

Please sign in on register



**IMPROVING GENDER BALANCE  
AND EQUALITIES (IGBE)**

**LEADING GENDER  
EQUALITY IN  
EDUCATION**



Twitter: @EdScotIGBE

IGBE@educationscotland.gov.scot

**Section 4: Skills  
and pathways**

**Thursday 15th December**

**16:00 - 17:30**

# 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



- Review gap task in break out rooms
- Section 4: Skills and pathways
  - 4A: Curriculum and skills  
Activity: Reflect and share
  - 4B: Career education  
Activity: Mentorship vs role models
  - 4C: Choice  
Activity: What's working?
    - Challenge questions and gap task
    - Plenary

# Safer space

We use binary examples  
but gender is not binary

Be aware of intersecting  
barriers

Support and sensitivity

Non-judgemental

# Group agreement - reminder

- 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 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.**

# Gap Task Discussion

Starting with the person who lives furthest North discuss:

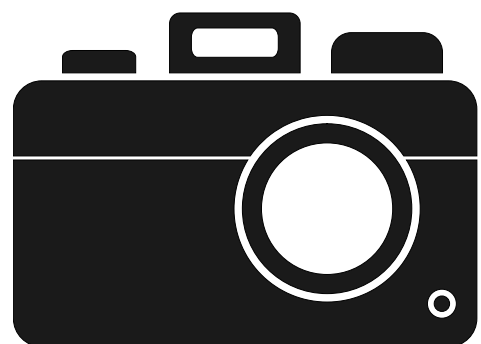


**What gap task did you choose to undertake?**

**How did you carry this out?**

10 MINUTES

**What were your findings?**



Please switch on cameras & mics!!



## Section 4A: Curriculum and skills



Key themes:

- awareness of the impact of expected gender roles on skill development
- equality of access to all areas of the curriculum.
- all learners have genuinely equal opportunities to develop confidence in different areas of the curriculum.

## Section 4B: Career education



Key themes:

- knowledge and perceptions of learner pathways and jobs are broadened amongst practitioners, learners and families.

## Section 4C: Choice



Key themes:

- using data to inform work
- root causes of gender imbalances in curricular preferences and subject choices are challenged.

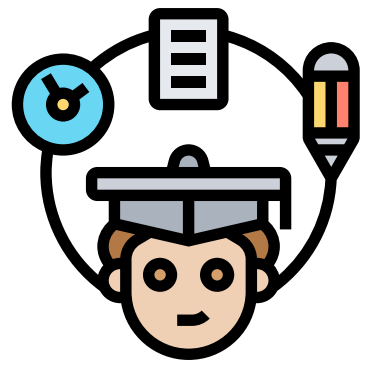


# 4A Curriculum and skills Representation

**Curricular materials**  
**Classroom environment**  
**Discussions/what is said**  
**Videos**  
**Speakers/visitors to the school**

- Diverse
- Challenge stereotypes
- Realistic and attainable

How?



## Contexts

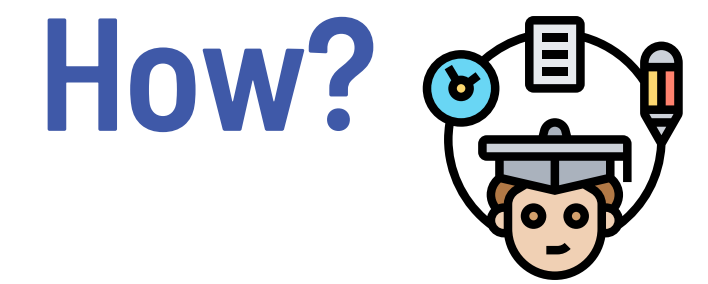
- Broad appeal
- Use a variety of economic circumstances
- Ensure subverting stereotypes or avoid using them
- if jobs - variety of pathways/entry levels

## TAKEAWAY TOOL

Selecting and developing resources checklist

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

# 4A Curriculum and skills



## Traditional topics/areas of provision... new thinking

- World War 1 & 2
- Authors
- Enterprise
- Scientific Inventions
- Great Empires
- Languages
- Home corner
- Building corner

**REFLECT and SHARE IN CHAT  
PANE:**

**Which countries/  
people/examples do you  
normally use to teach the  
following topics?**

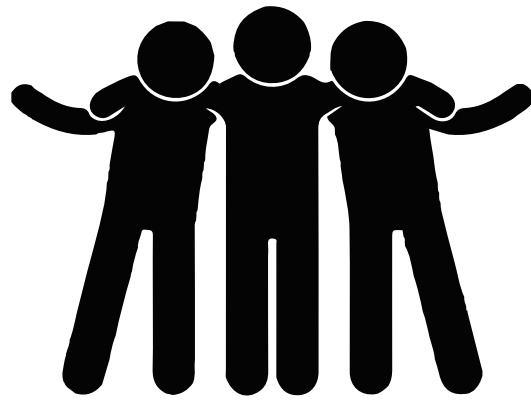
# 4A Curriculum and skills

How?

