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IMPROVING GENDER BALANCE AND EQUALITIES (IGBE)

Leading Gender Equality in Education: Using the Improving Gender Balance Self-evaluation Framework

Session 1: Leadership of Establishment

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IMPROVING GENDER BALANCE & EQUALITIES

Outline of today's session:

- Introductions
- Safer space and group agreement
- Overview of course
- Collaboration platform - Slack
- Resources platform - Glow Blogs
- What is the SEF
- Section 1 - Leadership of Establishment
- Gap task and Challenge Qs
- Pre-participation survey
- Questions

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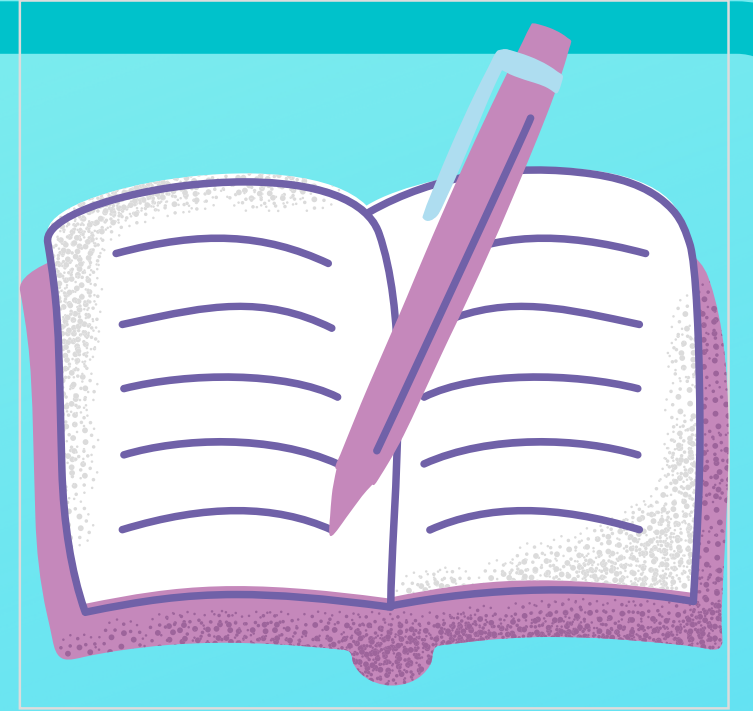
Safer space

We use binary examples but gender is not binary

Be aware of intersecting barriers

Support and sensitivity

Non-judgemental

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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.

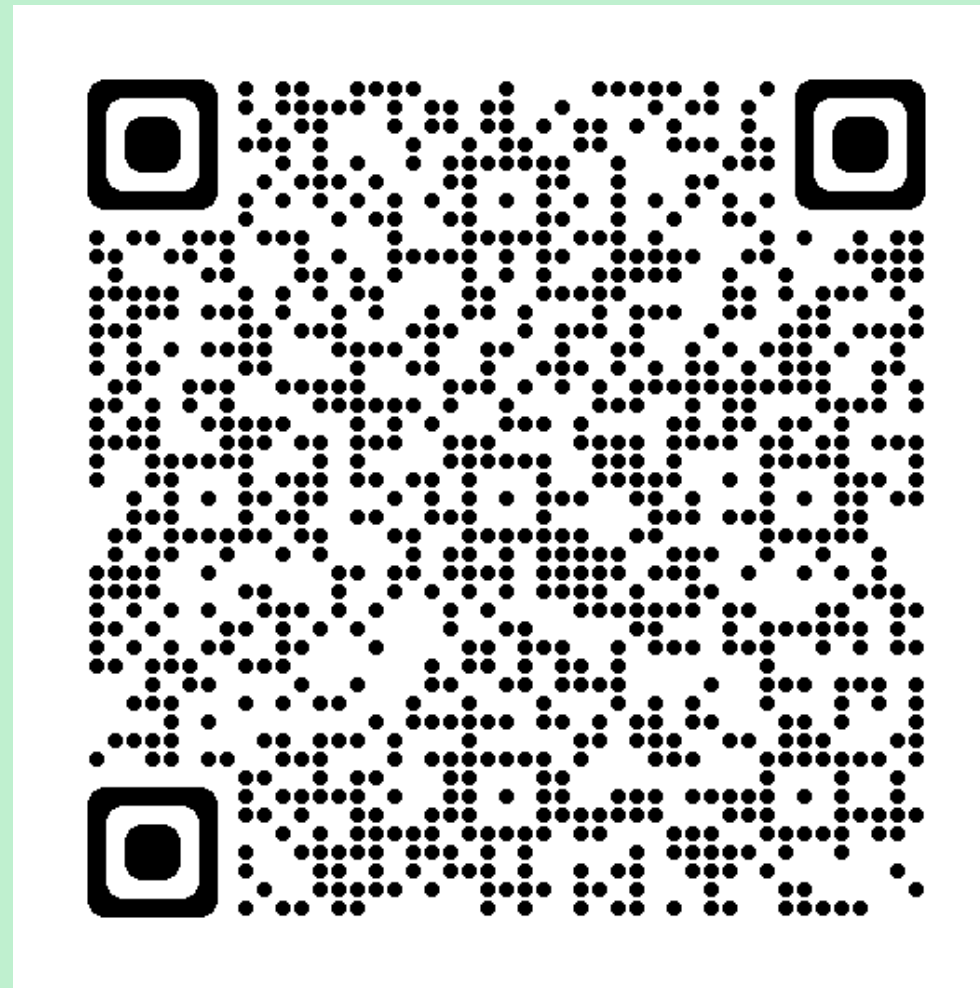If you lose connection, please don't panic just come back in following the link you received.

