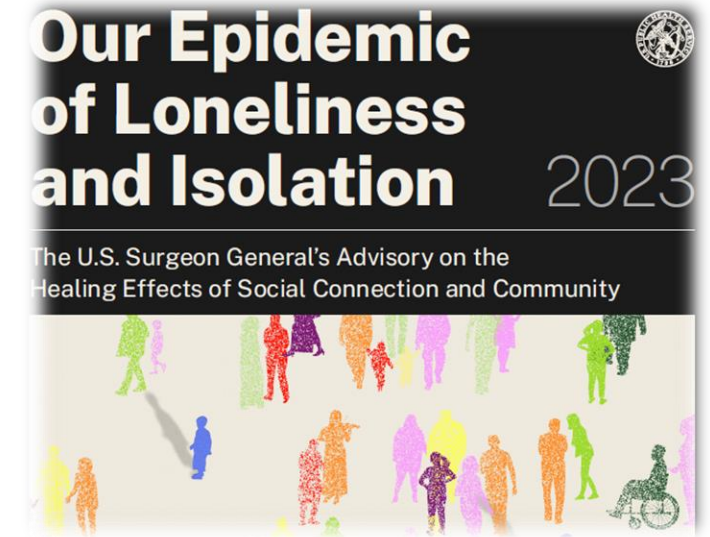
Connected

- Studies affirm the correlation between loneliness, poor health and early mortality. After a heart attack, an individual's social network is a greater predictor of survivability than exercise, nutrition or medication. [Eastwood, 2022]



Connected

- The percentage of adults who have no close friends has increased from 36% to 54% in the last 20 years.
- People are 4x more likely to report being lonely now, than in 1957.
- In 1985 the modal number of close friendships that adults had was 3, now it is 0.2
- The mortality impact of being socially disconnected is similar to smoking up to 15 cigarettes a day and even greater than that associated with obesity. [Way et al., 2018]



What is positive masculinity?



The reality...

- For every 100 high school girls who take the SAT test, 89 boys take the test.

Source: https://nces.ed.gov/programs/digest/d17/tables/dt17_226.10.asp?current=yes

- For every 100 girls K-12 in public schools who are classified as having a specific learning disability, there are 207 boys.

Source: https://nces.ed.gov/pubs2005/2005094_App1.pdf

- For every 100 girls K-12 in public schools classified as having emotional disturbance, there are 355 boys.

Source: https://nces.ed.gov/pubs2005/2005094_App1.pdf

The reality ...

- For every 100 women who are homeless and unsheltered there are 242 men.

Source: <https://www.hudexchange.info/resources/documents/2018-AHAR-Part-1.pdf>

- For every 100 females ages 15-19 who commit suicide there are 293 males.

Source: https://www.cdc.gov/nchs/data/dvs/LCWK1_2015.pdf

- For every 100 females under age 18 who are in a correctional facility, there are 770 males.

Source: <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>

It's a **wicked** problem

- It's a contested space
- Different demographics have different challenges
- 'Being a boy is now an educational risk factor' – *Australian Financial Review*
- The 'messenger matters'
- Strengths-based approach



Connected

Authentic

Motivated

Developing and creating a set of resources and information that we can share with our boys and the community more broadly.

For Boys

For Parents/
Guardian

For
Educators

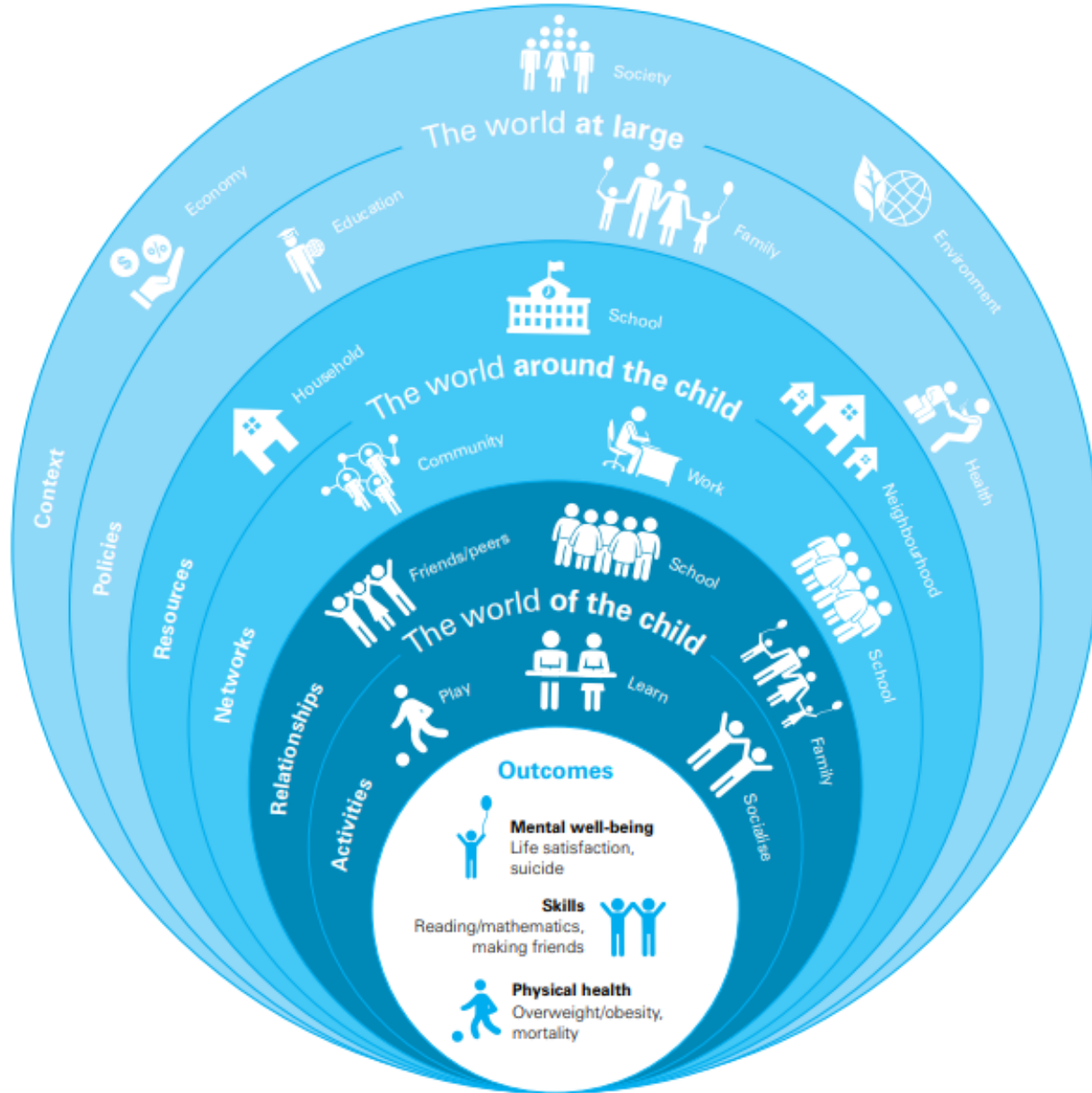


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Outline

1. The current challenges for young people
2. What is positive masculinity?
3. What we've been doing





Systematic review: What was already out there?



RESEARCH ARTICLE

Developing young men's wellbeing through community and school-based programs: A systematic review

Kate Gwyther^{1,2}, Ray Swann³, Kate Casey³, Rosemary Purcell^{1,2}, Simon M. Rice^{1,2,4*}

Wilson, M., Gwyther, K., Swann, R., Casey, K., Featherston, R., Oliffe, J. L., Englar-Carlson, M. & Rice, S. M. (2021). Operationalizing positive masculinity: A theoretical synthesis and school-based framework to engage boys and young men. *Health Promotion International*.





