

## Evaluation Research in Health and Human Development

Paper presented at AARE conference, Melbourne,  
November 28 – December 2, 2004

Dr Lori Beckett  
University of Technology, Sydney

### Abstract

*This paper reports on the evaluation research for the pilot study, Health and Human Development: Better Outcomes for Boys. It aimed for a close-up look at teachers, boys and girls, and their work in the pilot study. Fieldwork included attending professional development workshops for participating teachers, and case-study research in six schools. This included informal talks with Principals, review of school materials, classroom observations, and interviews with teachers, girls and boys. The twin foci – trialling the revised study design and addressing boys' enrolments and subject choices – is on the cutting edge of debates about inclusive curriculum, gender equity and productive pedagogies. In reporting some of the findings, it is acknowledged that the evaluation research was only the beginnings of on-going monitoring and evaluation of Health and Human Development.*

### Introduction

In the tender to the VCAA, we described the pilot study, *Better Outcomes for Boys: Health and Human Development*, known as the BOB project, as a developmental activity that contributes to teachers' professional development, raising the profile of the study design, and improving learning outcomes particularly for boys<sup>i</sup>. The pilot study was complex and involved discussion and debate about professional learning, the interdisciplinary bases of the study design which included aspects of medicine, health sociology, and psychology among others, strategic change, and gender equity.

The evaluation of the pilot study had to be similarly complex if it was to do the job of describing and analysing the factors contributing to the successful implementation of Health and Human Development (HHD). The emphasis was on teachers' specific interventions to encourage boys' involvement in post-compulsory health education. This was more than getting boys to cross the gender divide in terms of subject choice and participation. It was about the role of the teacher and his/her pedagogies, which are significant influences in terms of the capacity to impact on students' engagement and participation (Lingard et al, 2002).

The UTS research team<sup>ii</sup> was contracted in May 2003 to conduct the evaluation research. Our study was designed to focus on the trialling of the revised study design for year 11 as well as the enrolment statistics. We set out to describe and analyse the factors contributing to the successful implementation of the revised study design, and investigate teachers' specific interventions to encourage more boys' involvement. We were interested in the teachers from the pilot study schools coming together as a professional learning community. We attended the workshops, and encouraged teachers to engage professional reading, including the Lingard et al (2002) report, *Addressing the Educational Needs of Boys*.

In what follows I describe the evaluation rationale and method as well as its aim and specific outcomes, which built on my review of the draft study design done the previous year. I also report on some data, and the debates that informed the analysis. More importantly, I revisit the recommendations and include my critical reflections on HHD, the BOB project, and the evaluation.

### **The evaluation research**

Again in the tender to the VCAA, we said the evaluation of the pilot study was as much about teacher research partnerships and professional learning communities as the HHD study design and its implementation. This stemmed from my review of the draft study design<sup>iii</sup>, which was concerned that teachers' professional development be well funded so they develop an in-depth knowledge about the course and its content, but also the knowledge and its purposes.

The pilot study had two tasks, developed by Mr Peter Hopwood. First, the teachers were asked to trial the revised study design, and monitor what they were doing as a form of teacher research. They were encouraged to concentrate on pedagogy, that is, their teaching preparation and variety in terms of teaching strategies, learning experiences, resources and assessment strategies. The intention was for teachers to keep records of their efforts to provide good opportunities for learning and students' success, so they could be collated and shared through the Teachers' Resource Kit.

The second task was captured by the subtitle Outcomes for Boys, which added another dimension to the pilot study. At the first professional development workshop in December, 2002, the teachers were asked to do an initial survey, in response to three questions:

- Why do you think there has been a low participation of boys in this subject area?
- What do we hope to gain from your involvement in the pilot study?
- What professional development do you envisage needing in relation to your involvement in the pilot study?

