

21/7/2000

Dear Sir/Madam.

I have been teaching for over 20 years and have over recent years been involved in teaching single sex classes of Year 6/7 boys at Surrey Downs Primary School, a mixed gender state primary school in suburban Adelaide.

To ensure the success of student outcomes I redesigned a curriculum and created a classroom culture of positive relationships to meet the learning needs of all students. I have enclosed two articles, which I have previously written regarding my classroom practice to develop boys learning in a positive and practical way. One of the articles was published in a national magazine about practical initiatives addressing boys' needs and the other was a local school article on group collaboration.

Essentially the articles highlight the following:

- The need for a student focussed, interest based classroom curriculum, with the primary focus on literacy.
- A technology component within the curriculum which fosters designing, making and appraising outcomes, resulting in practical model making and hands on application.
- An accelerated learning approach to mathematics which allows students to learn at their own rate.
- Non-aggressive sport which encourages co-operation rather than competitiveness.
- An integrated curriculum using computers.
- Positive male role modelling for boys to learn the necessary personal and social skills which they require on a daily basis.
- The teaching of collaboration among peers, younger students and adult members of the school community.

A further important component of my day to day practice at school is to talk as much as possible with boys about their learning and social interactions. I find it often very difficult because of school pressures and class sizes to be able to spend as much time as possible talking with boys about their needs. Another essential ingredient to teaching boys is to have a positive connection with them to ensure their success in the classroom and within the school community. My personal experience has taught me that we need to spend a lot more time talking about and teaching boys what it is to be responsible co-operative individuals, unfortunately school timetables and curriculum often disallows teachers the time to do this. Smaller class sizes and groups of no more than 15 students would allow greater positive learning outcomes for boys.

I hope that the above information I have enclosed is helpful for your inquiry.

Yours sincerely,

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