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Group agreement

- **Working together**
- **Learning from, with and on behalf of each other**

[Jamboard discussion](#)

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Group agreement

- **Working together**
- **Learning from, with and on behalf of each other**
- **Respect for all**
- **Be open, honest and non-judgemental**
- **Safe space**
- **Supportive**
- **Challenge respectfully**

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Overview of course

Session 1: Leadership of establishment – Wednesday 5th October 16:00 – 17:30

Session 2: Addressing gender stereotypes – Thursday 3rd November 16:00 – 17:30

Session 3: Learning and teaching – Wednesday 23rd November 16:00 – 17:30

Session 4: Skills and pathways – Thursday 15th December 16:00 – 17:30

Session 5: Family and community learning – Monday 16th January 16:00 – 17:30

Session 6: (Optional): Conducting an Enquiry – Monday 23rd January 16:00 - 17:30

Between sessions, practitioners will be expected to carry out tasks that will support their progress on the programme.

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Collaboration platform - Slack
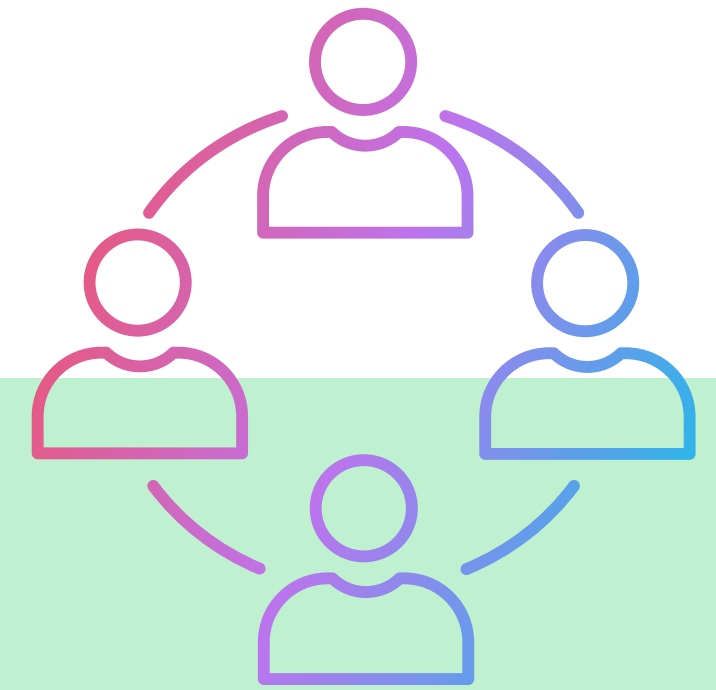
Channels

- **Connecting-nationally** - general questions/comments for everyone to see

- **# gap-task-discussion** - details of task; comments/queries in relation to task

- **Sector channels** (ELC, Primary, Secondary, ASN-sector) collaboration within chosen sector/s

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Resources platform - Website (Glow Blogs)

- Session powerpoints
- Self-evaluation Framework
- Gap Task details
- Relevant Resources
- Slack Guide
- Future dates

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What is the framework designed to do?