Connected

- Build social relationships; engage with array of individuals
- Be respectful, tolerant, empathetic
- Demonstrate kindness and compassion in relationships with people, systems, groups and myself
- Have a sense of belonging to group/s that are positive for me





Authentic

- Know myself and be comfortable in my own skin
- Be open to expressing my identity, attitudes and emotions
- Use help-seeking behaviours and provide support to others
- Contribute meaningfully to community (school and other)





Motivated

- Drive to continually grow as a person
- Feel a sense of purpose
- Contribute positively to society/community
- Act in line with my personal values, rather than how I think peers want me to behave



Knowing

- Building the base of understanding about positive masculinity
- Being explicitly taught about values, behaviours and skills that support positive masculinity

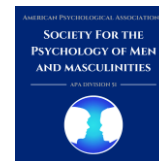
Being

- Creating the context for the three pillars of being authentic, motivated and connected
- our programs are the contexts for our students to safely develop their knowledge into being



Research, partnerships and programs

- Research into barriers for positive masculinity
- Operationalising +M
- Program impact
- Partnerships
- Books and resources
- Curriculum for teachers



Building a culture of belonging:

Dr Ray Swann

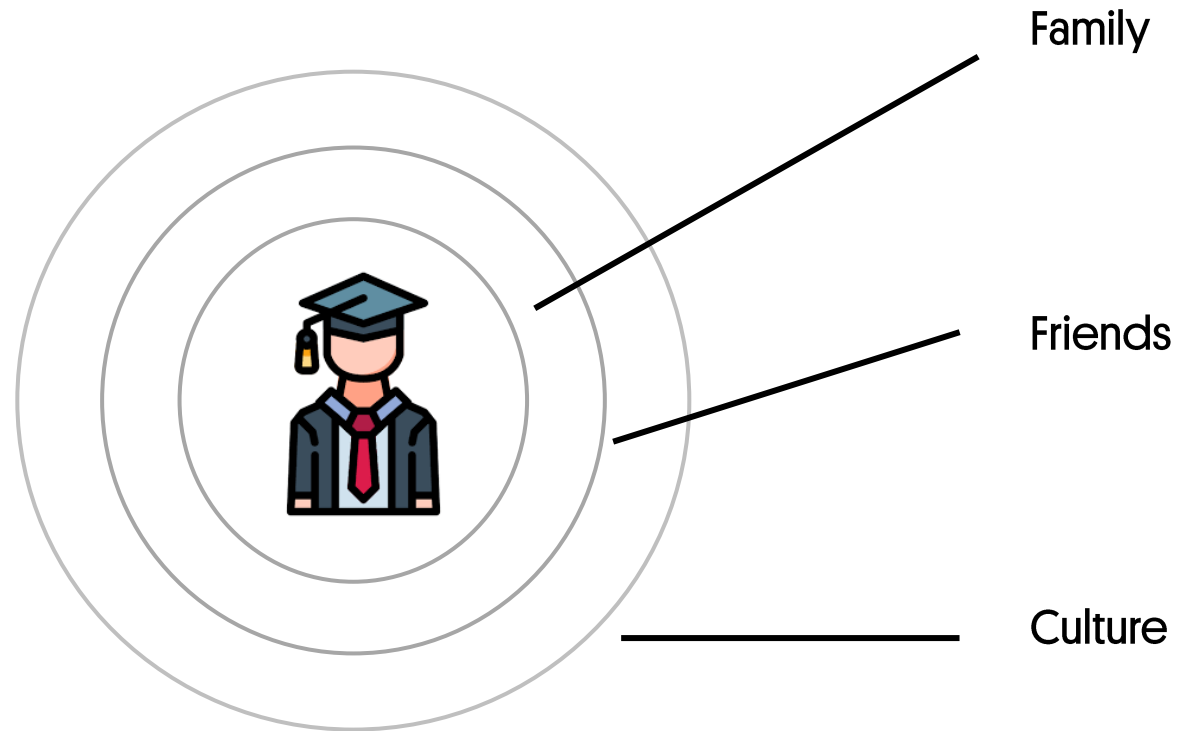


For today

- A bit about culture and the theory of change to build engagement
- Focus on:
 - Person
 - Context
 - Monitoring



What our students show up with: 'environmental' factors and 'norms'



MASCULINITIES



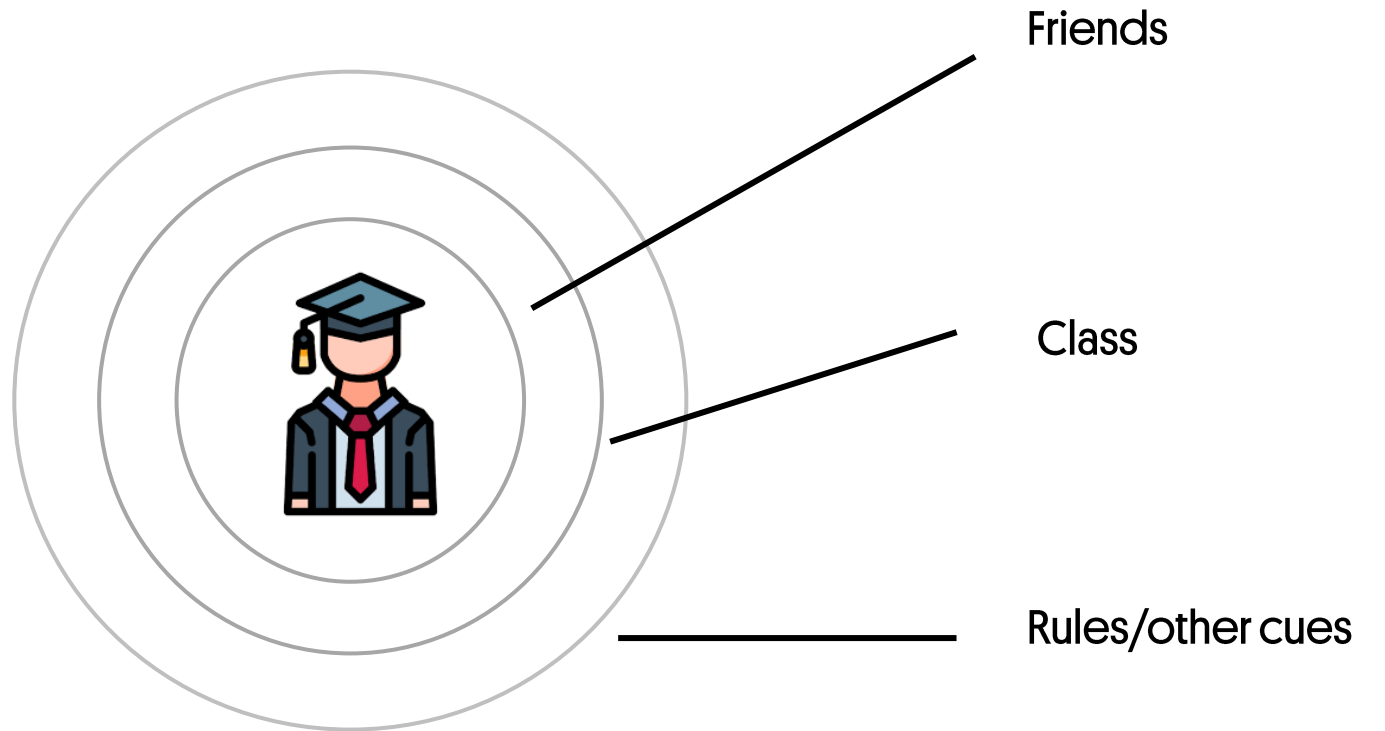
A riddle

A father and son are in a horrible car crash that kills the dad. The son is rushed to the hospital; just as he's about to go under the knife, the surgeon says, "I can't operate—that boy is my son!"

