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IMPROVING GENDER BALANCE AND EQUALITIES (IGBE)



Twitter: @EdScotIGBE
IGBE@educationscotland.gov.scot

How does gender inequality, stereotypes and unconscious bias affect attainment, participation and wellbeing, and how do we address this?

Protocols

Please turn OFF your microphone when you are not speaking- this will prevent any background noise interference.

We'll be pausing after every few slides to see if there are questions. If there are, feel free to write SPEAK in the chat pane and I will pick up on your question, or ask the question directly into the chat pane at any point and we'll swing back to it.

You can also use the chat pane to post a resource link or to make a comment for others in the meeting to see.

If you lose connection, please don't panic just come back in following the link you received.



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Outline of today's session

- Introduction to gender stereotypes and unconscious bias
- Why tackle gender stereotypes and unconscious bias
- Impact this has on children and young people's
 - **Wellbeing**
 - **Participation**
 - **Attainment and Achievement**
- Practical strategies

Safer space

We use binary examples
but gender is not binary

Be aware of intersecting
barriers

Support and sensitivity

Non-judgemental

Improving Gender Balance and Equalities

- Challenging gender stereotypes
- Addressing unconscious bias
- Promoting whole-establishment approaches to equality
- Improving gender balance in subject uptake and learner pathways



“ All young people know they are free to choose any activities or subjects they want”



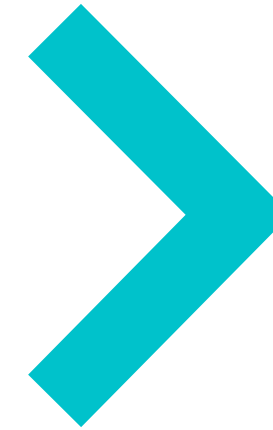
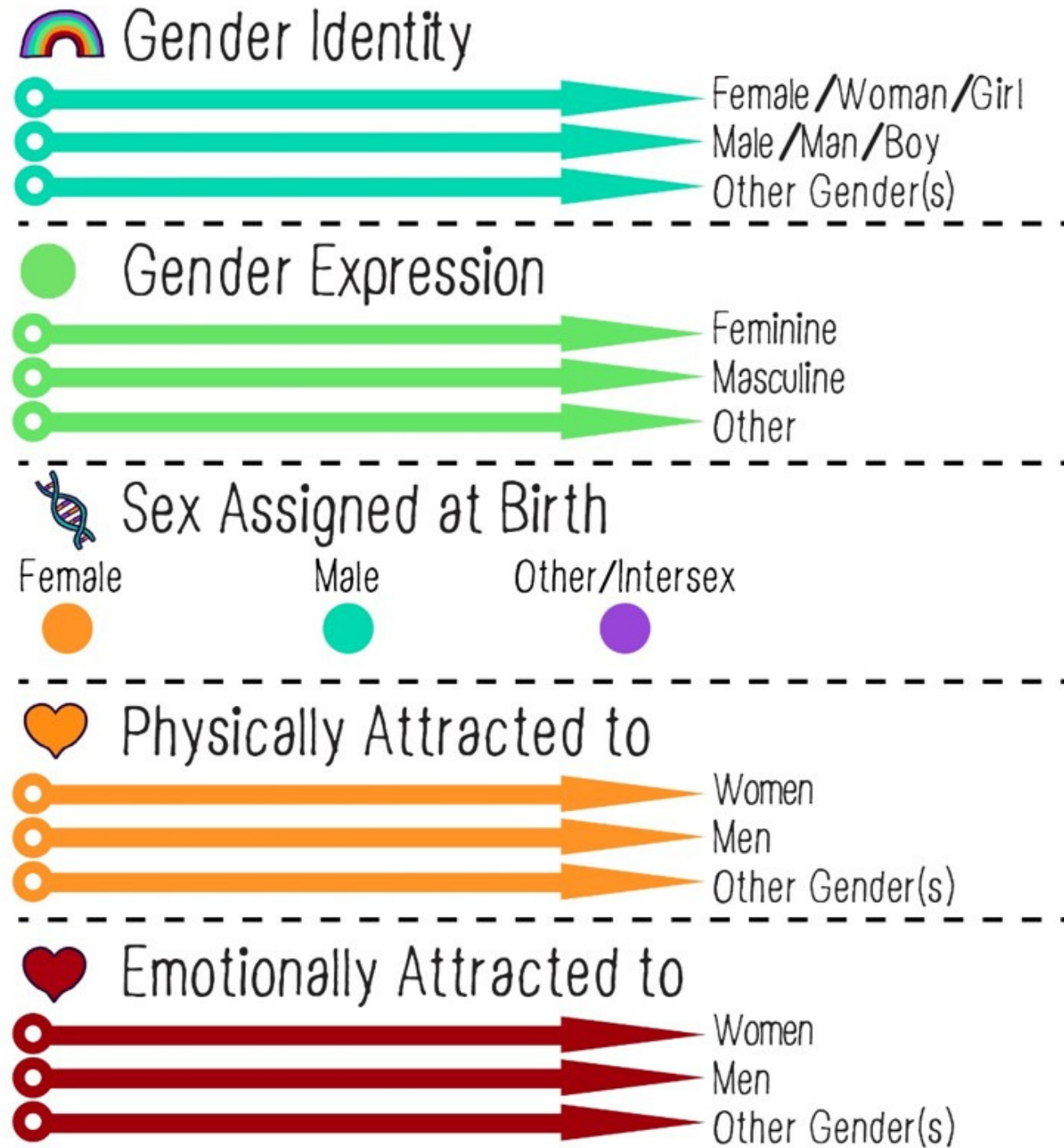
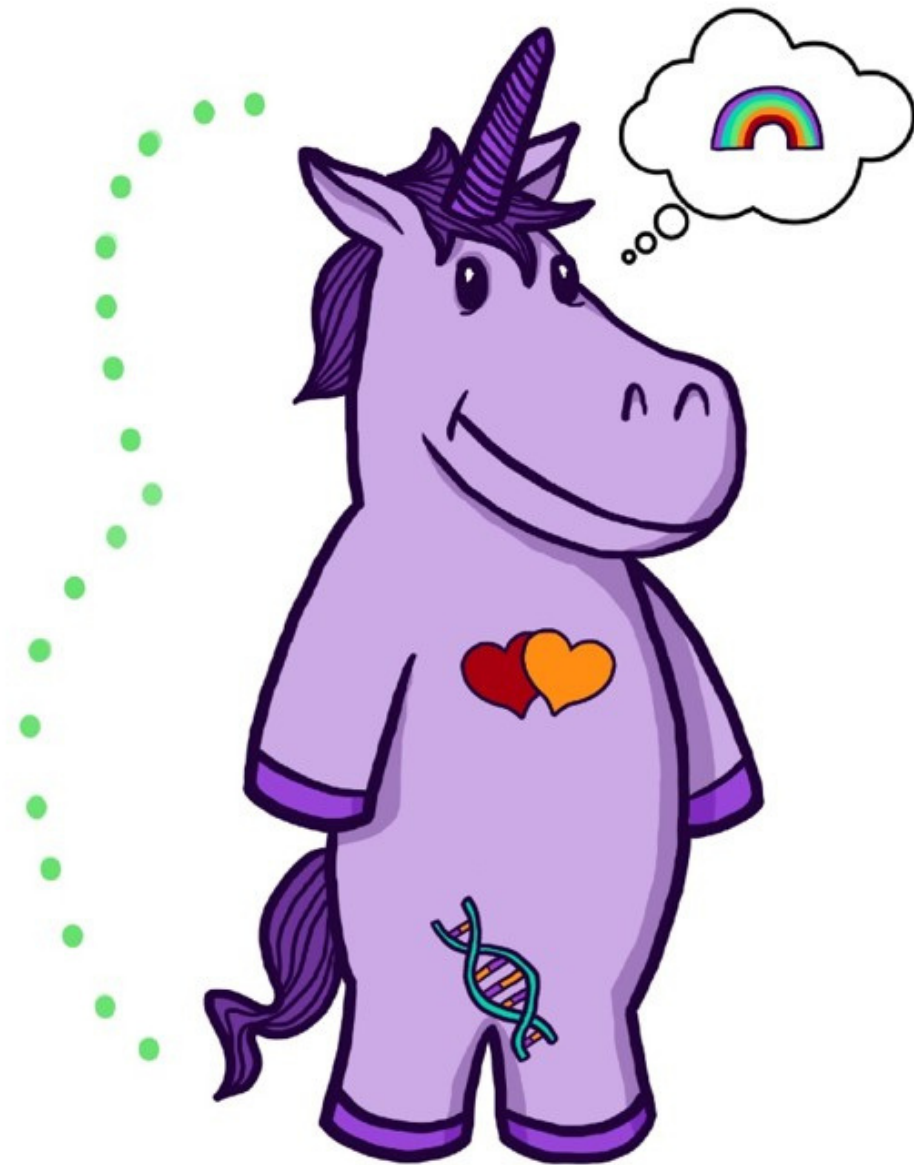
3 words associated with girls and boys:

If you have a
smartphone,
please scan QR
code:

- Associated words or phrases
- Likes/Dislikes
- Expectations (skills, appearance, aspirations, personal qualities, educational attainment)

The Gender Unicorn

Graphic by:
TSER
Trans Student Educational Resources



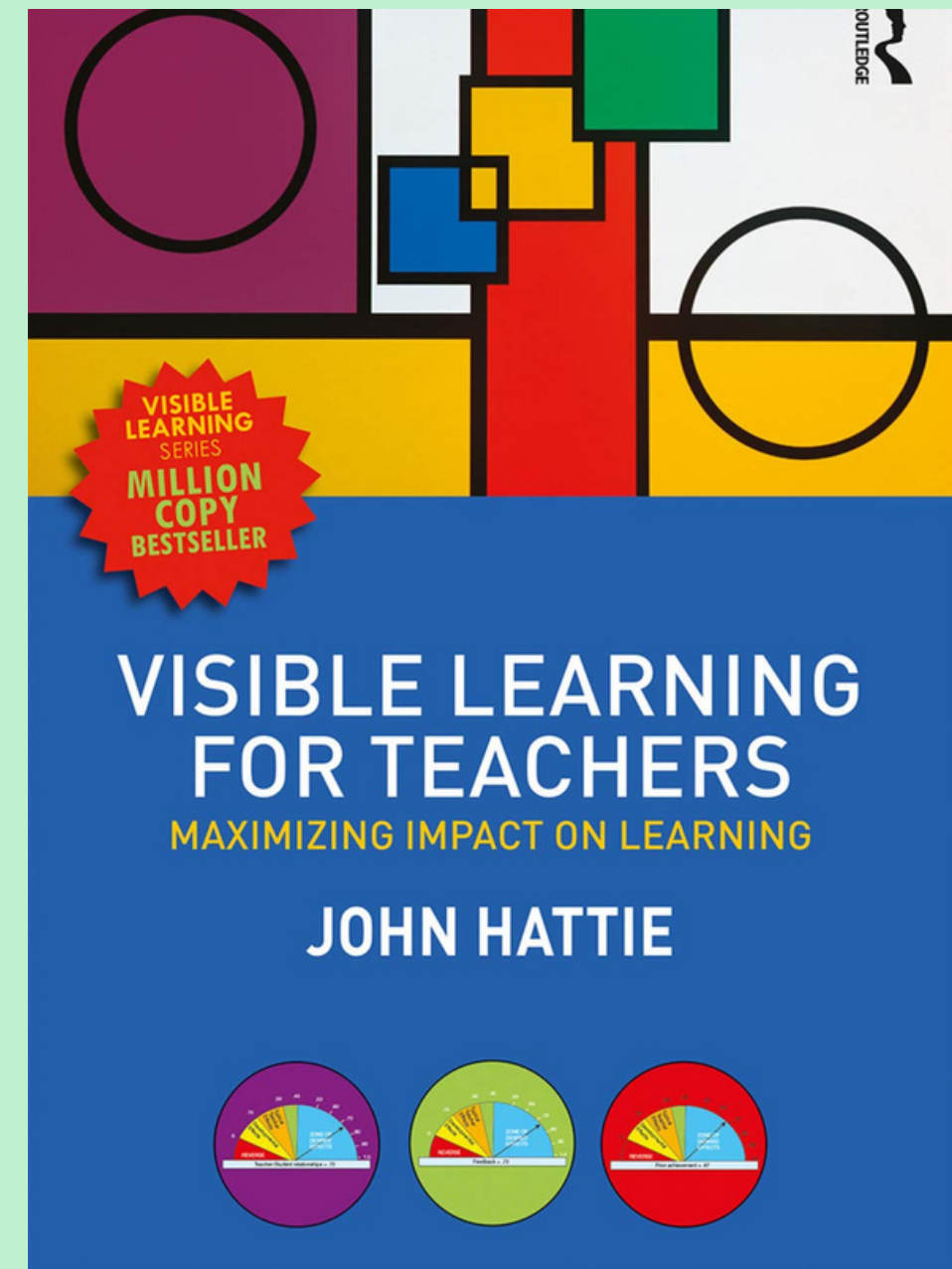
**our focus
today**

To learn more, go to:
www.transstudent.org/gender

Design by Landyn Pan and Anna Moore

"Overall, the differences between males and females should not be of major concern to educators. *There is more variance within groups of boys and within groups of girls.*"

