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IMPROVING GENDER BALANCE AND EQUALITIES (IGBE)



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

Session 3: Learning and Teaching

Outline of today's session:



- Welcome, protocols, group agreement
- Break out rooms - Gap Task reflection
- Section 3 - Learning and Teaching
 - 3A Expectations and Assumptions (Individual Reflection)
 - 3B Classroom Practice (Discussion & Jamboard activity)
- Challenge Qs and GAP task
- Reminders and Questions

Safer space

We use binary examples
but gender is not binary

Be aware of intersecting
barriers

Support and sensitivity

Non-judgemental

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
- Awareness of different levels of knowledge /experience within the group
- Respect for all (including respecting pronouns)
- Be open, honest and non-judgemental
- Safe space
- Supportive
- Challenge respectfully



Session 2 Gap Task Options

- **Environmental audit (2A)**
- **Try an activity/lesson with learners (2B)**
- **Find out how sexist incidents are recorded, monitored and resolved in your setting (2C)**

Gap Task Discussion

Starting with the person whose birthday is closest to Christmas discuss:

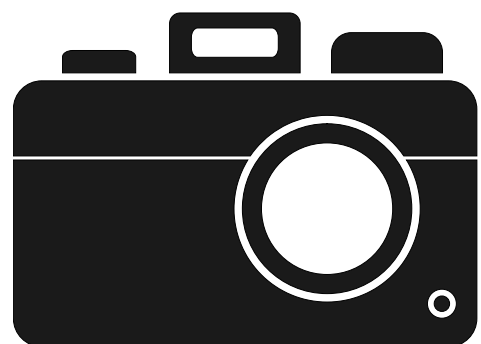


What gap task did you choose to undertake?

How did you carry this out?

10 MINUTES

What were your findings?



Please switch on cameras & mics!!



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

Section 3: Learning and Teaching

3A Expectations and Assumptions

Key Themes:

- Awareness of the multiple ways in which unconscious bias can impact in the setting.
- Understanding how biases can be communicated through micro-messaging
- Understanding the potential for unconscious bias to influence interactions with learners

Section 3A Expectations and Assumptions





	True	False	Don't know
The builder was driving a van			
The van was travelling quicker than the nurse			
There was at least one man in the van			
Not every man mentioned would shout "nice legs"			
The doctor is no longer living with his wife			
The doctor has a new girlfriend			
The doctor's son is in the army			
The youngest child is training to be a beauty therapist			
At some point a man spoke to a woman			
At least two of the people mentioned are men			
A woman was shouted at			

A builder, leaning out of the van, shouts “nice legs” to a nurse passing by. The same nurse arrives at work, and casually mentions this to a senior doctor. The doctor said, “I’d never say that”. The doctor has two grown

up children who are 28 and 30. They get on very well. One is a Sergeant in the Army; the other is training to be a beauty therapist. The doctor divorced last year and is currently dating someone else.



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

Individual Reflection



In your setting:

- What assumptions might unconsciously be made about which curricular areas and types of activities girls and boys prefer?
- Is different behaviour expected and/or accepted from boys and girls, for example, quieter behaviour from girls and more boisterous behaviour from boys?
- Are there expectations about who is likely to be good at an activity and who is likely to need more support?

Section 3: Learning and Teaching

3B Classroom Practice

Key Themes:

- Recognising that the learning environment and interactions can be dominated by a sub-group of learners.
- Awareness of stereotypical gender roles in play, group work and practical work.
- Recognising that there is an issue with some boys perceiving effort and engagement as being feminine.
- Awareness of the effect that feedback and praise can have on girls.