Explain.

2 min

In our schools



HIGH STANDARDS and EXPECTATIONS

What do we do to **change the culture?**

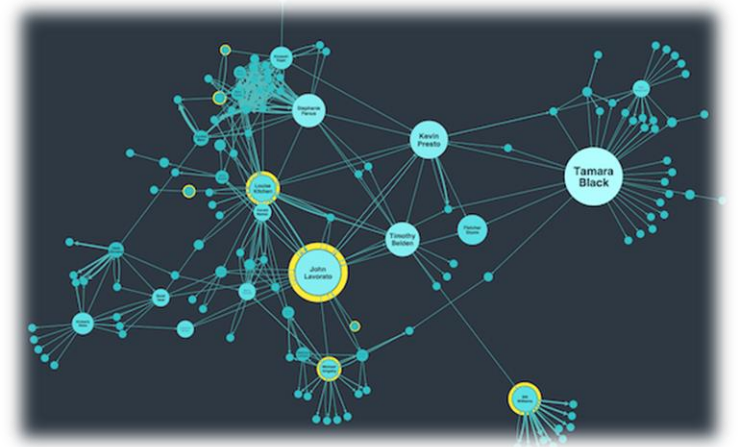
- Focus on:
 - Person
 - Context and
 - Developmental outcome [Bronfenbrenner & Evans, 2000]
- Because when we do, we:
 - Improve academic outcomes [Lippard, La Paro, Rouse & Crosby, 2018]



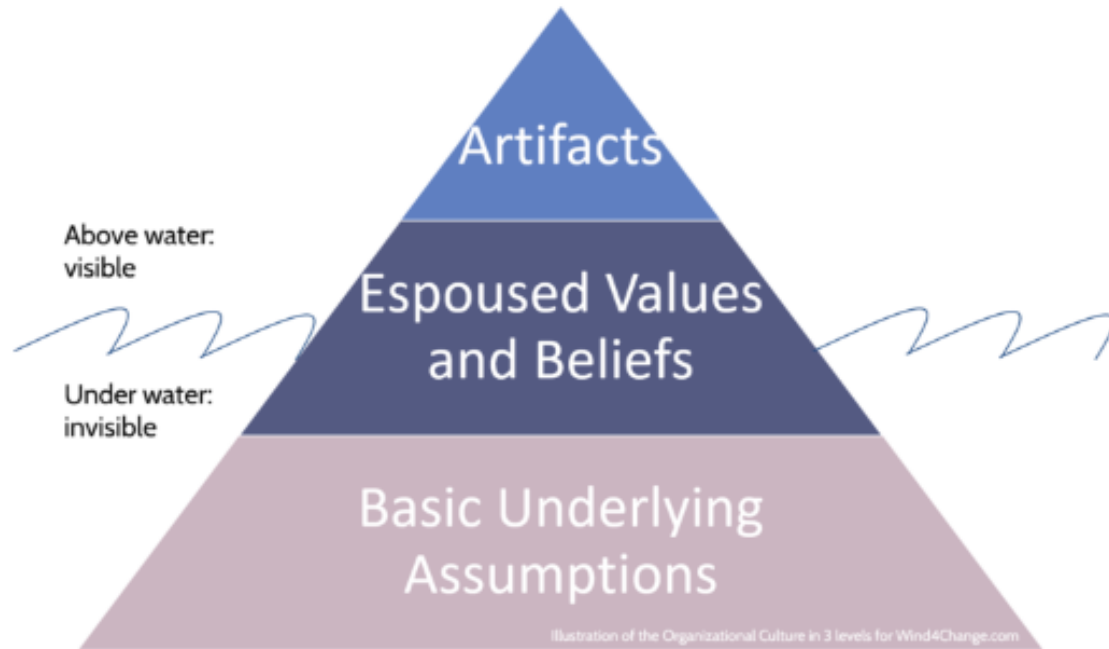
Boys and learning

Learning perceived as 'unmasculine'

[Connell 1995; Kenway & Fitzclarence 1997; Renold 2001]



A tool for thinking



- What are the main artefacts in your school?
- What do they say about your values and beliefs?
- What kinds of underlying assumptions might be present?

[Schein, 1985]

3. 'Test them'

A +M approach

We cannot know if we are improving without data .

Finally: 'Test them'

A +M approach

Key elements: Behaviour framework

- Values
- Landing Page
- Action and Consequence



Finally: 'Test them'

A +M approach : A Landing Page

Category	Low Level	Medium Level	High level
General Conduct	Inappropriate language	Repeated use of inappropriate language	Deliberate intent to continue to use



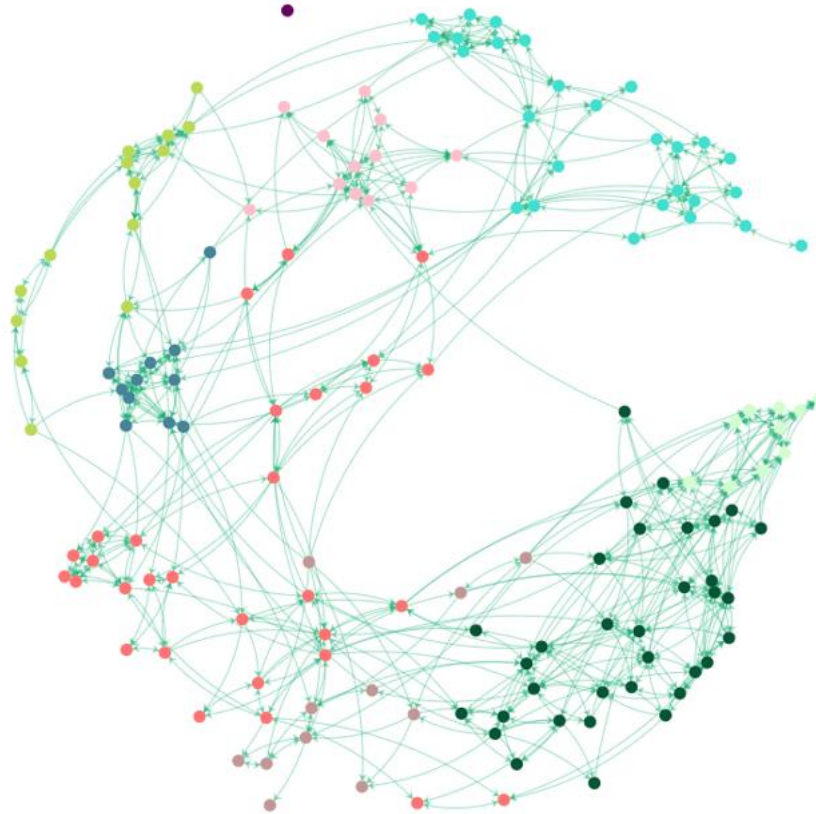
Finally: 'Test them'

A +M approach

Key elements

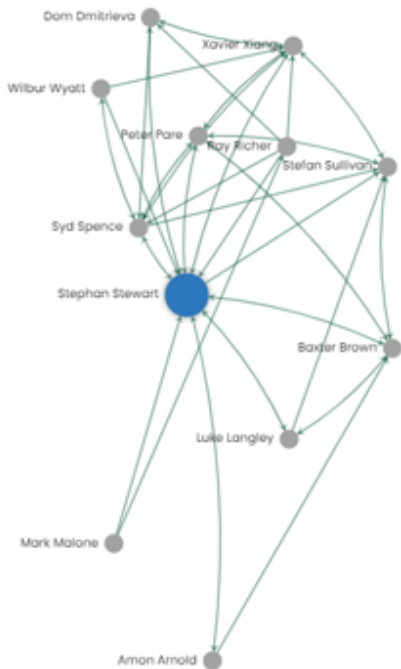
- Adaptive change conversations
- Consequences – measured and applied
- Collected data to tell a story