The teachers responses were collated and presented by Mr Peter Hopwood at the second professional development workshop in February, 2003. Boys' low participation were considered the result of career advice biased on perceptions of HHD, school-based perceptions of HHD, demands to achieve high TER's, the heavy emphasis on families and the *Baby Think It Over* program. In addition, there are the boys' feelings of inferiority or being 'girly' in a female dominated subject, and the fact that HHD is time-tabled against traditionally male subjects. The teachers were collectively asked to respond and identify the barriers to boys' participation, then to address these barriers in their own school settings, and share the strategies with other schools in the pilot study.

The evaluation research was based on a series of assumptions about teachers doing research and participating in an evaluation team concerned with innovation and change, in this case a gender relevant curriculum and encouraging boys into a popularly perceived non-traditional subject area.

The evaluation research methods were suitable to capture the processes of tapping boys' educational and social engagement:

- document analysis and observations focused on the meanings of the study design from the perspective of those involved with the teaching and learning;
- teacher and student interviews provided richer more complex data to tap the views, values and visions which could not be quantified;
- teacher and student surveys provided additional insights into boys' education and the influences impacting on their engagement and participation;
- the journals kept by the teachers provided an additional data base to complement the case study approach;
- the action inquiry model required teachers to gather evidence, which would inform their own innovation and change and document the impact of what they are doing.

The specific aim of the evaluation was to investigate and analyse evidence of the existing enrolment pattern, and to encourage teachers' action-inquiry into the implementation of HHD. This in turn was aimed at discovering what strategies best suit the particular intentions and circumstances in each school in its quest to engage and meet the educational, social, and health needs of boys and girls.

A note should be made here that our work on the evaluation of the BOB project was never intended to provide a comprehensive account of the work of the schools addressing boys' education. This is particularly significant, especially given the then Inquiry into Boys' Education (see House of representatives Standing Committee on Education and Training, 2002). It remains significant given the recent re-election of the conservative Howard Liberal Government, and the more recent release of the second draft of the revised Gender Equity Framework – known as GEF, 2004 - for consultation by MCEETYA. Given its conservative approach to gender reform work, it remains to be seen how this proceeds in Australia. I will come back to this.

Rather, the intention was to produce findings that could be used to improve boys' enrolments in HHD and to institute teachers' critical self-evaluation. More specifically, the task was to document the efforts and the effects to engage boys and to record what the teachers and the schools learned about the nature and the effects of the particular strategies they used. In particular, the teachers' critical self-evaluation was intended to:

- Enable teachers to build their own evaluation skills;
- Record the efforts and effects of the strategies to engage boys' in HHD, as a kind of 'corporate memory' for the school and its community as well as the pilot project;
- Be shared with other teachers in the pilot project and VCAA staff;
- Be shared with teachers and school communities state-wide as well as other interested groups with an interest in teachers' professional development.

This wider use, beyond HHD, was intended to generate a whole school approach to improving the quality of curriculum and pedagogies for all students, which is reputed to be most effective for boys (see Lingard et al, 2002). As it happened, the teachers did not pursue the action inquiry model of critical self-evaluation, and there were no detailed records of the strategies to engage boys. My call on this was that it was enough for teachers to be trialing the new study design, which meant the development of a new teaching program, together with new and innovative pedagogies. This was all-consuming. Accordingly, the evaluation research concentrated on the school experience, gender differences and gender-differentiated experiences in education, as well as pedagogies, especially the way these could be redeveloped as productive pedagogies.

### **Data and debates**

It must be said the HHD professional learning community needed more explicit instructions on boys' under-enrolments, and although this came out of the evaluation research, a philosophy needed to be developed so teachers could work on it in their own school-community settings. The concerns about boys needed to be more coherent and framed theoretically in terms of gendered patterns of subject choice. Although we were doing a small-scale study on teachers' and students' work in HHD, and their interpretations of its worth, we framed this as a gender equity issue, and found support among teachers:

*I suppose my focus should be on better outcomes for students, this is my own humble opinion on that one, and making sure the programs are accessible to both boys and girls in the classroom.*