Section 3B Classroom Practice

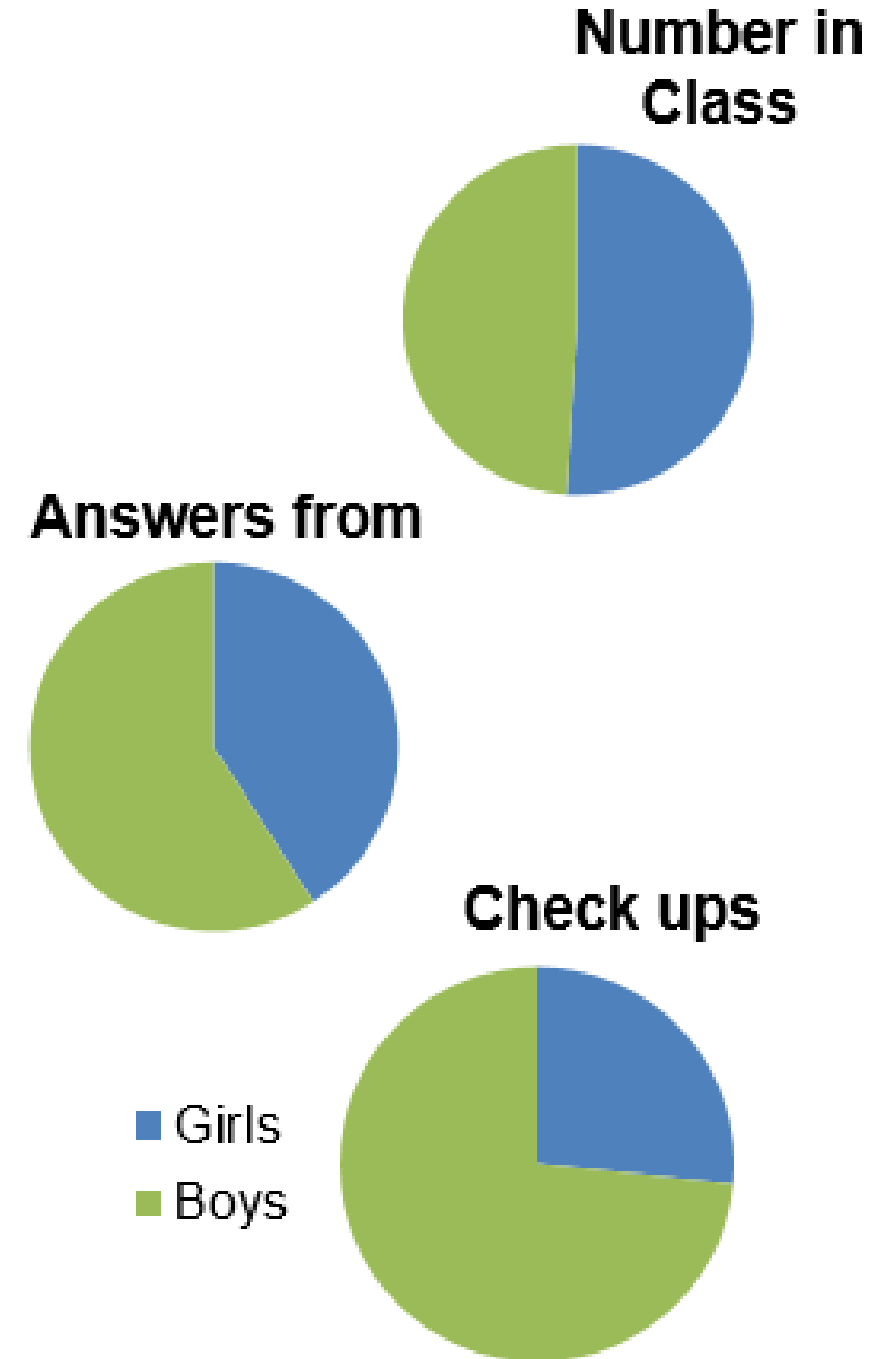
	Criticised for	Praised for	Result
Girls	(Receive less negative feedback in general than boys.) Work content	Good behaviour Hard work	Loses confidence in academic abilities. Blames self
Boys	Behaviour	Work content Ideas Understanding	Retains confidence in ability <i>despite</i> criticism. Blames external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

Feedback given to boys helps to promote a growth mindset

When children of any gender are given the same feedback as that given to girls, confidence was lost by all.

Section 3B Classroom Practice

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



Section 3B Classroom Practice

- Notice which learners get more time - are there gendered patterns?
- What are the focuses of interactions - behaviour/praise of work/praise of effort/ asking questions?
- What are learners praised or criticised for? For example, is there more acceptance of messy handwriting from boys? Are girls more likely to get praised for the presentation of their work?