Social network analysis



Stephan Stewart

7A

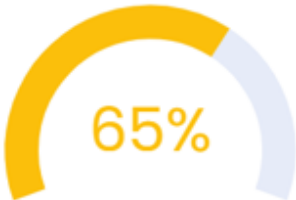


→ Friends

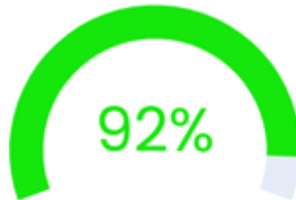


Social wellbeing ⓘ

✓ Popular as a friend
Student is well-liked by many friends



Mental wellbeing ⓘ



Academic wellbeing ⓘ

✓ Learning Helper
Student provides meaningful feedback about learning to 4 or more peers (i.e., 4+ nominations by peers)

Key Friends Nominated friends Influence over Influenced by Disrespectful of Disrespected by Feedback to Feedback from

↑ Dom Dmitrieva

Action

Switch to Year Level Dashboard

Women working with boys:

Kristen Molloy





Today:

- What's going on with boys and women?
- Who we are matters
- How we can support women teachers
- Ways of working in the classroom

Some research

The problem of anti-feminist 'manfluencer' Andrew Tate in Australian schools: women teachers' experiences of resurgence of male supremacy

Stephanie Wescott , Steven Roberts  and Xuenan Zhao

School of Education, Culture and Society, Faculty of Education, Monash University, Melbourne, Australia

ABSTRACT

There is growing visibility of online 'manfluencers' who espouse extreme masculine ideals and share them with their audiences of boys and young men. Taking this phenomenon as a launch-pad, we join the tradition of research that exposes sexism in schools and theorizes girls and women's experiences of working within and against masculine hegemony. Drawing on qualitative interviews with 30 women teachers in Australia, we suggest the sexism identified in early research endures in schools today, resurrected in part by the ubiquity and influence of one specific misogynist 'manfluencer', Andrew Tate. Employing Connell's hegemonic masculinity, we suggest boys' sexist practices towards their teachers and girl peers forms part of a strategy of gender inequality legitimization, stabilizing and reinvigorating a regressive 'male supremacy'. These behaviours represent a backlash from boys and men who perceive a loss of gendered power in the post-#metoo era and have implications for girls and women in schools.

ARTICLE HISTORY

Received 4 July 2023

Accepted 3 December 2023

KEYWORDS

Andrew Tate; hegemonic masculinity; sexism; teaching

MARCH 2024 ESSAYS

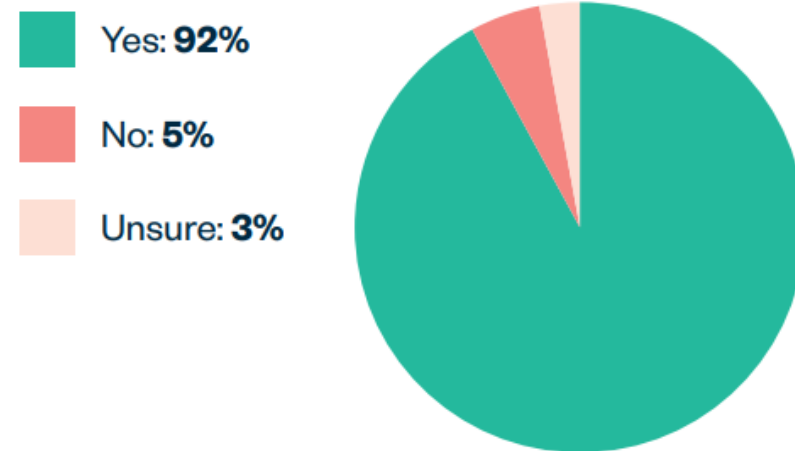
The Tate race

By Anna Krien

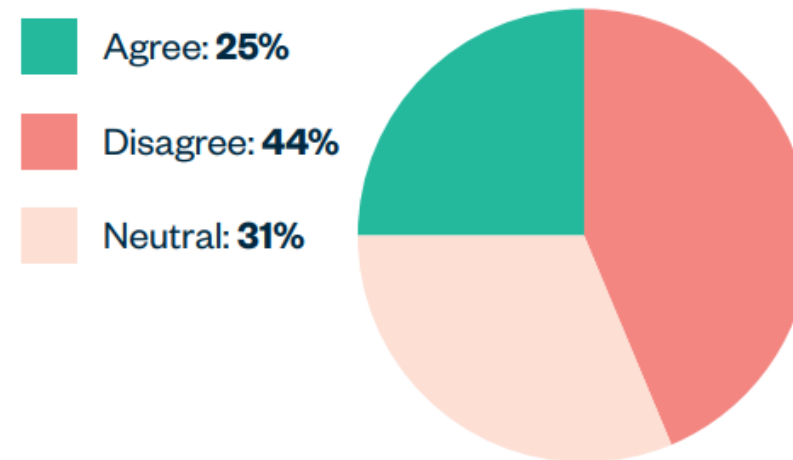


March 2024

Do you know of Andrew Tate?



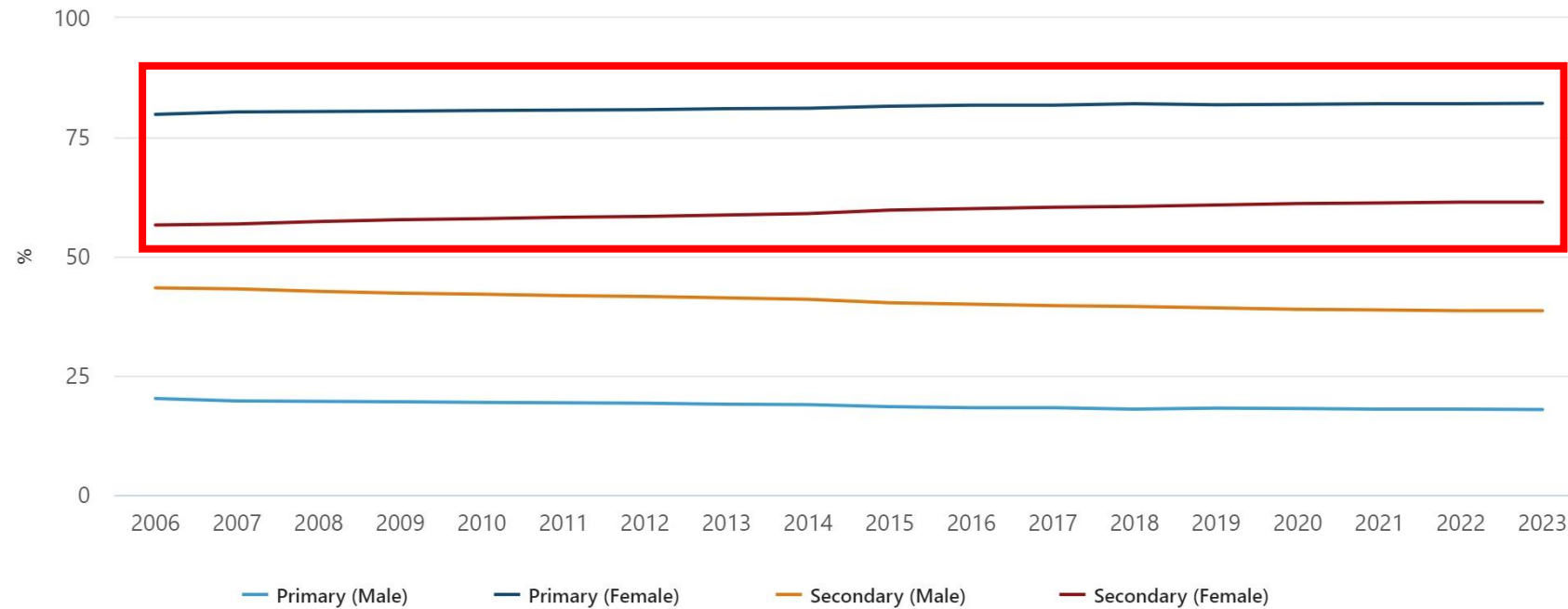
To what extent do you agree or disagree that you look up to Andrew Tate as a role model?