The emphasis on gender equity requires explanation. We saw HHD as a form of social practice, which is understood as a way of configuring masculinity and femininity (see Connell, 2001; 2002). This is a vital consideration in the HHD enrolment pattern, and in girls' and boys' personal and vocational interests as well as boys' preparedness to come into the once-female terrain of Health Education, Home Economics, Family Studies and Human Development in Society. It is crucial for the teachers, because boys and girls need to learn about gender, especially the ways they experience and express their masculinities and femininities, and the ways these can limit and constrain expectations when they are narrowly defined. Some provision needed to be made in the pilot study to tap teachers' practice-based knowledge about boys and girls marked by gender but also socioeconomic status, Aboriginality, race, ethnicity, sexuality and so on.

One teacher flagged a concern from the girls participating in the pilot study:

*The girls are getting the impression that there are better outcomes for boys at the expense of the girls.*

Another teacher saw some merit in the focus on boys:

*I've noticed in my years of teaching that boys haven't necessarily been as engaged in the areas that I've taught in. Haven't necessarily been engaged or performed to the same level.*

Yet another teacher tapped boys' disengagement:

*I found it difficult to identify with that because I've ended up with only one boy in there. I feel he's not as comfortable because he's the only boy, so like two or three dropped out and I feel the type of boys that I had or have, rather disengaged in school anyway and perhaps they just landed in there because it was something to do.*

There was also recognition of the need for strategies to engage more boys:

*Obviously trying to engage the boys in the course is extremely important because of the benefits, or the outcomes, at the end. So yes, there should be a lot more targeted, because we need to have a lot more boys through the course – basically for better outcomes health wise and development wise for the boys.*

This was crucial data, and connected with the data on gender differences and gender-differentiated experiences in education. For example we asked students for a self-portrait, and we used prompts like identity, sense of self, and place in youth society, which was alert to the ways girls and boys develop their own concept of what it means to be feminine and masculine and how this finds its expression in different ways in different contexts.

The majority of boys doing HHD acknowledged being casual about life:

*Relaxed, young, easy going, definitely not stressed.*

There were no discernible differences between the focus groups, except the metropolitan boys were more aware of identities like 'metrosexuals', and wanted it known they are heterosexual:

*I'm cool, straight.*

*I like to socialise with friends, go out at weekends. They're all fully straight and that.*

*I probably consider myself a normal male youth. I like to play sport, football and tennis.*

*A big part of my life is just keeping up with mates. (There's) a few women at the weekend.*

The PE boys were asked to describe themselves, and given prompts: active, strong, fit, a footy player? They agreed:

*Active – all the above.*

*(We're) Jocks, blokes.*

The girls were not as inward looking:

*There are influences – drugs, alcohol, boys and sex and all that sort of stuff. But you've got studies, like HHD helps and how you can learn and reject that sort of stuff and stay away from it.*

When quizzed about peer pressure, the HHD boys in another school admitted boys get bagged out, but they thought it just:

*Yes. If boys stick to the stereotyped classes, that's their fault.*

The PE boys agreed that bagging was a big factor to dissuade boys from enrolling, but they were more explicit about the bagging, which had to do with policing the boys' masculinity and sexuality:

*It would be poofy.*

The majority of girls also agreed with the HHD boys and the PE boys about it being a girls' subject:

*They might get laughed at by their friends. (It's) a "chick" subject.*

*They probably thought it was a bit girly.*

Again, this was significant data. The students' self-portrait and developing sense of self, including their gendered self is linked to current understandings of masculinity and femininity and, in the case of these students, heterosexuality and expected gender relations. This gave us insights into traditionally gendered subjects, but also non-traditional subjects, which is important in view of developing pedagogical responses to gender differences in participation and achievement.