The IGB self-evaluation framework is designed to support early learning and childcare settings, primary and secondary schools to reflect, discuss and plan for an ongoing and sustainable approach to improving gender balance and equalities for all learners.

The framework will support practitioners to identify and address the underlying issues that contribute to gender imbalance through exploring and dismantling gender stereotypes and inequality in everyday practice and in school policy and leadership.

The Framework:

•Has been created to align with HGIOS4 and HGIOELC, so that evidence from the framework may be used to contribute to wider evaluation.

•Aligns with national priorities, strategies and policies such as: STEM Education and Training strategy, DYW, Digital Learning and Teaching strategy, Equally Safe at School and the Scottish Attainment Challenge.

•Was designed to support strategic planning and focused change and provide foundation for ongoing dialogue, reflection and planning.

•Allows for creativity and innovation – it includes 'indicators of effectiveness' but practitioners/settings may come up with their own ideas.

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The Framework

Leadership of Establishment
1A. Self-evaluation
1B. Professional Learning
1C. Whole Setting Approach

Addressing Gender Stereotypes
2A. Environment and Ethos
2B. Activities and Exploration
2C. Challenging Incidents

Learning and Teaching
3A. Expectations and Assumptions
3B. Classroom Practice

Skills and Pathways
4A. Curriculum and Skills
4B. Career Education
4C. Choice

Family and Community Learning
5A. Meaningful Involvement
5B. Communication
5C. Supporting Wider Change

Leadership of Establishment

Setting Culture

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Professional Learning & Personal Reflection

awareness of wider inequality, own unconscious bias and related issues e.g. GBV

Environment & Spaces

look at setting environment e.g. displays, resources, representation and inclusivity of spaces

Learner Leadership & Involvement

learners lead on all equalities work, are consulted at every opportunity and shape interventions

Reporting & Supporting

setting is committed to equality, being anti - discriminatory, and a safe space free of hate crime. procedures for reporting incidents and support is in place

Policy & Ethos

policies are developed to underpin changes in setting, work is embedded in SIP to ensure sustainability

Section 1 A: Self Evaluation

Key themes:
- Mapping work against national priorities e.g. Scottish Attainment Challenge, UNCRC, NIF
- Staff and students empowered to lead on aspects
- Collecting and using data effectively and with an awareness of the interplay between data collection and inequality. Measuring progress and impact on learners.

Section 1B: Professional Learning

Key themes:

- Sustainability ensured through opportunities for ongoing PL and engagement with up to date research
- Equalities PL built into new staff induction
- Sharing of good practice and collegiate working cross sector, curriculum and wider community groups.

Section 1C: Whole Setting Approach

Key themes:
- Policy development and review
- Policies underpin cultural change and are communicated to all staff regularly
- Nuanced understanding of equality and equality achieved across school community
- Equalities remains an agenda item at setting meetings
- Inclusivity and accessibility strived for throughout all aspects of school life
- Learners lead on policy review and are consulted with regularly

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Section 1 A: Self Evaluation

" In schools where gender constructions are less accentuated, boys tend to attain better

Francis, B., & Skelton, C. (2005).

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Data guide
Primary schools and early learning and childcare settings

Data guide
For secondary schools

"Using performance data is one of the most powerful ways of improving gender-equitable outcomes for all pupils"

Taylor (2007) [1]

Barrier Mapping:

Consider and discuss the demographic and needs of the learners in your setting.

What might you need to take into consideration when collecting data?

Jamboard exercise

Section 1B: Professional Learning

Do our expectations lead us to believe that boys need more support?