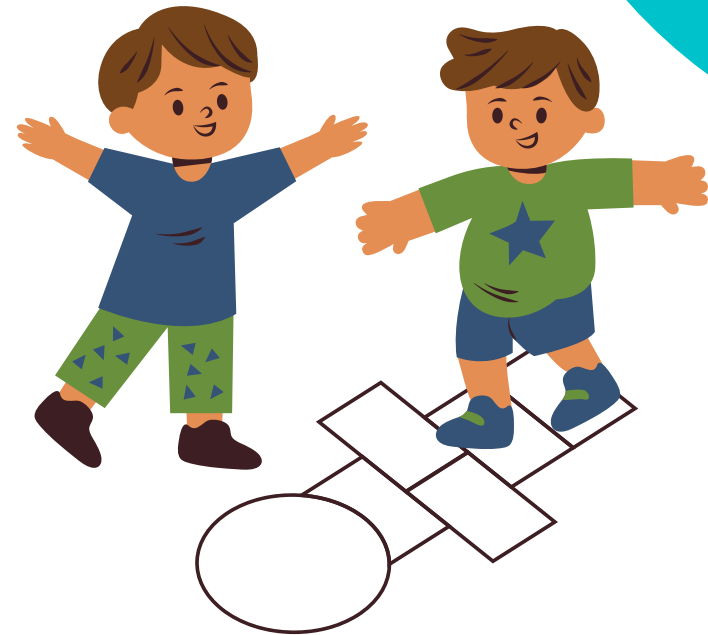
John Hattie



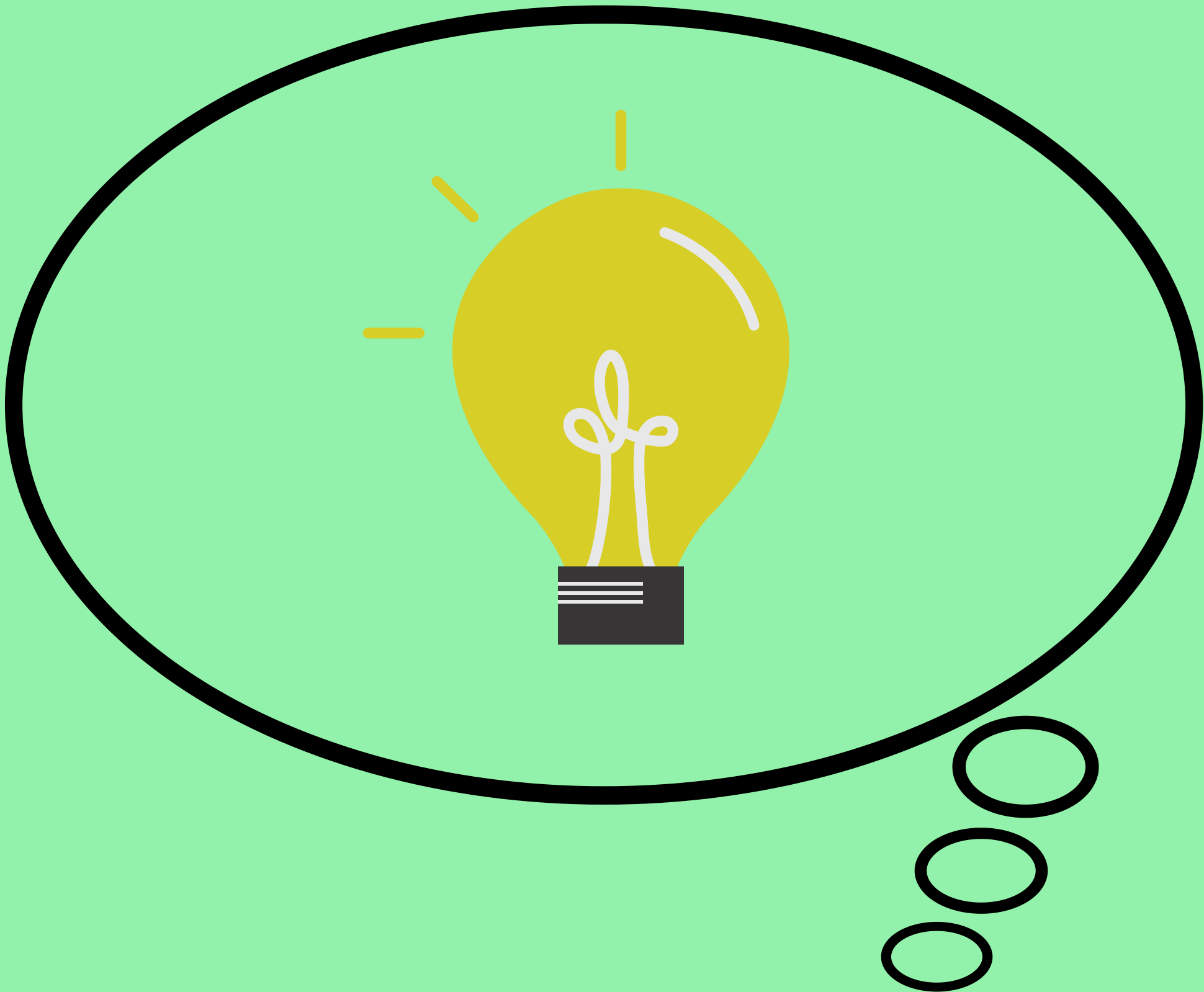


**Gender
stereotypes**

**Unconscious
bias**



Imagine a...



Unconscious bias is...

- Rapid categorisation of people
- Based on assumptions
- Created by social influence
- Unintentional
- Can often be in opposition to a person's values or beliefs
- Affinity bias
- If unchecked leads to

Conscious bias is...

- A reflection of a person's feelings and values
- Involves active discrimination, exclusion or harm to another person/group of people
- Can present as tokenism

PREJUDICE

Why do you think it's important to challenge gender stereotypes and unconscious bias?



Wellbeing



Women and girls -
judged on appearance

Higher SEB needs
for primary boys
and more
exclusions



LGBT bullying
reported by LGBT
young people

Gender based
harassment/bullying
experienced at school



Racism impacts mental health
leading to alienation and
isolation at school



Why?



Gender pay gap



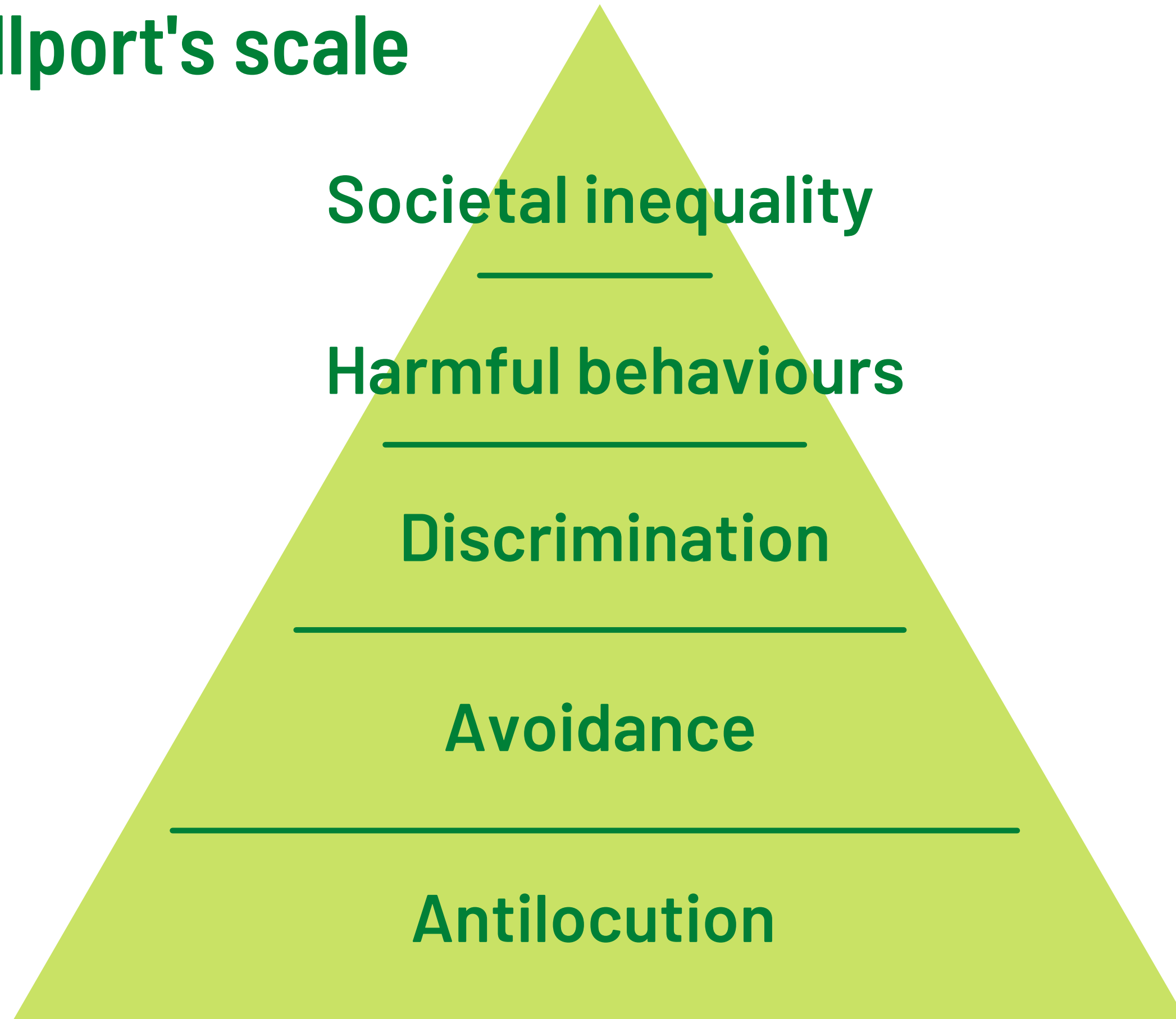
Wellbeing: Gender and LGBT based harassment/bullying experienced at school