Mancave, 2023

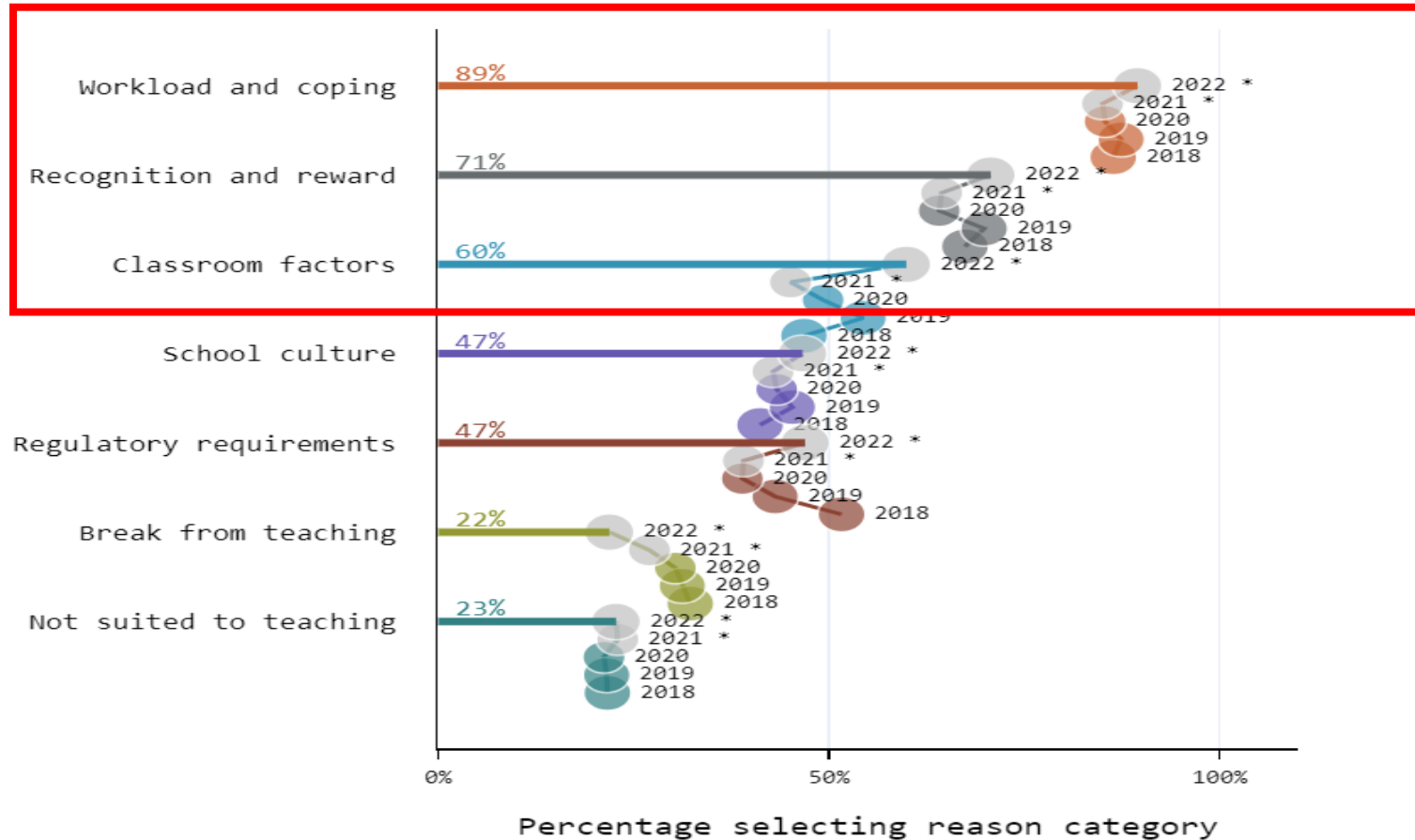
A women dominated workplace

Graph 8. Proportion of full-time equivalent teaching staff by sex and school level, Australia, 2006 to 2023



Source: Australian Bureau of Statistics, Schools 2023

Why teachers are leaving the workforce



Data source: ATWD 2023, Teacher Survey (2018-2022)

What are the 'classroom factors'?

- Women teachers and girls report being subjected to misogyny, sexual harassment and sexism (Wescott, Roberts and Zhao, 2023)
- Rise in sexist behaviour as well as a rise in homophobic and racist comments (Shultz, unpublished 2024)
- Generally poor classroom behaviour (OECD, 2023)

Do boys behave worse for women?

- Women are impacted by misogynistic and sexist attitudes and behaviour
- Traditional norms in schools around authority, and 'control' have disadvantages for women
- Women's experiences are not believed

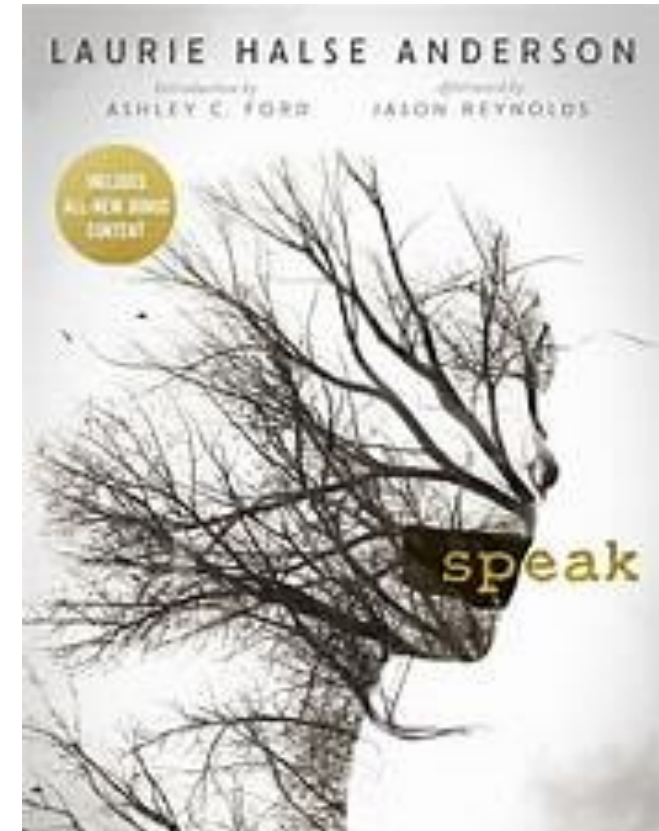
Teach them what they need to know

- Social and historical context



Give them the language

- Boys want to talk
- Meet them where they are
- Help them find the language
- **Get them reading**



Routines that support equity in the classroom

- How do the hierarchies show up?
- How can we ask questions to build equity?
- Ways to promote multiple perspectives
- Awareness of what is not being said

Tools for **teachers** to improve classroom behaviour and learning:

Dr Mark Dowley



Healthy boys...