In the analysis of teachers' pedagogies, which were quite impressive in terms of teaching strategies and learning experiences, we lined up our interview data and classroom observations with the dimensions and elements of productive pedagogies (see Appendix) so named in recognition of the likelihood that different pedagogies might make a difference for different groups of students (see Lingard, Mills and Hayes, 2000). This developed out of the Queensland School Reform Longitudinal Study (QSRLS), undertaken in a large sample of schools where classroom lessons were observed and rated on a five-point scale for evidence of twenty elements under the four dimensions of Intellectual quality, Connectedness, Supportive classroom environment, and Recognition of difference (Land, 2001). It was based on and extended the work on authentic pedagogy in the USA (see Newman and Associates, 1996).

We wanted to show that some of the teachers' work in the pilot study could be readily interpreted as productive pedagogies (see Beckett, 2004), beginning with the Intellectual Quality dimension, as they provided their boys and girls with work that was intellectually engaging. We certainly saw more than 'chalk and talk', where students were actively engaged in the construction of knowledge (see Lingard et al, 2002; Newmann and Associates, 1996), especially in activities like media campaigns, power-point presentations, video analyses, and the like. One teacher provided an example:

*In Unit 1 we were looking at youth health and a letter to the editor addressing youth health concerns. I spoke about the youth forum – where (the local council) travels around and has kids come and express what they think and what their concerns were in youth health.*

---

By getting students to express concerns about youth health, given the Unit 1 area of study on Challenges for youth and the opportunities to explore the degree of control they have over their own health (see VCAA, 2003), and conjoining this with 'Higher order thinking', named as one element of Intellectual Quality, teachers can actively engage boys and girls. This is important because it ensures all students - even low to average achievers from low to average socio-economic backgrounds - are engaged in intellectual work. It requires them to manipulate information and ideas, and engage in problem solving (The State of Queensland, 2001).

This sample of data demonstrates the links to debates about productive pedagogies and gender reform, which also dovetail with Teese and Polesel's (2003) work on equity and quality in mass secondary education in Australian school. This was pivotal to the pilot study, and our work. Teese and Polesel were concerned about the curriculum and schools, and how they serve different students and different groups of students. They described the links between the economy and schooling, qualifications and jobs, and both economic marginalisation and economic advancement through schools. They named the different paths students can take, the hierarchy of subjects into 'hard' and 'soft' options, and the public's awareness of schools that are more 'academic' than others. They recognised patterns of social - and we would add gender - inequality, noted as a feature of mass secondary education whose persistence and predictability show they are structural, in part because of the way curriculum knowledge is organised. The purpose of their work was to explain how the curriculum operates, but also to pose and respond to the question, why is there social inequality?

---

This concern with the curriculum and school systems has relevance for HHD, which came together in a combined curriculum space when Health Education and Human Development were merged in 2000. The new subject area of HHD is still located in the zone defined by low to average achievement and low to average socio-economic status. Given its place in the hierarchy, it is more than likely seen as a 'soft' option that equates with the aspirations and life plans of the boys and girls who select HHD, as well as the girls and boys who do not. We saw these different populations as part of the established social patterns of participation and achievement, and they reflect long held concerns about social access to the curriculum as well as academic and social outcomes. Indeed, HHD stands in relation to subjects described by Teese and Polesel (2003) as having the strongest theoretical emphasis or the richest philosophical content, and subjects almost wholly concerned with logical operations, among others of like kind, which hold a supreme position. As they said, it is this structure of the curriculum, which elevates certain kinds of subjects, that determines the social distribution of benefits after leaving school.

Connell (2002) shed some light on the social benefits to do with gender in HHD in his discussion of growing up gendered, where particular versions of masculinity may strongly affect the academic success a boy experiences in school, and then the occupational paths that are open to him in later life. Connell compared the patterns of masculinity to be found in working class schools, where 'protest' masculinity that often results in conflict with teachers and disruptions to learning, contrast markedly with the acquiescent masculinity prominent in the more elite schools. Boys developing this pattern of competitive masculinity are more likely bound for academic success and professional careers.