Participation: formal and informal curriculum, different skill development



Gender based attainment gaps

Allport's scale



mass discrimination, violence,
economic and political inequality

violence (physical and non-physical),
individual hate crimes

denying services, jobs, rights to person
from 'out-group'

avoiding interaction with 'out-group' or
group stereotypes held about

stereotypes, bias, everyday sexist
language

Wellbeing: gender based violence

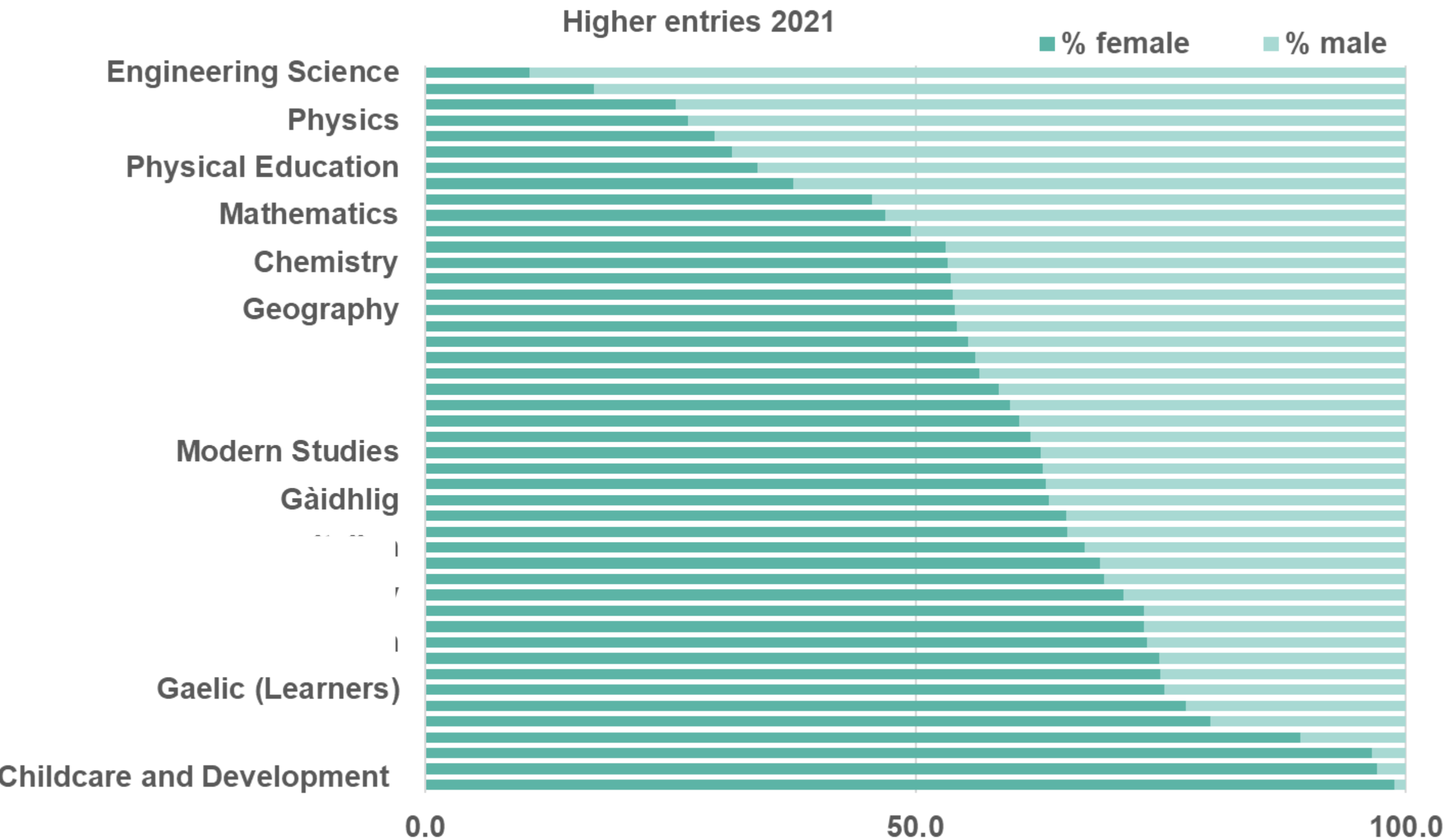
**1 in 3 women in the UK will
experience gender based
violence**

Have you noticed . . .

- unconscious expectations about emotional literacy impacting on different interactions with girls and boys?
- expecting and accepting of different behaviours from girls and boys?
- variation in who is encouraged to participate in physical activity?



Participation - Higher entries 2021



SQA Statistics (2021)
Annual Statistical Report

Impact - S1

Boys:



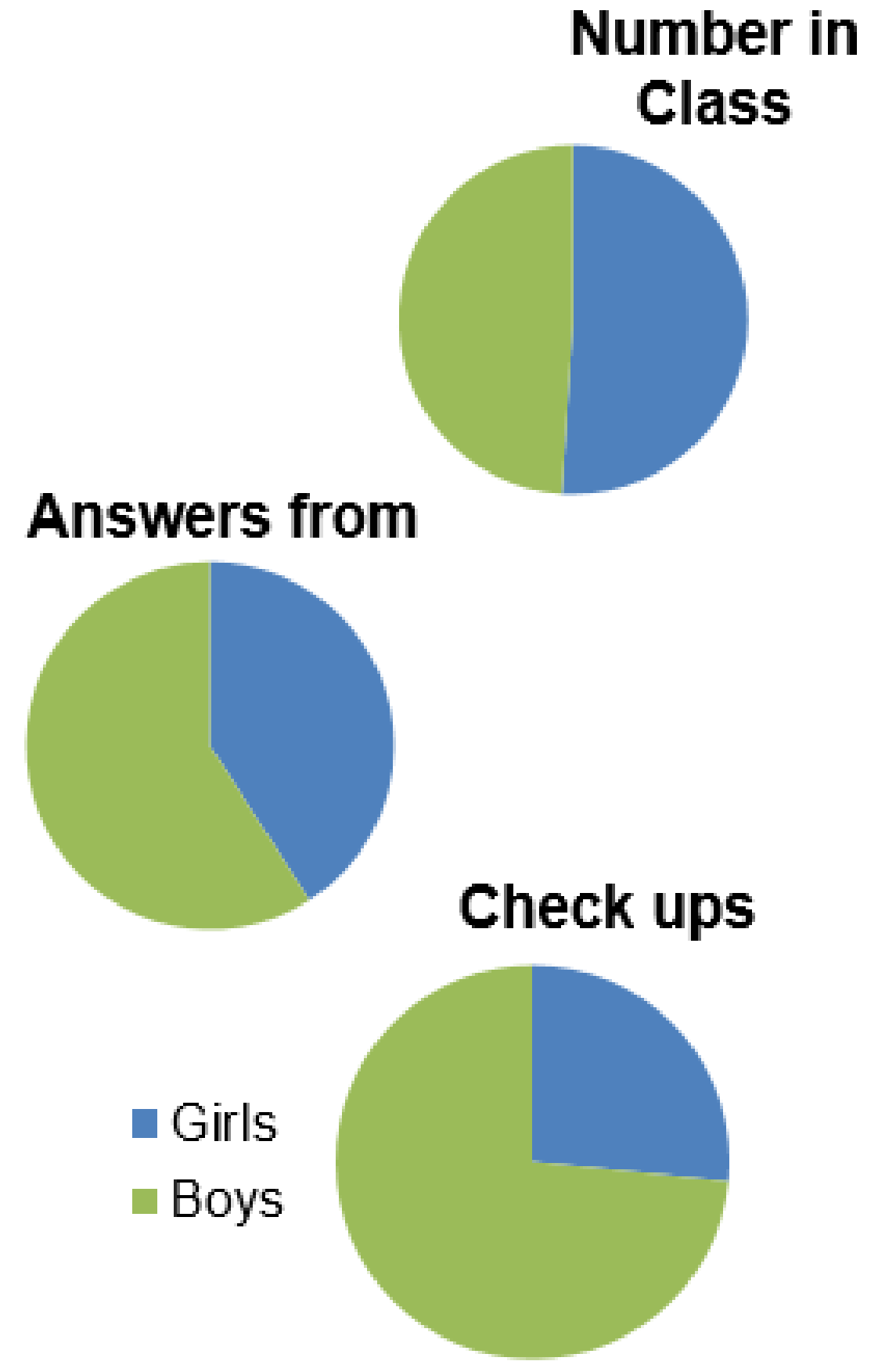
Girls

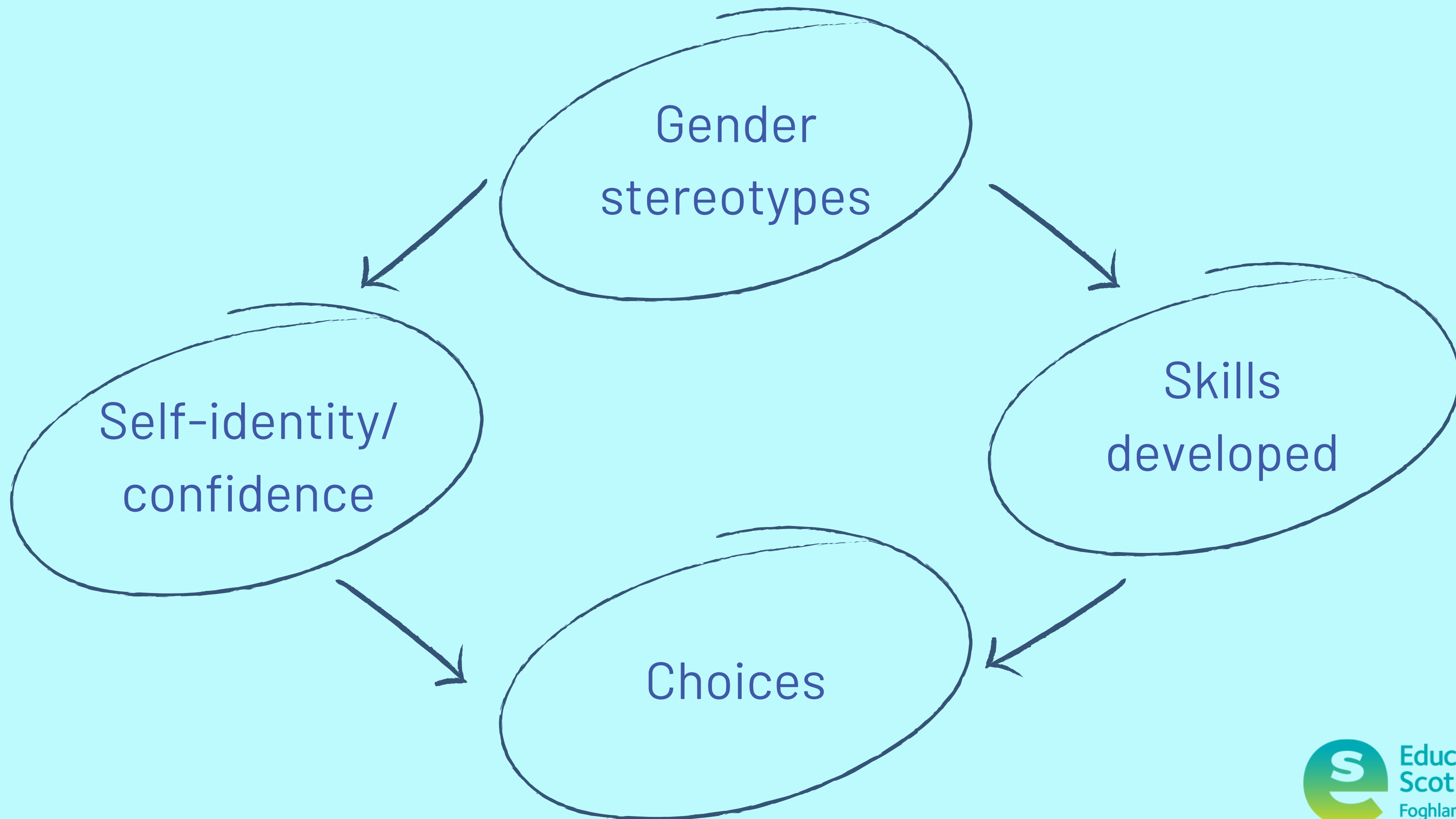


Boys (Themselves)

Participation - interactions

In whole class interactions, the majority of teacher time is spent on boys

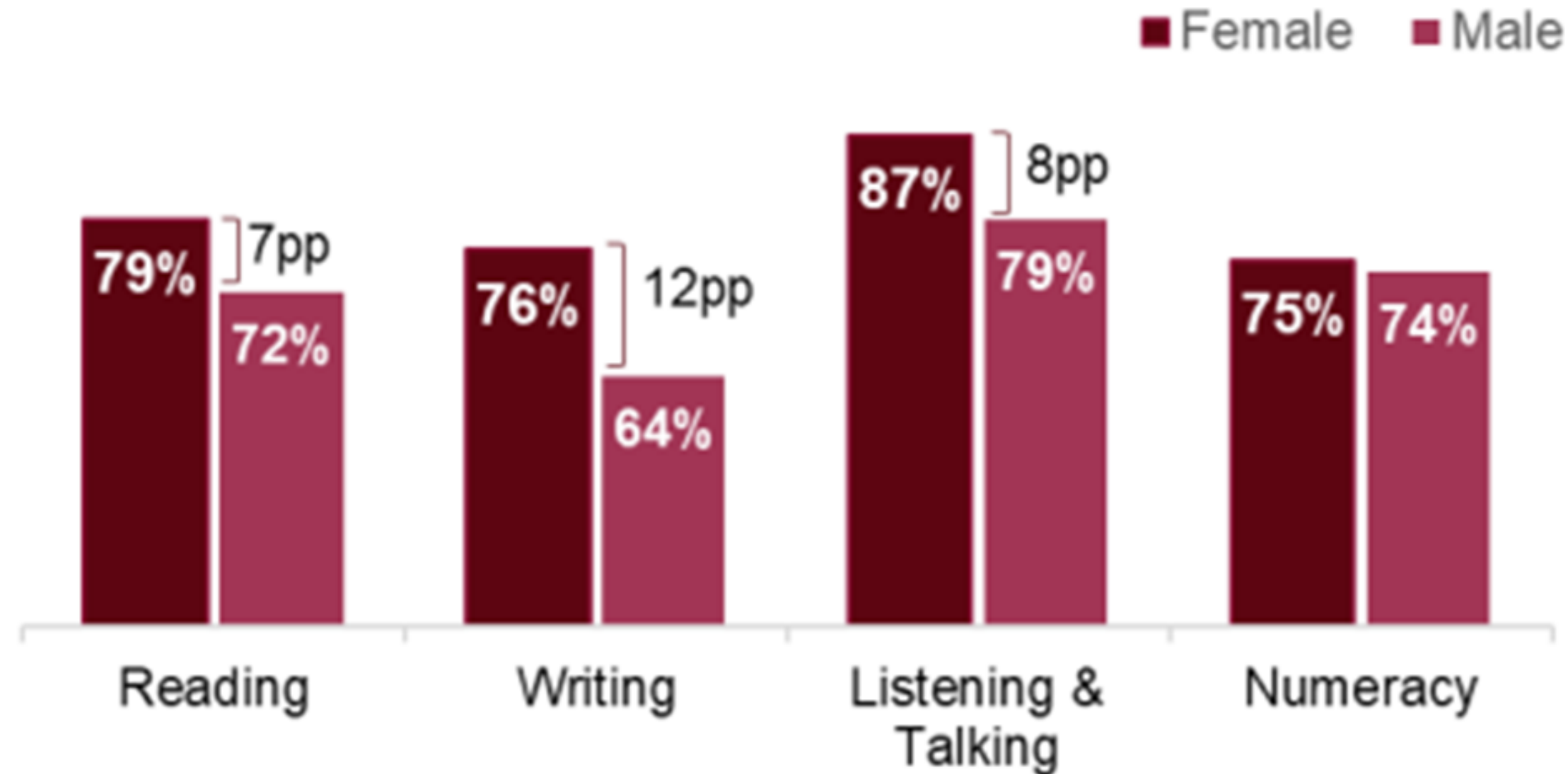




Attainment

- At all stages and across literacy organisers, females outperformed males. This pattern has been consistent since 2016/17.
- Largest difference in performance at primary was in writing with females outperforming males by 12 percentage points.
- Across all organisers the smallest difference in performance was in numeracy

Percentage of primary pupils achieving expected CfE Levels by sex



Attainment and Achievement



When answering the question, 'when I am failing, this makes me doubt my plans for the future', 72.0 per cent of pupils in Scotland agreed.

83.6 per cent of girls in Scotland agreed with this statement, compared to 59.7 per cent of boys.