- ▶ Engaged in schools
- ▶ Learning
- ▶ Wise
- ▶ Have values



Today



Challenges

- ▶ Evidence
- ▶ Current reality

Principles

- ▶ Behaviour
- ▶ Habits

Practical strategies

- ▶ Tools
- ▶ Routines
- ▶ Scripts

Challenge

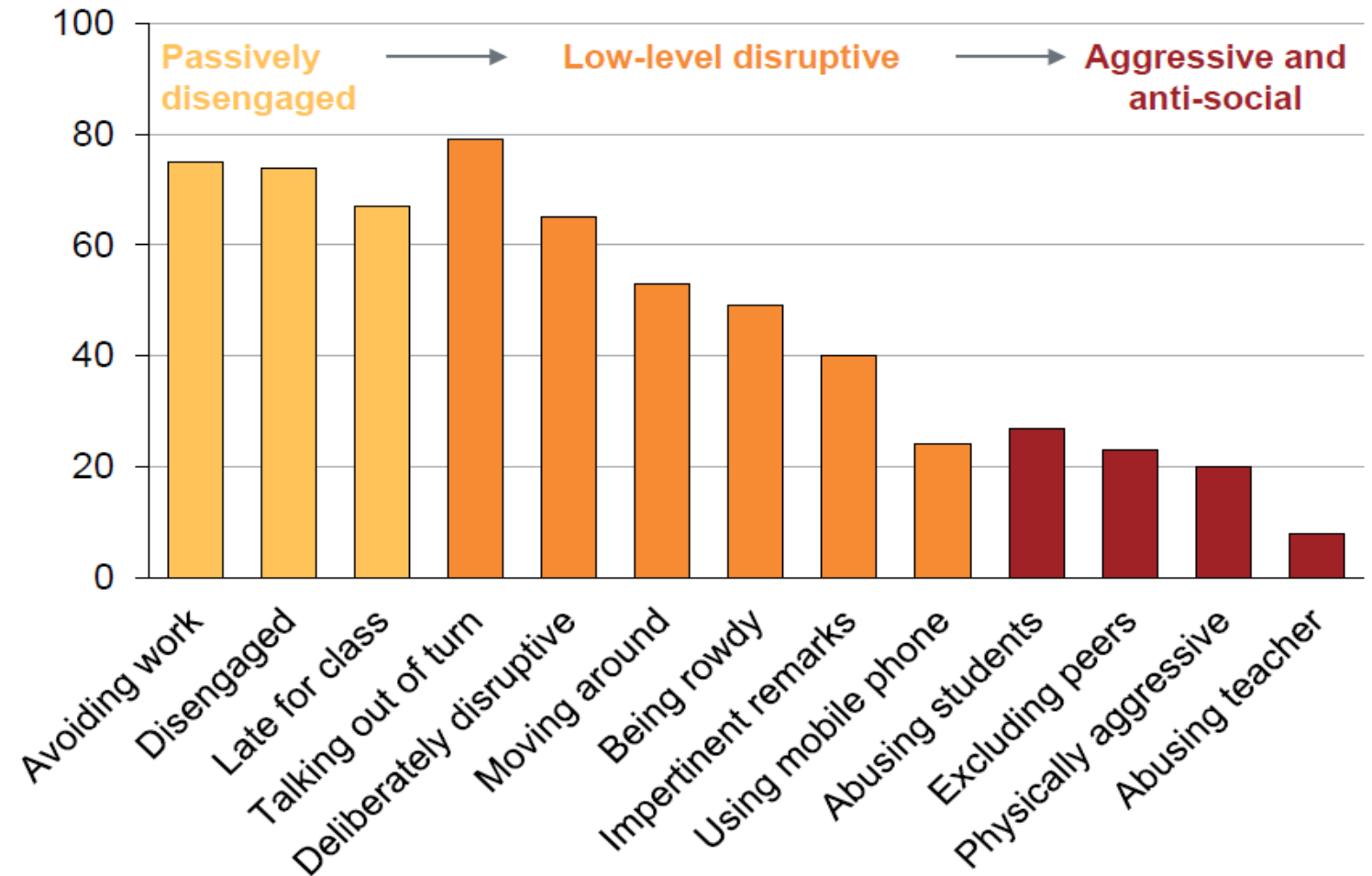
- ▶ By international standards, Australia has some of the most disruptive classrooms in the world. On the OECD's index of disciplinary climate, Australia ranked 71 out of 81 nations surveyed when it came to classroom discipline. [OECD, 2023]
- ▶ More than 40 per cent of the 13,437 Australian students surveyed as part of the Programme for International Student Assessment [PISA] said there was “noise and disorder” in their mathematics classes all or most of the time.



- ▶ Avoiding work
- ▶ Disengaged
- ▶ Late for class
- ▶ Talking out of turn

Figure 2.2: Passive disengagement and disruption are common

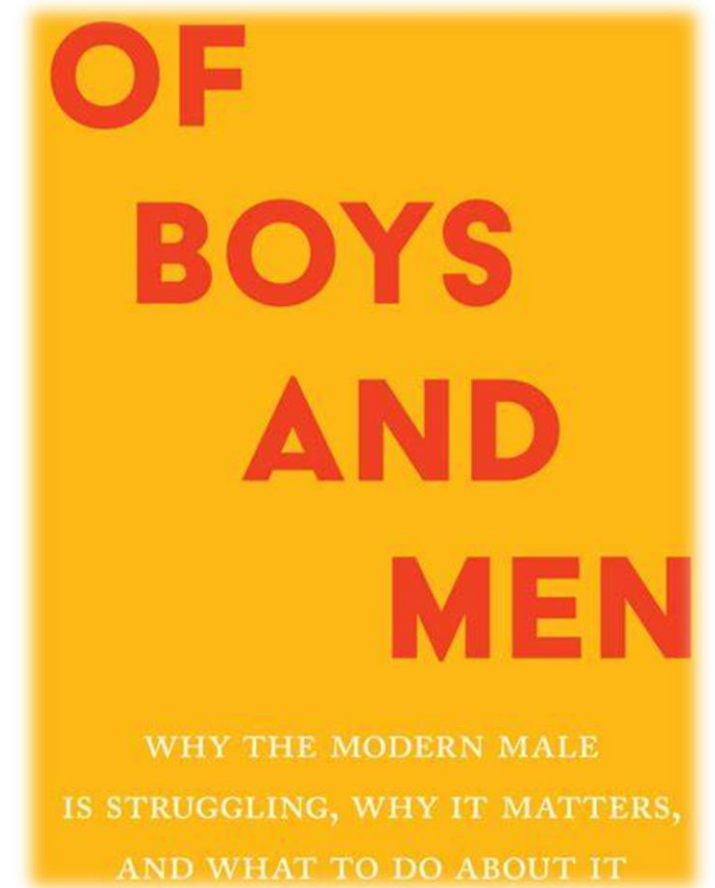
Percentage of teachers who report behaviours occurring 'almost daily', 'daily' or 'several times daily'



Source: Sullivan et al. (2014).