We saw this in HHD, although we acknowledged that there are multiple and contradictory forms of masculinity. Here we took McLeod's (1997) advice to avoid a formulaic approach to gender and look for the ways gender is actually constructed by understanding the particularities of gender identity, and understanding the links between cultural discourses and psychological and material histories, and the motivations and investments of particular people. We endeavoured to do this

and saw the majority of boys enacting both acquiescent and protest masculinities. With few exceptions, the boys who are committed to the competitive academic curriculum and concerned with academic advancement are mostly absent from HHD. The boys who are driven by protests against academic work and school life are similarly absent, but some selected HHD. We interviewed two groups of boys – one in a metropolitan school and one in a rural school - who did not select HHD. These groups, known as the PE boys, had this to say about HHD:

*I heard it was a bit of a shiela's class.*

This connects with the point about girls' and boys' vocational interests and post-school destinations made earlier, which reflects the gender division of labor, as well as the gender divisions in the education system to prepare people for this work (see Connell, 2002). The PE boys and the HHD boys subscribed to the idea that certain jobs are performed by men and others are performed by women, and they no doubt support a larger division between work and home, where paid labor in the marketplace stands in stark opposition to domestic life, which is seen as the province of women (see Connell, 2002). Some girls and young women may well have worked out their own life plans for the future in relation to the home and job market, but this depends on their levels of education. As Beck and Beck-Gernsheim (2002) described it, the better educated they are, the greater the chance of finding an intrinsically satisfying way of earning their living. In contrast, uneducated ones at the lower end of the hierarchy often see marriage as the only possible escape from monotony and wretchedly paid work. We would add teen pregnancy, the shrinking youth labor market and school retention, poor performance and school failure, to this scenario, given we learned of one girl who was pregnant (see Boulden, 2003).

This sort of work has implications for the ways we think about boys' education and girls' education. There has been a lot of media debate over the last decade, and of significance to these debates are the claims about boys' disadvantage. As Bettina Arndt posited (Sydney Morning Herald, 5/11/03), there is a pressing need to come up with new policies to help boys as they move through the education system because of the highly successful girls' education strategies introduced in the 1970s to break down barriers to girls' educational achievements. We acknowledge debates and difference of opinion over boys' education and girls' education, but it is important to think carefully about these claims, and test them against data on what girls and boys study at school, and on how well they achieve, as Teese et al (1995) did in *Who Wins at School?* They found that girls' opportunities continue to be restricted, but these restrictions are not always formal, as in time-tabling constraints. They are more subtle and relate as much to the school's culture because it contributes to the shaping of teacher and student expectations on what subjects are relevant, on which learning styles and classroom behaviors are most appropriate, and on what kinds of performance can be expected of different groups.

A lot of girls may well be inclined to take HHD, and most boys disinclined, but we need to ask why. It is more complex than claims about boys' disadvantage in HHD, which is often interpreted as boys doing a 'girly' subject in a feminised curriculum. It is more complicated than claims and counter-claims about boys' and girls' education. It is more nuanced than simple propositions about masculinity and femininity, which circulate with an air of taken-for-granted truth (see McLeod, 1997). As the PE boys put it,

*Babies abound. (Its) getting you ready for adult life, sort of.*

*I reckon (its) getting you ready for a bit of parenthood, looking after the babies and all that stuff, and responsibility and looking after others later in life.*

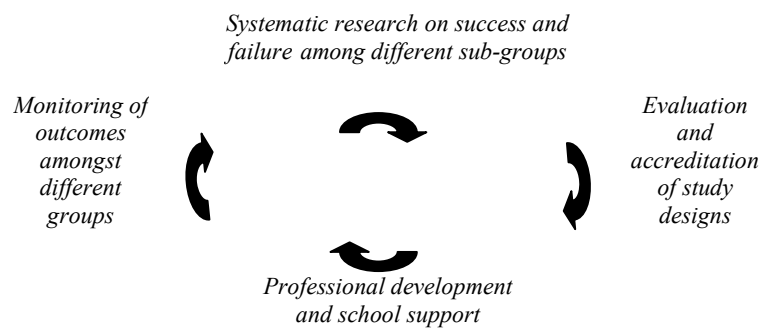
We needed to unpack this, because as Teese et al (1995) pointed out, the links between gender, socio-economic status, ethnicity, type of school and other background characteristics suggest there are important cultural and institutional processes at work to shape interests and influence