Scotland's PISA report



Feedback, confidence and attainment

	Criticised for	Praised for	Result
Girls	(Receive less negative feedback in general than boys.) Work content	Good behaviour Hard work	Loses confidence in academic abilities. Blames self
Boys	Behaviour	Work content Ideas Understanding	Retains confidence in ability <i>despite</i> criticism. Blames external factors

Attainment and Achievement

~ poverty and gender



**The majority of lone parent households are women.
38% of children in lone parent households live in poverty.**

Have you noticed . . .

- gender stereotypical images/phrases around jobs that could contribute to gender differences in future intentions?
- variation in the type of activities learners are encouraged to participate in?
- gendered assumptions and expectations around who might attain highly and who might need more support?
- any difference in the self-belief, confidence and long term attainment of different gendered learners ?



How do you challenge
gender stereotypes and
unconscious bias?



Interactions



- Notice which children get more time
 - are there gendered patterns?
- What are the focuses of your interactions - behaviour/praise of work/praise of effort/ asking questions?
- How is sexist language challenged?
- Is the language I use inclusive of all?



Monitoring interactions
<https://bit.ly/2WHJNa5>

Spaces



- Are all areas of your space accessible to all, inclusive to all and challenging of stereotypes?
- Do your spaces encourage use of a variety of skills?
- Has the environment had any element of co-creation with the learners?



'Spaces' audit (page 21)
<https://bit.ly/3a5mABM>

Experiences



- Are all activities accessible by all?
- How are groups organised ?
- Do my resources and activity content challenge or reinforce gender stereotypes?
- Is there a focus on equitable access to all skills to counter stereotypical self-selection?



Selecting and developing
resources checklist
<https://bit.ly/3iAT7US>

Considerations in the curriculum



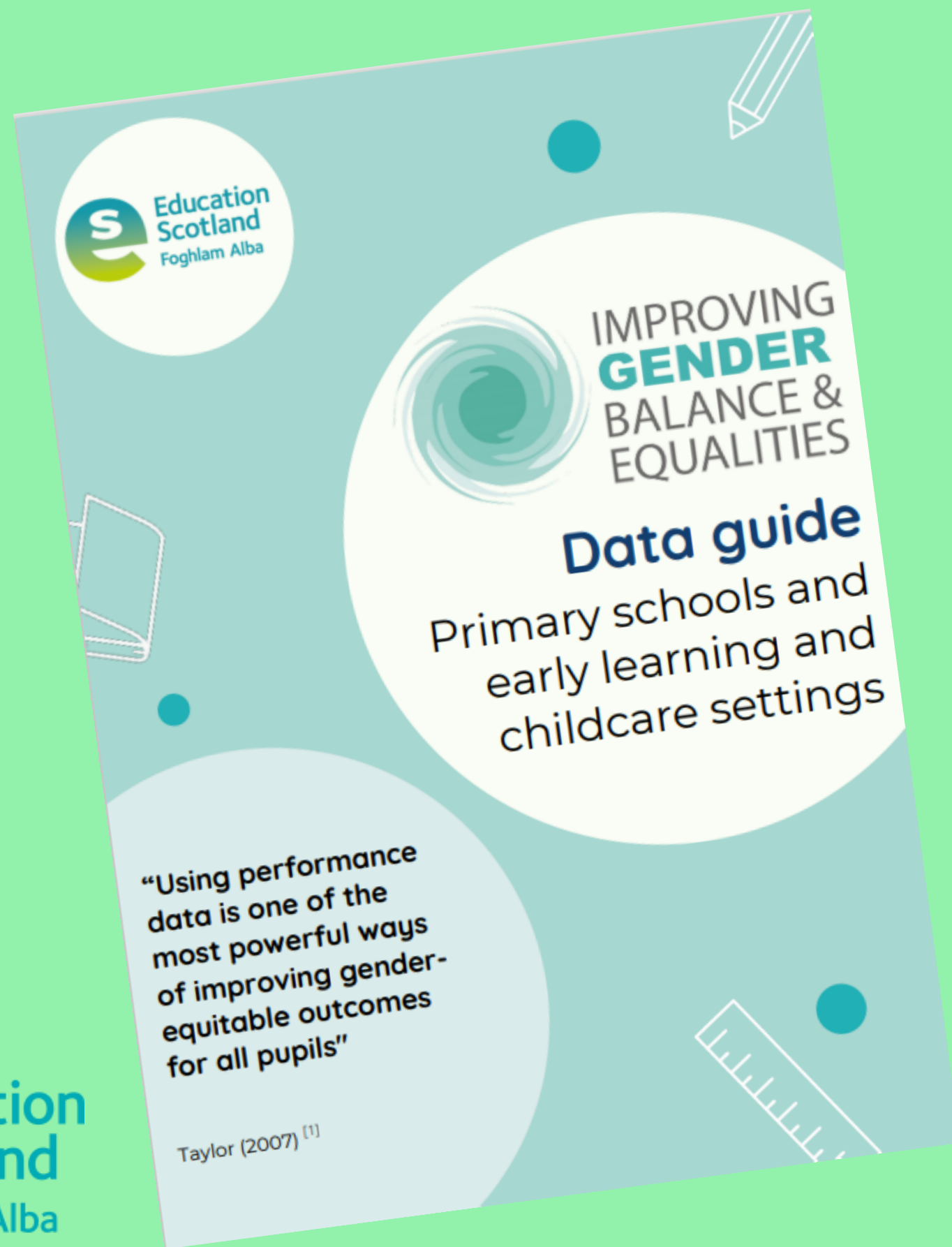
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Selecting and developing
resources checklist

<https://bit.ly/3iAT7US>

Other tools - Data Guides



Other tools - IGB

Self-evaluation framework

1. Leadership of establishment

- A) Self-evaluation
- B) Professional learning
- C) Whole setting approach

2. Addressing Gender Stereotypes

- A) Environment and ethos
- B) Activities and exploration
- C) Challenging incidents

3. Learning and Teaching

- A) Expectations and assumptions
- B) Classroom practice

4. Skills and Pathways

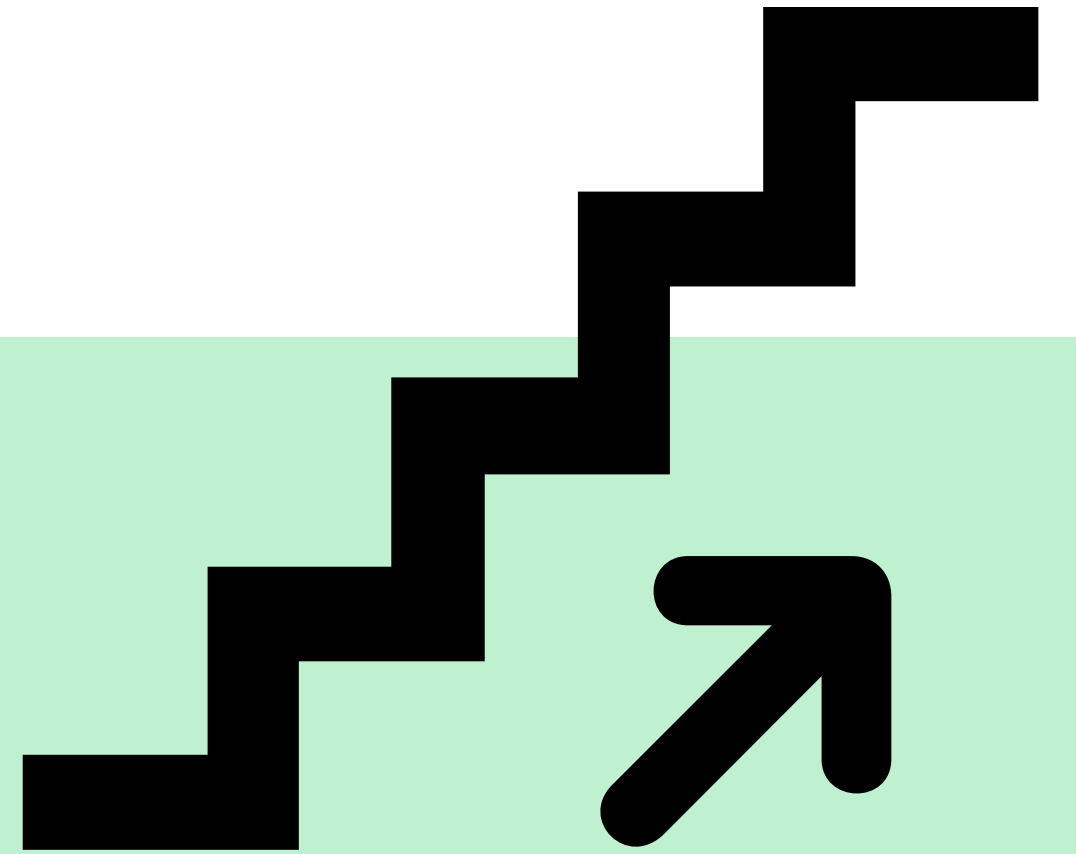
- A) Curriculum and skills
- B) Career education
- C) Choice

