WHO RUNS THE WORLD... GIRLS

Administrative Team
March 14, 2023

GET STARTED
Ivy Administrative Team

Dr. Charcia Nichols, Head of Schools
Pelita Merideth, Lower Academy Leader
Paula Harris-Harvey, Director of Scholar Service
Dr. Frances Mack, Upper Academy Leader
Scheqwanis Copeland, Dean of Restorative Practices
ABOUT US

● Our Vision
  ○ Ivy Preparatory Academy cultivates female leaders who manifest change in the world

● Our Mission
  ○ Ivy Preparatory Academy fosters a culture of collaboration, passion for learning, integrity, and servant leadership in an environment designed especially for girls

● Our Values
  ○ Sisterhood, Scholarship, and Service

● Our Tagline
  ○ Scholars today. Sisters forever
LEARNING TARGETS

- I can distinguish the differences between the male and female brain
- I can explore a variety of research based instructional strategies that engage girls
- I can explain what “voice” means as it relates to empowering girls
ESSENTIAL QUESTIONS

● How can we create an environment for our girls that is equitable and effective?
● How can girls have a true voice in school?
BATTLE OF THE SEXES

GAME PIN: 240 0507

Battle of the Sexes
FUNCTIONAL DIFFERENCES

THE FEMALE BRAIN

● Predominantly hard-wired for empathy
● Value the development of altruistic, reciprocal relationships
● While listening neurons on both sides of the brain are activated
● In interpretation, women use both sides of the brain
● There is increased blood to the limbic system, which is associated with nurturing & friendly response
● Navigate by talking bout landmarks and things that can be seen or heard

THE MALE BRAIN

● Predominantly hard-wired for understanding & building systems
● Value more power, politics and competition
● When listening, neurons on only one side of the brain are activated
● In interpretation of whole sentences men use one side of the brain
● In stress, increase blood flow to the right prefrontal cortex, responsible for Fight or Flight
● Navigate by using abstract concepts such as north & south or distances
THE OBSERVATIONS OF THE TWO

GIRLS

- Like background information
- Like story problems
- Smiles naturally
- Hates confrontation-see it as discipline
- More concerned with pleasing adults
- Have more concern for their grades

BOYS

- Get bored easily
- Like to solve equations instead of reading story problems
- Confrontation works well with boys
- Respond well to noisy classrooms
- Boys earn 70% of the D’s and F’s
- They account for ⅔ of the learning disability diagnosis
- Represent 90% of the discipline referrals
- Males make up fewer than 40% of the college students
Found that women/girls and men/boys exhibit differences in the way the retina, cochlea and autonomic nervous system are organized

Piechura-Couture, Heins, and Tichenor (2011)
BRAIN RESEARCH

- Area of the brain responsible for language develops before the area responsible for spatial relations in girls
- Left hemisphere of brain develops earlier in girls than boys (language development)
- Right hemisphere of brain more dominant in men/boys (spatial perspective)
- By age of 8, hippocampus is bigger in women/girls and receives more neuron transmissions than men/boys (more storage capacity)

Rycik (2008) and Gurian (2002)
BRAIN BREAK

- **Review** the “Trip to the Mall” image for 30 seconds by yourself
- **Turn & Talk**- discuss the image for 30 seconds with your elbow partner
- **Share** your thoughts about the image with the large group

![Mission: Go to Gap, Buy a Pair of Pants](image-url)
Girls hear at higher frequencies than boys and discriminate speech better.

Boys’ retinas track motion better, but girls’ retinas sense detail and color variation better.

Parasympathetic nervous system arouses during stressful situations in girls, releasing acetylcholine, whereas the sympathetic nervous system releases adrenaline for males during stressful situations causing different reactions.
ENVIRONMENTS THAT APPEAL TO THE SENSES OF GIRLS

PLEASANT SOUNDS
- Jazz, classical or instrumental background music
- Use of lower voice tone (especially if you are strict or have a “stern teacher” personality)

PLEASANT SMELL
- Glade plug-ins
- Scentsy candles
- Essential oil diffusers
  - (cinnamon = attentiveness)
  - (orange = creativity)
  - (peppermint = alertness)
- LEMON PROMOTES INCREASE IN PHYSICAL ACTIVITY

PLEASANT LOOK
- Lower lighting
- Colorful
- Organized rooms
- Attractive and looking “pretty” rooms
Gender socialization is the process by which we learn our culture's gender-related rules, norms, and expectations.