student, teacher and parent decision-making. As we found out, HHD has some vocational and career value for the girls enrolled, which matches their personal and vocational interests. We hoped this translates into advantages for them on leaving school, just as we hoped there are advantages for boys enrolled in HHD, and they benefit personally, socially, and professionally (see Kenway and Willis, 1997).

### Recommendations and reflections

Having analysed data on the school experience, gender differences and gender differentiated education, and pedagogies, we concluded with the following recommendations:

- That a cyclical relationship be set up to bring together the continuous monitoring of different boys' and girls' group participation and achievement in HHD (including boys' non-participation and achievement), this evaluation research and teachers' research into HHD and better outcomes for boys and girls, and the feeding of this information into the review, redesign and reaccreditation of HHD. This should be modelled on Teese and Polesel's (2003) Figure 14.7 A review cycle for school subjects:



With specific reference to HHD, we further recommended

- That the VCAA, systems and schools support teachers' professional development, which includes time release for teachers to engage in reading and research with academic partners on HHD.
- That the VCAA, systems and schools monitor HHD outcomes, for boys and girls and different groups of boys and girls.
- That researchers and policy-makers be involved with teachers on systematic research of the success and failures in HHD of boys and girls and different groups of boys and girls.
- That this systematic research take into account gender reform, productive pedagogies, school effectiveness and improvement, and feed into the evaluation and reaccreditation of HHD.

The final word was on resources, because they needed reiteration. We made a distinction between public and private resourcing, but in keeping with our commitment to anonymity and confidentiality, we did not identify the schools and systems. However, note was made of what is available to schools and what they invested in the pilot study, beyond the VCAA investment, and what they can invest in the long-term implementation of HHD. Teese and Polesel (2003) pointed out that it is the on-going operational research on curriculum access and effectiveness that matters. They posed the fundamental questions: 'who succeeds and who fails?' and 'what is teachable and what is not?'. Their response was public investment in making the curriculum more socially inclusive, where teachers work collectively under conditions amenable to research. This is pertinent to HHD.

Given the evaluation report and its recommendations, it would be good to know there is adequate public investment in HHD. Earlier this year the VCAA (2004) released the *VCE Health and*

*Human Development Units 1 & 2 Teacher Resource Kit*, which included the teachers' booklet (Beckett, 2003b) composed of a case story on HHD teachers portrayed in the story of a universal teacher, Mr Who, and supported by papers by Dr Lindsay Fitzclarence (Monash University), Dr Sara Glover (now Vic DET), Dr Chris Hickey (Deakin University) and Dr Lori Beckett (UTS).

This material is intended to support HHD and the BOB project, which brings me the full circle back to our evaluation tender description of it as a developmental activity that contributes to teachers' professional development, raising the profile of the study design, and improving learning outcomes particularly for boys. As a senior bureaucrat told us:

*The first thing we felt necessary was to show there was a body of knowledge and a body of energy out there that agree on the need for more male participation in helping health and human development... It is important for boys to be engaged.*

Since completing my work for the VCAA (see Beckett, 2003a, 2003b), I have thought more about HHD and its place in the hierarchical curriculum structure and what needs to be done given we have only gone round the first cycle of on-going monitoring and evaluation of HHD. As I flagged in my review of the draft study design and the evaluation report, I see a need for on-going professional development to support teachers' critical understanding of this subject, through a depth study of its Rationale in order to facilitate the identification of its knowledge bases in an interdisciplinary framework and the purposes of learning.