5. Family and Community Learning

- A) Meaningful engagement
- B) Communication
- C) Supporting wider change

Steps to take

- Professional learning and personal reflection
- Weaving into spaces, interactions and experiences for children
- Child led group
- Policy/whole setting changes
- Engaging with parents/carers



Early learning and childcare action guide

<https://bit.ly/3vepcXN>

Primary action guide

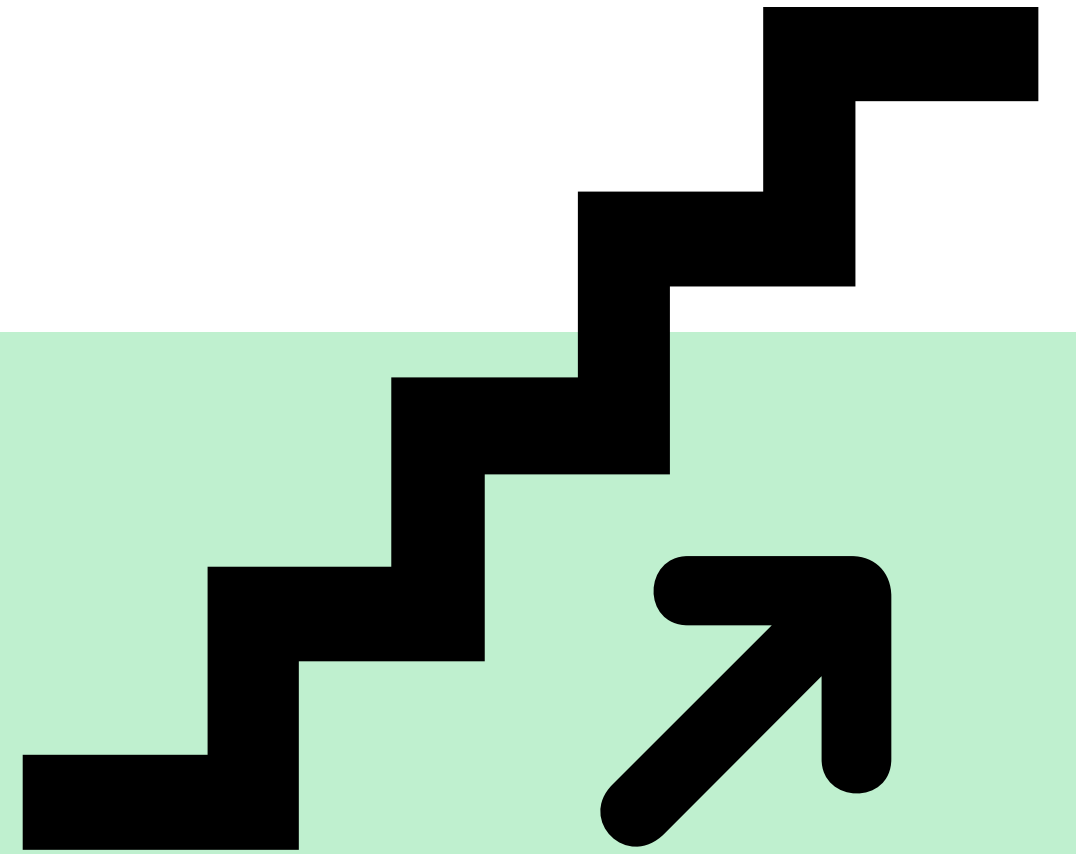
<https://bit.ly/3s0kA8d>

Secondary action guide

<https://bit.ly/33dK0VG>

Steps to take

- Share the guides
- Use the guides yourself to reframe your own thinking and prompt your conversations with settings
- Invite us to support interested settings



Sharing your ideas

Break out discussion & Jamboard:

Facilitator: Person who's first name starts with the letter closest to the start of the alphabet



Share:

- Which resource(s) would you be most likely to use or have you previously used?
- How could you use these in your setting?
- Do you have any ideas or plans to take forward IGBE in your setting?



Please switch on cameras & mics!!



What have others done? ELC

Professional learning Interactions, spaces and experiences

Outcome

IGBE cascade course
Gender friendly
nursery
environmental
audit



New books and
toys with diverse
characters



Changed layout so
skills accessible
throughout



More accepting and
understanding of
difference

Girls more risk
taking

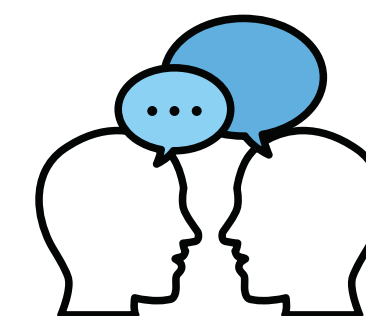


Reflected critically
on assumptions,
biases and set up of
nursery

More drama/games for
freedom of expression,
more loose parts and
outdoor for active/risky
play for all



Mantra



Ongoing audit to
resources and
experiences

Parental involvement to
become gender friendly
nursery

What have others done? Primary school

Data/research informed

Noticed gender based attainment gap - girls underperforming as they got older



Research showed girls and women exhibit greater maths anxiety

Research showed biases in the way boys are treated due to perceived 'readiness' for school

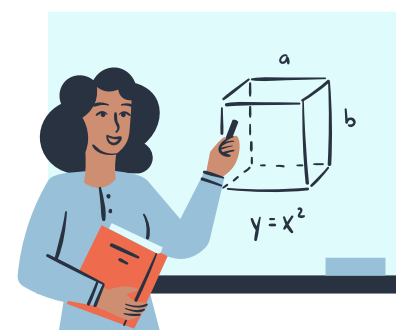
Learners, families and role models

Ask learners about their motivation/ level of engagement



Support families to help dispel parental maths anxiety

Increase the visibility of positive female role models within mathematics around the school



Learning and teaching



Looked at gender balance of any groupings

Less focus on getting right answer, providing social support, emphasise importance of making mistakes



Observing and changing language - equally as good at ratehr than 'just as good at', or 'i was rubbish at fractions'

Case study: Bearsden Primary

Professional learning

Tools to reflect on interactions, language and unconscious bias



Resources to use with children and young people

Prompted inclusion on SIP



Contexts and activities for children

STEM week focused on gender equality



Pupil enquiries on the topic of equality

What is Discrimination in Sport?

- Discrimination is a big problem all around the world, but in the world of sport it affects many people in different ways.
- Some types of discrimination are racial discrimination, religious discrimination, gender discrimination, disability discrimination and sexism. Problems faced include discrimination and abuse because of the colour of your skin, wage difference because of your gender and age, not being included because of a disability that may require extra work - we will talk about some of these during the powerpoint.
- Football is a sport I am very involved in so will be a focus for me but it is important to remember that discrimination in one way or another is a problem in all sport.