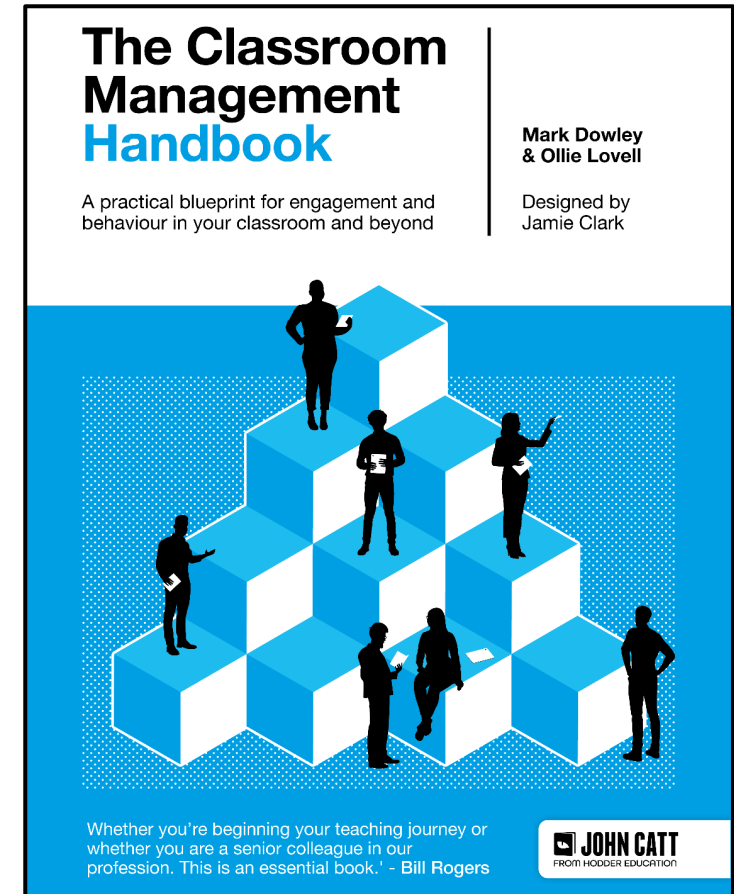
Boys

- ▶ Get lower grades
- ▶ Higher rates of ADHD
- ▶ Are less likely to be able to read
- ▶ Less likely to graduate high school
- ▶ 3x more likely to be expelled or suspended



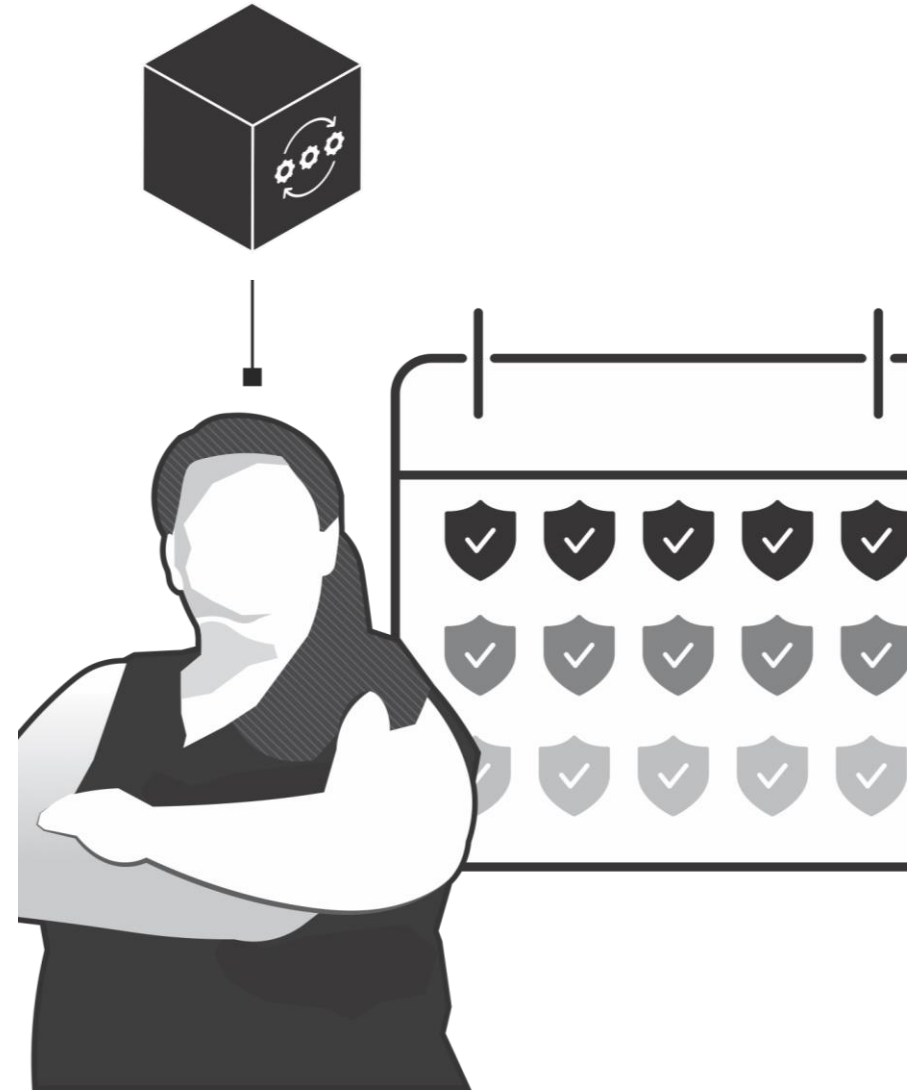
Principles

- ▶ Behaviour can be viewed as a curriculum
- ▶ Success is a powerful motivator
- ▶ Students need to know they belong



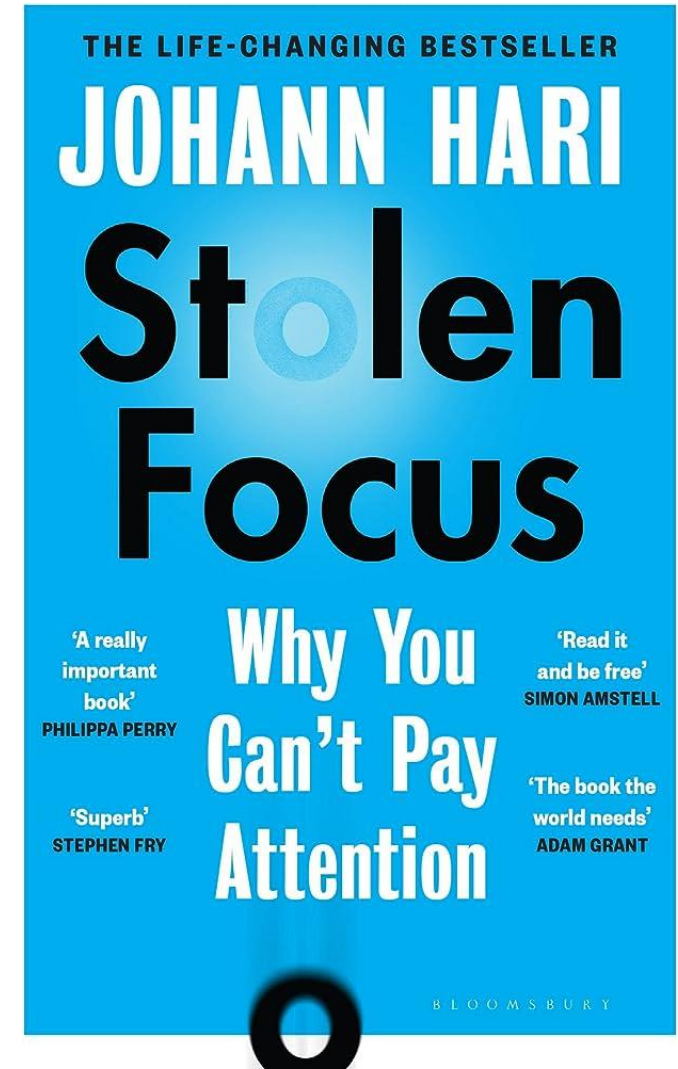
Tools ➡ Routines ➡ Scripts

- ▶ A tool is a specific technique that a teacher uses to manage the behaviour of students
- ▶ E.g., Positive narration, Priming, Directed Choice, Take up Time
- ▶ A sequence of tools forms a routine. Our goal is to turn routines into habits over time.