Taking a cue from the Rationale, HHD is a curriculum space that not only provides students with the opportunity to study health and human development, it enables them to be actively involved in shaping the influences that determine these things at the individual, local and global community levels (see VCAA, 2003). I posit this is an educative project because it is about what boys and girls know and can learn, what they can actually do and be, and how they can shape themselves and society. This combines Young's (1998) connective model of a learning society, which is premised on the twin ideas that all social life involves learning and all learning is social, and Nussbaum's (2000) capabilities approach developed in international political and economic theory concerned with human capabilities and part of the United Nations Development Program (1997). Young was concerned to develop the concept of a learning society as an improvement on the sloganized and rhetorical ways it has been used, so that it linked learning explicitly to the idea of a future society. Likewise, Nussbaum developed her capabilities approach based on functioning and capability pioneered in development economics by Sen (see Drèze and Sen, 1989; Drèze and Sen, 1995). It moves beyond people's satisfactions, or how much in the way of resources that are able to command, to questions about what they are able to do or to be in a way informed by an intuitive idea that life is worthy of the dignity of the human being.

Indeed, a close reading of the HHD Rationale suggests that it justifies its place both in post-compulsory education which has been reconstructed around the idea of a learning society and in international development. Its concern with the factors that impact on health and human development, including nutrition and quality of life, justifies its place in the learning society because it is concerned to enable students to design and implement their own futures (see Young, 1998). This is evident in the Rationale's promotion of a social view of health, explained as health being created in the settings where people live and work (VCAA, 2003). Similarly, the HHD Rationale's concern with students being equipped to critically evaluate policies and programs designed to promote health and development and understand choices consistent with better health outcomes (VCAA, 2003) suggests it is an education strategy geared to support young people in Australia leading lives that are fully human with capabilities that are equitable but also knowing what is required for people in the developing world to do the same.

---

This sheds a new light on HHD, the BOB project and our evaluation research because it calls for further analysis of what is being asked of teachers and students - girls and boys - and why they should be actively engaged in the teaching and learning. Such an analysis should be undertaken by the HHD professional learning community and closely linked to a learning society analysis and what this means for the post-compulsory curriculum (see Young, 1998), and a capabilities analysis that includes some overarching benchmarks and detailed knowledge of the different socio-cultural circumstances in which boys and girls in Victorian schools find themselves (see Nussbaum, 2000).

This sits well with the conclusions from our evaluation research:

---

- That HHD is considered a ‘soft option’, given it is located in the curriculum zone earmarked for low to average achievers from average socio-economic status backgrounds. This space was created for new populations completing school, who might otherwise have sought employment in a robust youth labour market;
- However, HHD has cognitive and cultural demands – defined by the knowledge and skills and mission of the study design - that make it educationally valuable and socially worthwhile;
- It is intellectually demanding, but not just in terms of subject content and teachers’ pedagogies. Concerned to improve the enrolment patterns for boys, it is also concerned with gender equity and boys’ and girls’ understanding of themselves as gendered beings.
- This requires teachers’ professional development, which includes professional reading, to improve their threshold knowledge about HHD, gender equity, productive pedagogies, and school effectiveness and improvement in order to inform their practice;
- Furthermore, HHD should be part of every students’ general education because it improves their academic and social outcomes, and contributes to their social capital, which is just as important as intellectual capital;
- This suggests that the VCAA encourage system and school supports like professional development, resources, funding and time release for teachers.

---

<sup>i</sup> The tender for the evaluation was a joint submission from Dr Sara Glover, Project Manager located at the Centre for Adolescent Health, University of Melbourne, and Dr Lori Beckett, Chief Researcher, University of Technology, Sydney.

<sup>ii</sup> Dr Lori Beckett was the Research Coordinator, shared the data collection, plus did the report writing. Dr Liz Murphy was the senior research assistant, shared the data collection, did the teachers’ and students’ surveys and collated that data. Ms Sibyl Fisher was the junior research assistant, did library searches, loaded the transcripts onto data bases, and did other tasks as required. Ms Rosemary McLellan and Ms Elaine Reynolds helped with the production and printing of the final report.

