

A learning environment that targets the specific needs of boys can have a profound effect on their happiness, passion for learning, and life success.

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The Haverford School

WHERE BOYS ARE SUPPORTED AND EMPOWERED

BY JULIA KRUMENACKER

Boys learn differently. Research tells us that young boys have a high need for activity and process information through exploration and use of their five senses. As they move through adolescence, boys are found to thrive with love, structure, and positive support. A learning environment that targets the specific needs of boys can have a profound effect on their happiness, passion for learning, and life success.

The Haverford School understands boys. A nonsectarian, college-preparatory day school for Pre-K through grade 12, Haverford's mission is to develop the full intellectual, artistic, athletic, and moral potential of every boy. It is an environment where the unique needs of boys are embraced and fulfilled. Haverford creates a culture of support and encouragement, where the learning style of all boys is valued and celebrated.

"The unique characteristic of Haverford is that we truly understand how boys learn," explains Director of Admissions, Henry Fairfax. "It's at the heart of all school-wide activities. Because of this, we are able to build confidence in our students, provide them with opportunities to try new interests, discover their passions, and provide the boys with a feeling of safety and security."

"We take boys at their youngest development stage and prepare them to progress through middle school and upper school as phenomenal role models who are confident, empathetic, and passionate about learning," adds Jennifer Miles, Associate Director of Admissions. "Young boys have an innate desire to move. They need to be involved in the learning process, which makes them feel empowered. Our lower school program provides support and structure through a broad spectrum of best-for-boys learning practices. This dynamic changes as boys





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progress through lower school; the scaffolding gradually decreases, resulting in independent, resilient thinkers. This progression helps them learn to self-regulate, so that when they reach middle school, they're prepared for a more stringent learning process. They develop skills that keep them focused and engaged, while innately developing high character and leadership qualities, which continue throughout upper school."

Haverford attributes much of its success in helping boys reach full potential to educators who commit themselves to understanding how boys learn at every development stage, and who teach to those differences.

"We are intentional about who we put in front of the boys," states Fairfax. "All of our teachers, advisors, and coaches are relational. They understand how to get boys excited about learning and keeping them engaged. They are all passionate about their own disciplines, and are able to challenge the boys academically, while supporting them personally. Boys are typically interested in being taught by individuals with whom they have a connection, whether that's in science class or on the basketball court. You have to get to know the boys before moving forward and making progress, and I believe this is an area where Haverford really excels."

The all-boys environment provides a more in-depth, balanced educational experience, where students become comfortable pursuing their passions and trying activities they may not otherwise attempt in a different environment. Boys are encouraged to take risks, make mistakes, and grow in areas in which they may not be comfortable. With no stereotypes to overcome, boys can pursue interests and talents that would perhaps otherwise be dismissed, such as art, music, or drama.

"This is a place where boys are able to figure out how to capitalize on their strengths and build on their weaknesses.

We have students who are strong in athletics and may see themselves as soccer players or basketball players. Yet, while they are here, they develop a love of art or a passion for music," adds Fairfax. "We afford them opportunities to experiment, in an environment where they feel unafraid. Some boys may need to develop more confidence in their learning, while other boys may be academically talented, but need to be in a place where it's cool to be smart. We have great teachers who model support and leadership, and help every boy to be their best – socially, morally, and intellectually."

Another important component of a Haverford education is development of character and emotional intelligence. "We cannot underscore the importance of developing these aspects," notes Miles. "We build empathy in boys by teaching them to support each other and their differences. Our teachers work outside the walls of the classrooms as trusted role models who instill values of respect, fairness, and good citizenship. This is something that is not just taught, but exemplified, from lower school and carried through upper school."

At Haverford, boys are encouraged not simply to focus on their own success, but to contribute to those around them, from their classmates to the community at large. From lower school throughout upper school, stu-



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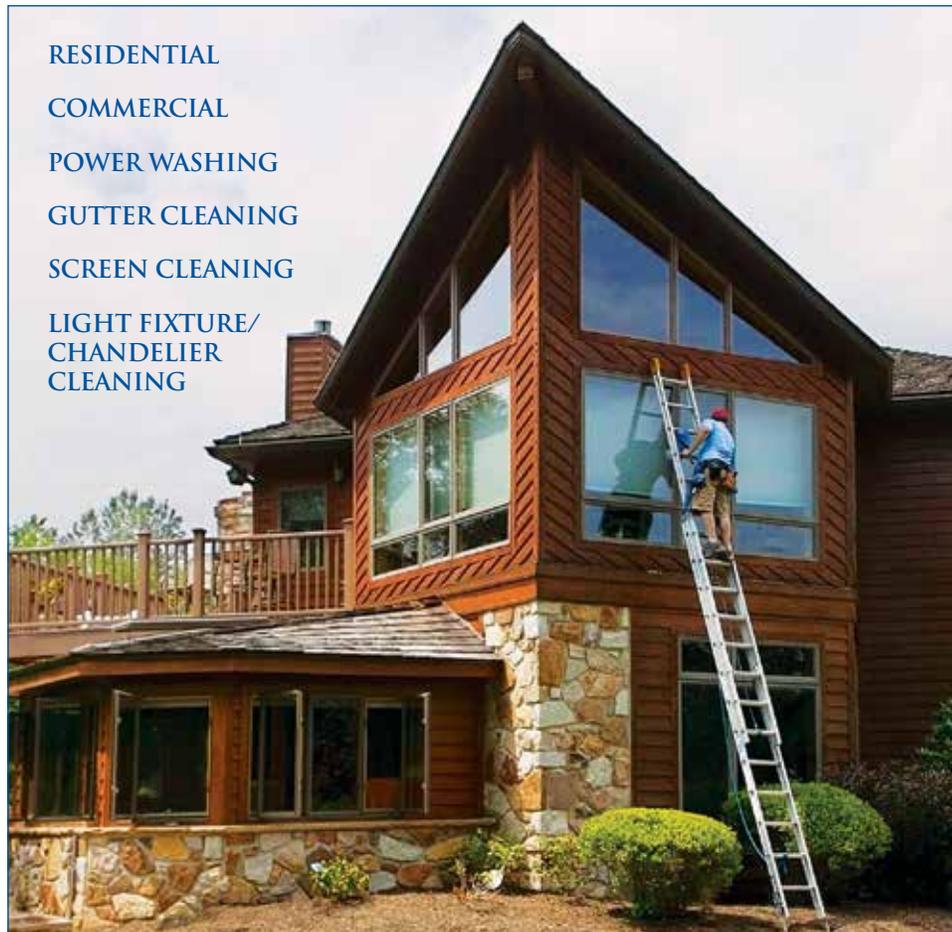
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dents learn to become peer mentors, engage in leadership activities, and participate in service learning. Through these experiences, boys become young men of character who strive to serve others and realize their ability to make a difference in the world.

By providing an exceptional environment for boys to grow, learn, and thrive, The Haverford School brings out the best in every boy. By instilling qualities of confidence, loyalty, integrity, leadership, and compas-

sion, Haverford is a place where boys can be boys, and grow into men of strong character, with a passion for learning, compassion for one another, and the intellectual skills to succeed. **CCL**

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