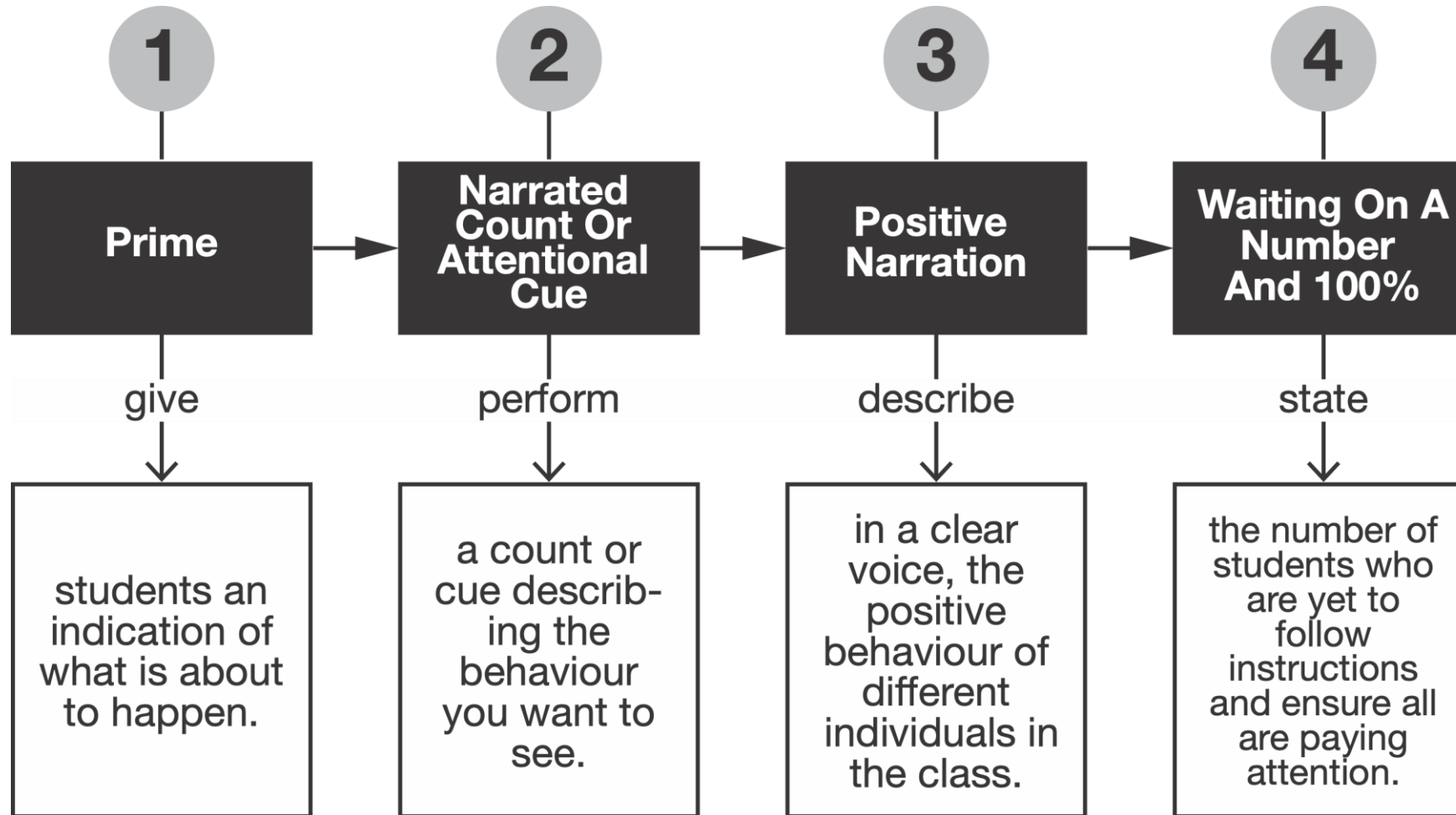


Attention

- ▶ Tech
- ▶ Sleep



Routine: Gaining Attention



#WAW: What About When

- ▶ Students want to be excused
- ▶ Lose focus quickly

Rehearsal

“teachers’ behaviour becomes automatic around the time that teacher effectiveness begins to level off. Collectively, this evidence implies that professional development should involve repeated practice in realistic settings in order to overwrite and upgrade existing habits.”

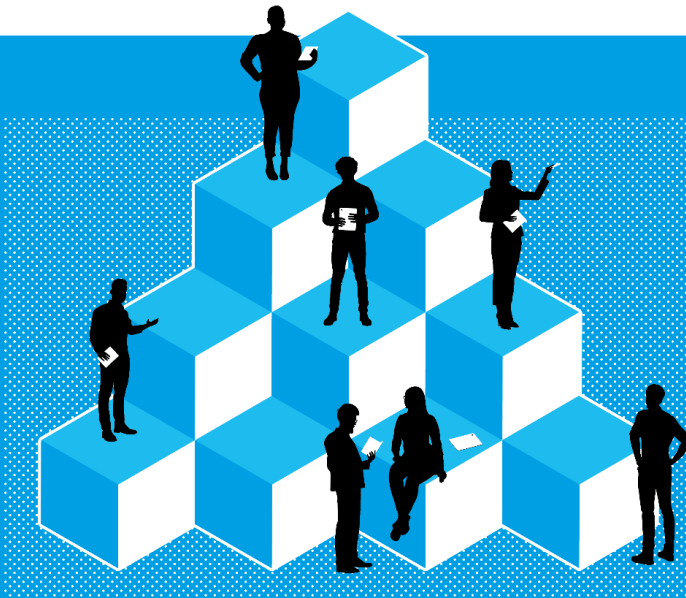
- Hobbiss, Sims, & Allen (2021)

The Classroom Management Handbook

A practical blueprint for engagement and behaviour in your classroom and beyond

Mark Dowley
& Ollie Lovell

Designed by
Jamie Clark



Whether you're beginning your teaching journey or whether you are a senior colleague in our profession. This is an essential book.' - Bill Rogers

JOHN CATT
FROM HODDER EDUCATION

Want to know more...

www.amazon.com.au



Positive Masculinity
Foundation

I want to acknowledge how hard it is to be a teacher these days, or a parent, coach, or anyone else who works with children and adolescents

**Teaching is deeply human work.
Thank you. You make a difference.**

Next steps: Learn and work with us

Dr Ray Swann



+M Learn with us

- Educators and school leaders

Current Programs

Our programs cover five strands: staff development, curriculum, assessment, parent programs and sporting clubs.

- **Staff development** (teachers, leaders or coaches) to explore the +M framework.
These include:
 - Building social fitness and self-regulation
 - Using +M in the everyday classroom
 - Working towards re-framing gender norms
 - Behaviour management training for teachers to improve the behaviour of your boys
 - Facilitative coaching programs (improving motivation and connectedness)
- **Curriculum**
 - Access and use the Year 7-10 +M curriculum (including presentation slides and student booklet)

+M Learn with us

- Parents

Parent and guardian programs

- How to set up a parent program
- Position papers
- Parent presentations from +M Foundation staff

+M Learn with us

- Sporting clubs and community groups

Sporting clubs and community groups

- Developing high performance mental fitness and leadership
[delivered with the Danny Frawley Centre]
- Facilitation training for coaches to improve the behaviour, culture and engagement of male athletes and participants



Our thanks