<sup>iii</sup> I acted as an Independent Reviewer for the VCE HHD draft study design, and in October 2002, submitted a report that included feedback in relation to Curriculum Principles, Structural Requirements, Assessment Procedures. My recommendation was that the draft study design should proceed to approval subject to some reconceptualisation and good editing.

## References

Beck, U., and Beck-Gersheim, E. (2002) *Individualization*. London: Sage Publications.

Beckett, L. (2004) Health teachers’ work and productive pedagogies. Paper presented at British Educational Research Association (BERA) conference, Manchester, September.

---

---

Beckett, L. (2003a) Research Report. *Health and Human Development: Better Outcomes for Boys*. Evaluation of the Pilot Study. Melbourne: Victorian Curriculum and Assessment Authority.

Beckett, L. (ed) (2003b) *Health and Human Development: Better Outcomes for Boys*. Teachers' Booklet. Melbourne: Victorian Curriculum and Assessment Authority.

Boulden, K. (2003). Step by step, side by side: a handbook on teenage pregnancy and school completion. Brisbane: Association of Women Educators.

Connell, R.W. (2001) Studying men and masculinity. *Resources for Feminist Research*, Fall-Winter, 14.

Connell, R.W. (2002) *Gender*. Cambridge: Polity Press.

Drèze, J. and Sen, A. (1989) *Hunger and Public Action*. Oxford: Clarendon Press.

Drèze, J. and Sen, A. (1995) *India: Economic Development and Social Opportunity*. Delhi: Oxford University Press.

House of Representatives Standing Committee on Education and Training (2002) *Boys' Education: Getting it Right*. Canberra: Commonwealth Government.

Kenway, J. and Willis, S. (1997) *Answering Back. Girls, Boys and Feminism in Schools*. Sydney: Allen and Unwin.

Land, R. (2001) *The Queensland School Reform Longitudinal Study: Teachers' Summary*. Brisbane: The State of Queensland (Department of Education).

Lingard, B., Martino, W., & Mills, M. & Bahr, M. (2002) *Research Report: Addressing the Educational Needs of Boys*, Canberra: DEST. See [www.dest.gov.au](http://www.dest.gov.au) (follow links to boys' education)

Lingard, B., Mills, M. & Hayes, D. (2000) 'Teachers, School Reform and Social Justice: Challenging Research and Practice', *The Australian Educational Researcher*, 27 (3): 99-115.

McLeod, J. (1997) *What do we mean by 'the construction of gender'? Some answers from a longitudinal, qualitative study of secondary school students*. Melbourne: Deakin Centre for Education and Change.

Newmann & Associates (1996) *Authentic Achievement: Restructuring Schools for Intellectual Quality*. San Francisco: Jossey-Bass.

Nussbaum, M.C. (2000) *Women and Human Development*. Cambridge: Cambridge University Press.

---

---

Teese, R., Davies, M., Charlton, M. and Polesel, J. (1995) *Who Wins at School? Boys and Girls in Australian Secondary Education*. Melbourne: Department of Education Policy and Management, The University of Melbourne.

Teese, R., Polesel, J. (2003) *Undemocratic Schooling*. Melbourne: Melbourne University Press.

The State of Queensland (Department of Education) (2001) *Productive Pedagogies – Classroom Observation Coding Sheet* (Adapted by the New Basics Branch from the Queensland School Reform Longitudinal Study (QSRLS)). Brisbane: author.

Victorian Curriculum and Assessment Authority (2003) *Health and Human Development. Victorian Certificate of Education Study Design*. Melbourne: author.

*Victorian Curriculum and Assessment Authority (2004) Health and Human Development. Units 1 & 2 Teachers' Resource Kit*. Melbourne: author.

Young, M.F.D. (1998) *The Curriculum of the Future. From the 'new sociology of education' to a critical theory of learning*. London: Falmer.

---