Gender Equality

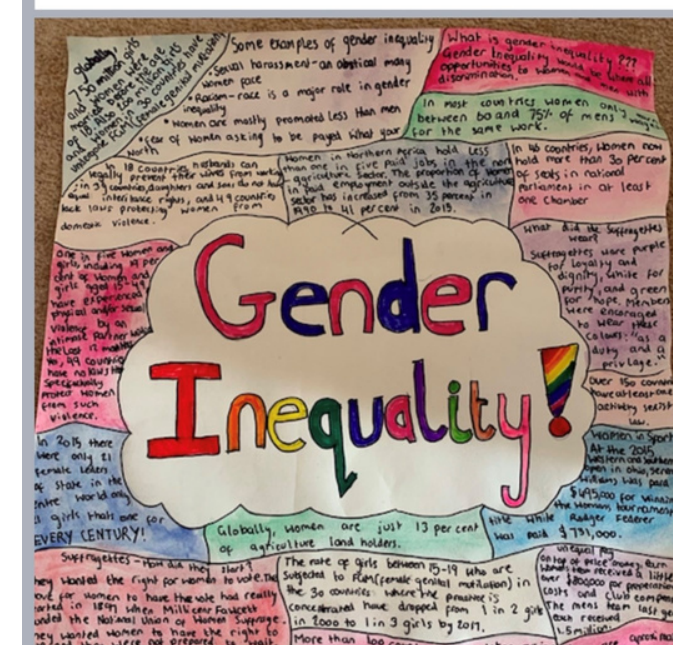
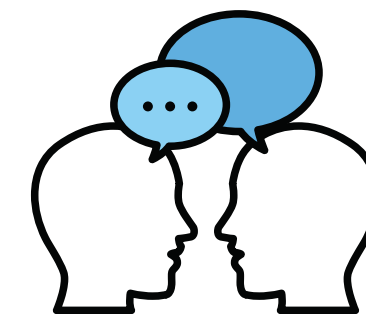
- Gender inequality is one of the main problems in the world of sport at this moment of time, the women you see are few of the thousands of women trying to get equality for women in sport...
- The problems that may show are:
 - Wage Difference
 - Less Televised Coverage
 - Less Sponsorship deals
 - Lower fan base in certain sports
 - Less opportunities e.g. Referees, commentators and obviously players.

Family engagement

Shared pupil enquiries through blog



Families engaged in discussion



What have others done? Secondary school

Professional learning

Gender aware leadership course and IGBE data guides

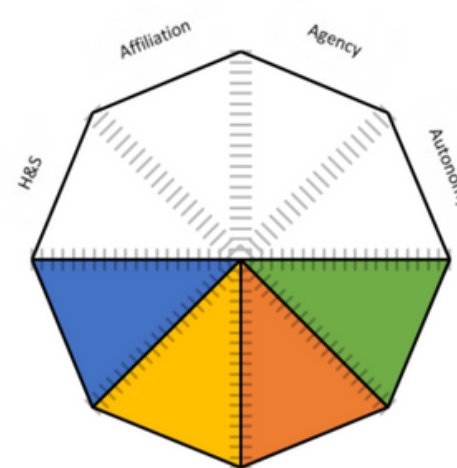
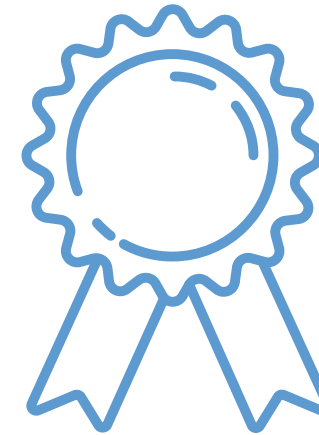


Wish to understand the impact wellbeing has on behaviour and identify the wellbeing needs which are not being satisfied, contributing to poor behaviour.



Data informed

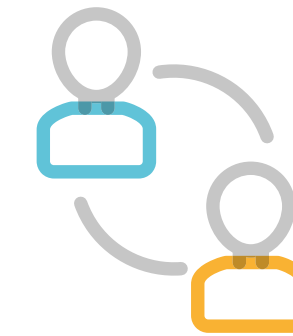
Looked at the gender split of those receiving merits and referrals



Measured wellbeing of pupils with lowest and highest number of merits using Glasgow Motivation and Wellbeing profile

Majority referrals - boys, majority merits - girls. Those with majority referrals also have lower autonomy

Intervention



Whole school, classroom and individual approach

Ensure gender balance in pupil leadership roles



Targeted wellbeing goals for individuals

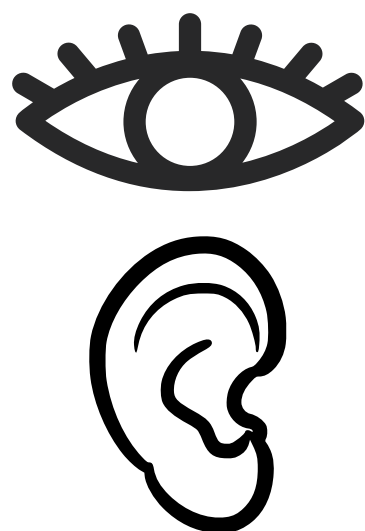
What have others done? Secondary school

Professional learning

Gender aware leadership course



Noticing misogyny and male sexual entitlement such as propositioning (S2 in particular)



Pupil led

Pupil group S1/S2 identifying misogynistic phrases



Next step: raising awareness of these phrases with staff and pupils

Next step: collecting information on incidents and language and analysing



Tools to support



Don't be that guy campaign

Young Scot - that's not ok campaign



IGB SEF - 2.A environment and ethos and 2.C challenging incidents



What?

What did I hear today?



So what?

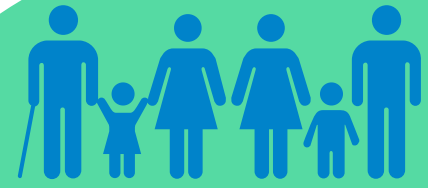
How does it connect to my practice?

Now what?

What am I going to do about it?



Further resources



Poverty and gender

Paper

Video (8mins)



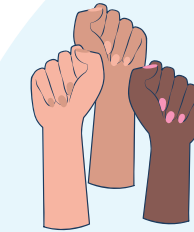
Policy

**Gender10 toolkit -
page 5**



UNCRC

**Recognising and
realising rights
resource**



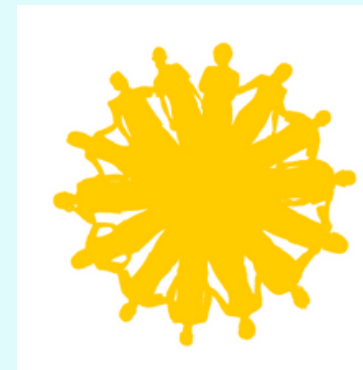
**Race equality
and Anti-racism**



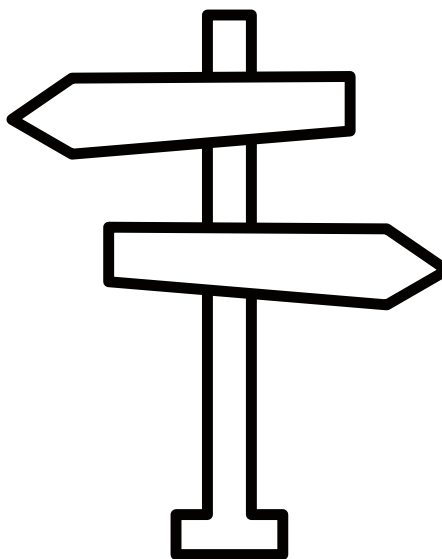
**Supporting
transgender
pupils in schools**



LGBTeducation.scot



**Equally safe at school
(Secondary)**





IGBE podcasts

Episode 1: *Introduction to Gender Stereotyping and Unconscious Bias*

<https://bit.ly/2YtFP5o>

Episode 2: *Gender Inequality in Society*

<https://bit.ly/3I55UiX>

Episode 3: *Chemistry*

<https://bit.ly/3jVRNxb>

Episode 4: *Time for Inclusive Education Guest host*

<https://bit.ly/3yUroUv>

Episode 5: *Dance*

<https://t.co/PdUTA5RpjP?amp=1>

Episode 6: *Rape Crisis Scotland*

<https://sway.office.com/VC4YnUcknD31xlqb?ref=Link>



Join our Improving Gender Balance and Equalities Network on Teams!

The purpose of the network is to:

- share resources on the 1st week and the 3rd week of each month
- provide a monthly drop in session to ask questions, find support and engage in professional dialogue
- provide a channel for leaders to discuss and explore IGB self-evaluation framework



To join, please go to Teams and click on 'Join or create team' and enter the following code: **phgv0cy**

QUESTIONS AND DISCUSSION



THANK
YOU



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