Bibliographie Annotée

**Reichert, M., & Hawley, R. (2014). *I can learn from you: Boys as relational learners*.**

**Cambridge, MA: Harvard Education Press.**

**Mots clefs:**

Boys, knowledgeable teachers, relationship, sharing interests, tolerating opposition, strength and structure, relationship manager

**Objectif de l’article:**

Reichert and Hawley present the relational factors, identified by both boys and teachers that attract boys to want to engage and succeed in learning.

**Résumé:**

 The narratives received from both teachers and boys revealed that one of the most important factors for boys being engaged in learning is in their relationship with the teacher. Teacher qualities are included in these results.

1. Knowledgeable, competent teachers are important. Boys noted that if a teacher does not appear to know their subject area, nor has the ability to organize and structure their lessons, then they will not take them nor the course seriously. They also valued teachers who set high but attainable goals. Also necessary are clear indicators of how to improve.

2. Development of the relationship takes time. The successful teachers were willing to take on the role of “relationship manager” (Reichert & Hawley, 2014, p. 35). This is a consistent effort, over time, to develop the necessary relationship and possible repair existing problems. Patience and tolerance is always present, along with honesty, integrity, and a true desire to establish a connection.

3. Boys noted that teachers who reach out and go out of their way to get to know them are appreciated. They noted teachers who learn about their interests and hobbies, and personal aspect of their life (jobs, family problems, etc.). There were many mentions of teachers who went out of their way to help them academically through special attention, tutorials, etc. A key element here is that the teachers reach out to the boys, rather than waiting for them to seek help. In some instances there were even situations where the teacher became an advocate for the student in other areas of the school.

4. With boys who are particularly defiant or resistant, an important step is that of finding common ground. When a boy feels isolated or unconnected, learning that the teacher relates to them on a different level. One example given in the book was that of a teacher who acknowledged the difficulties of divorce in a family, thereby letting the student know that their emotional distress was understood. Another example is that of a teacher sharing their own experience of failing academically, which made the student feel less vulnerable about their own situation of failing.

5. The category of “accommodating opposition” (Reichert & Hawley, 2014) discusses the difficult situation of defiant or resistant boys who refuse to engage at all. Successful teachers were willing to compromise their rules and expectations in order to accept and value even the slightest efforts made by the students, for the sake of developing trust in the relationship. Once a first step was made they were able to lead by example, and slowly develop a trusting ant

**Méthodologie:**

Teachers from boys high schools (both private and public)in the United States, Canada, New Zealand, Great Britain, South Africa, and Australia were asked to submit an account of an effective strategy or teaching practice, in narrative form, along with any details that could help a colleague with the same situation. Care was taken to include teachers of all experience levels.

1000 teacher narratives were received.

 Boys aged 12 to 19 from the same schools were also asked to submit a narrative report, telling about a class experience that stood out as memorable to them. 1500 replies were received.

The boys were asked not to name names or give specific classroom information.

**Pertinence pour les objectifs d’études que vous avez choisis:**

The results presented in the book are extremely relevant to my study. I recognize scenarios and problems from this book as mirroring experiences I have had in my own French Immersion classroom, with male students. Unfortunately, most of these situation mirror what I perceive to be as failures on my part to engage and keep boys in my program. In reading this book, I see so many different ways that I could have repaired or established different relationships and perhaps changed the outcome of boys quitting French immersion at the end of grade 9. I believe that a large part of my presentation will be on relationships as per information gained from Reichert and Hawley (2014).

References

Reichert, M., & Hawley, R. (2014). *I can learn from you: Boys as relational learners*. Cambridge, MA: Harvard Education Press.