Do we feel the need to 'check up' on 'noisy boys' more frequently to ensure they are kept on task?

Are we giving all learners space to speak? Especially if they have lower confidence.
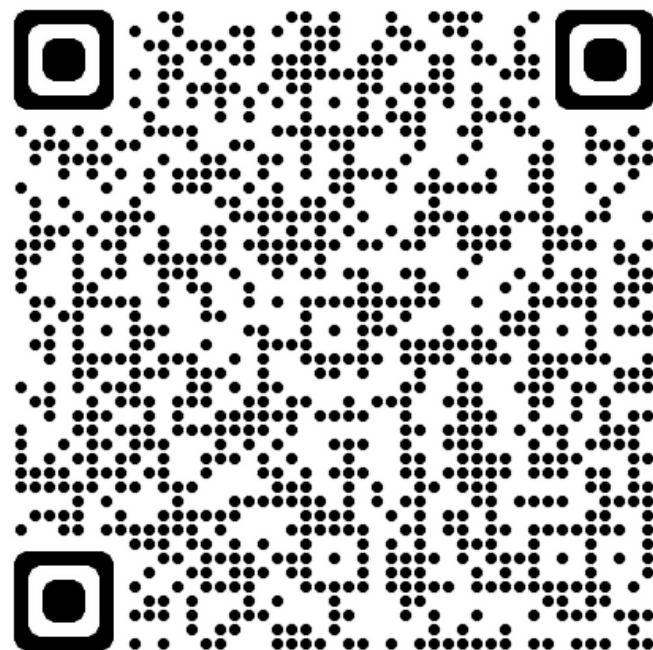
What impact might there be on quieter learners (of all genders) who might recieve less input?

Are your PL topics learner informed?

Section 1C: Whole Setting Approach

Culloden Academy

Equalities policy and roadmap

Our Journey to Equality

Included in the support network for our young people at Culloden Academy are the following:

PSE Curriculum - Across year groups, young people will participate with learning & teaching around respect, anti-bullying, equality, inclusion, the rights of the child and the sustainable development goals. Followed by a teacher led class discussions, input from partners and the completion of interactive activities based around respect/relationships/friendships, etc.

Equalities Forum - Recently formed with a range of pupils from across year groups. The Equalities Forum will focus on promoting and educating on all forms of equalities / inequalities such as: *age, disability, gender or assigned gender at birth, race, religion or belief, or sexual orientation.*

This group of inspiring and innovative young people will deliver assemblies, linking with external partners to promote a positive school ethos. The Forum will also be creating and distributing a bi-monthly digital magazine focusing on various areas around equality and inclusion.

The Rights Respecting Schools Award (RRSA) - Culloden Academy is currently engaging with the RRSA which is an award focusing on educating young people on their rights and how to make a positive impact. As a school, we aim to achieve the Silver Award during the session 2022-23.

Pupil Voice - Understanding the opinions of our young people is important in achieving an inclusive school where all pupils feel in SHANARRI *(Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible & Included)* we will continue to listen and where possible act on the opinions of our pupils through the junior & senior leaderships teams, ensuring that all young people are represented.

S6 Mentoring Programme - Ensuring our young people feel safe and included from the moment they arrive at Culloden Academy is fundamental in building positive relationships. Therefore, in the session 2022-23 senior pupils will be trained and aligned with S1 classes as Buddies, visiting tutor classes on a day-today basis.

All S6 Prefects aligned to specific year groups and on a day-to-day rota visit will connect and check in on pupils, supported by relevant Year Head/member of Senior Management Team.

Session 1 Gap Task Options

- **Look at some data and disaggregate (1A)**

- **Carry out further professional learning (1B)**

- **A review of one of your policies through an equalities lens (1C)**

Section 1: Challenge Questions

- Is a 'which boys', 'which girls' approach taken to understand and address patterns in the data?
- To what extent are we building IGBE confidence and capacity across our setting?
- How does the setting ensure that the voices of all young people are heard and used to shape policies and the strategic plan?
- To what extent are the approaches within the establishment sustainable?
- How is improving gender balance being connected to and woven through other setting priorities?

QUESTIONS AND DISCUSSION

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