Girls' self-esteem, ambition, and expectations are the first victims of gender stereotypes.

Through gender socialization, scholars begin to develop their own beliefs about gender and ultimately form their own gender identity.

The most common agents of gender socialization are the people who influence the process:
- parents
- teachers
- schools
- media
HAVE YOU EVER HEARD?

- Little girls should be seen and not heard
- Men are from Mars and women are from Venus
- Women are the best cooks
- Girls are better at English and boys are better at Math
- Girls are expected to be well-behaved, boys are expected to act out
- Women are natural nurturers; Men are natural leaders
- Women are emotional; Real men don’t cry
Discuss the impact of girls’ school while using your Accountable Talk Sentence Stem

- On the back of your accountability talk sheet, you will find a quote about the impact of girls’ schools
- Each person should take a moment and read your quote and reflect (1 min)
- Find a partner that shares the same quote (groups of 2 to 5)
- Discuss your quote by engaging using your Accountable Talk Stem (3 min)
- Return to seat (choose 3 people to share out)
IVY’S WHOLE GIRL EDUCATION FRAMEWORK

COMPETENCIES

- Leadership & Self-Advocacy
- Identify & Self-Regard
- Academic Preparedness & Growth Mindset

- Voice
  - Gender Consciousness
  - Imprint
  - Collaboration
  - Courage Cultivation
  - Restorative Practices
  - Attention to Relationships
  - Academic Rigor
  - Rituals & Routines

- Culturally Relevant Teaching
- Connection
VOICE
WHAT IT LOOKS LIKE AT IVY

● Scholars are encouraged and given opportunities to express their opinions, ideas and all facets of their identities in and out of the classroom
● Scholars engaged in robust classroom discourse and provide input into the instructional and curricular decision-making
● Scholars use their voices to shape the school environment and are ready to lead in college and beyond
INSTRUCTIONAL STRATEGIES

- **ACCOUNTABLE TALK** - Teacher facilitated scholar discussions in which scholars support their ideas with evidence and are challenged to explain and elaborate their ideas.

- **FISHBOWL DISCUSSIONS** - Two concentric circles: incise circles holds a scholar led discussion, while the outside circle observes.

- **LITERATURE CIRCLES** - Small groups of scholars gather together to discuss a piece of text in depth, guided by their thoughts and ideas about what they have read. Usually has assigned roles.
INSTRUCTIONAL STRATEGIES

- **SENTENCE STEMS** - This technique gives scholars the opportunity to respond in the form of a complete sentence to effectively communicate.

- **SOCRATIC SEMINAR** - Seminar is a question-focused, scholar-led, and teacher-facilitated discussion, based on appropriate texts.

- **SILENT CAROUSEL** - This strategy allows for all scholars to be engaged, including those who may be reluctant to share thinking out loud during class discussions and encourages more vocal scholars to listen to their quieter peers.
5 THINGS TO REMEMBER WHEN TEACHING GIRLS

- Air Time
- Modeling & Mentoring
- Hands on Experience
- Cooperative Learning
- Connectedness
RESEARCH INFORMING THE WHOLE GIRL EDUCATION FRAMEWORK
And one day she discovered that she was fierce, and strong, and full of fire, and that not even she could hold herself back because her passion burned brighter than her fears.

Mark Anthony
WHAT HAPPENS AT IVY
+ One strategy/practice that you would like to add

- One practice that you would remove from the classroom/building

▲ One strategy/practice you would like to change
Action Items

○ Approval of revised Dress Code Policy for Staff

○ Approval of revised Scholar Dress Code Policy for Scholars

○ Continue to review an Incentive Program for staff

○ Create a taskforce with external stakeholders for the development of a re-entry plan
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