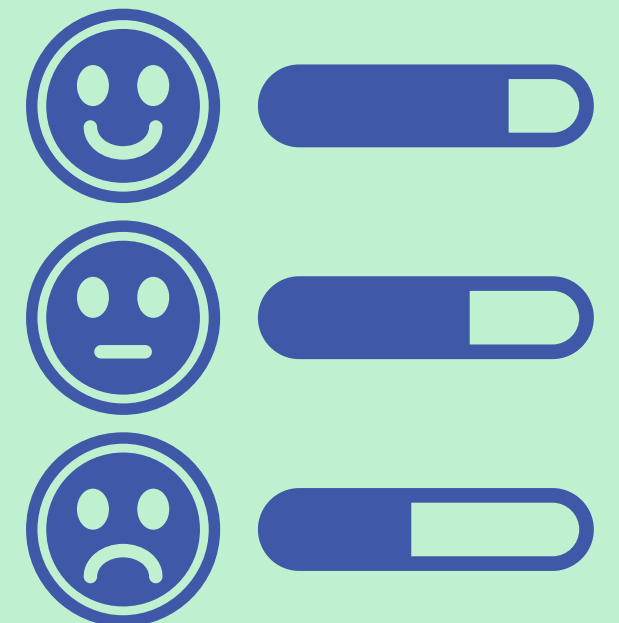


Discussion & Jamboard - What's working?

Celebrate - What's working well?

Quick wins - What's working so-so?

Challenges - What's not working so well?



Session 3 Gap Task Options

- **3A – Use the template to monitor your interactions with different gendered learners.**
- **3B – Identify something you have noticed about your own unconscious bias within your practice.**

Section 3: Challenge Questions

- How is a shared understanding of what 'balanced participation' looks like achieved across the setting?
- Are seating plans always designed for learning and teaching, not for behaviour management?
- Are all practitioners mindful of how they use praise & compliments?
- How are practitioners supported in exploring unconscious assumptions?
- What does holding and communicating high expectations to all learners look like in the setting?



Next session: Session 4

Skills and Pathways

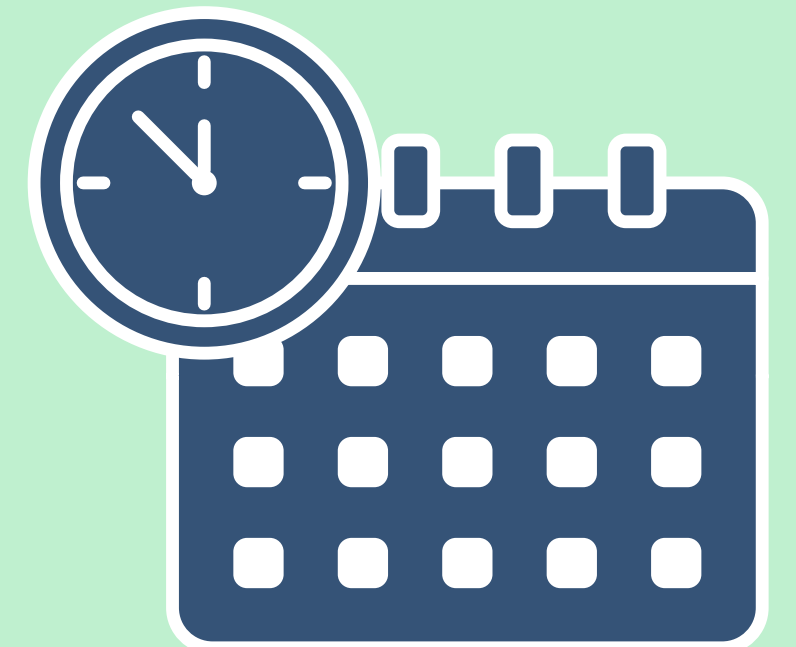
Thurs 15th December 16:00 - 17:30

Other dates as reminder:

Mon 16th January

Mon 23rd January (optional session)

All 16:00 - 17:30



QUESTIONS AND DISCUSSION



THANK
YOU



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