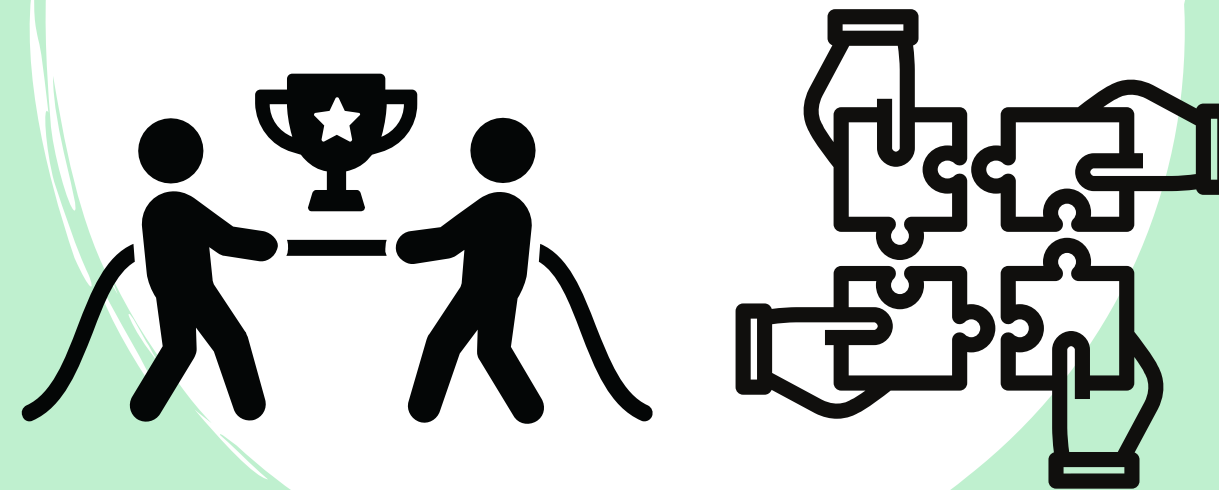


## Pedagogy - Opportunities to fail

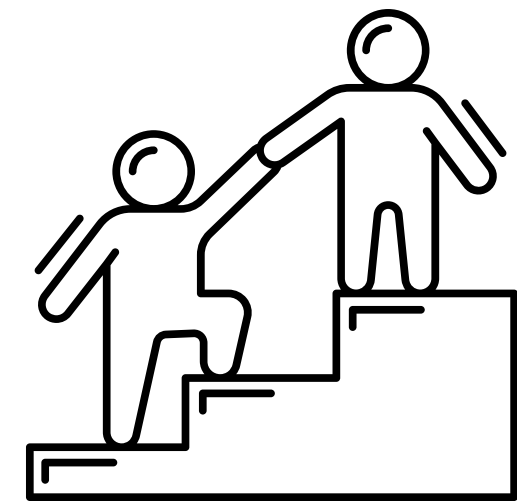
Low stakes  
situations with  
opportunities to fail



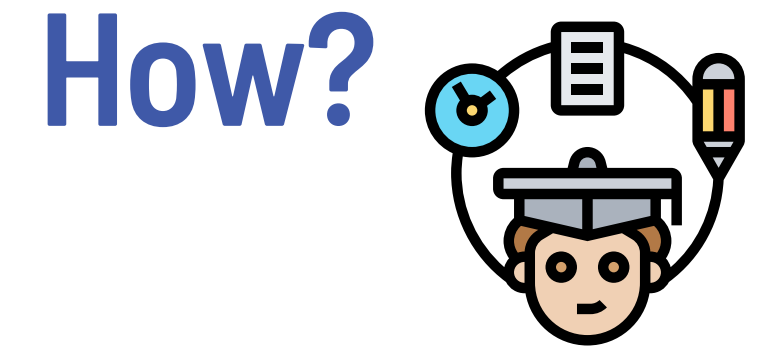
Balance between  
cooperative and  
competitive approaches



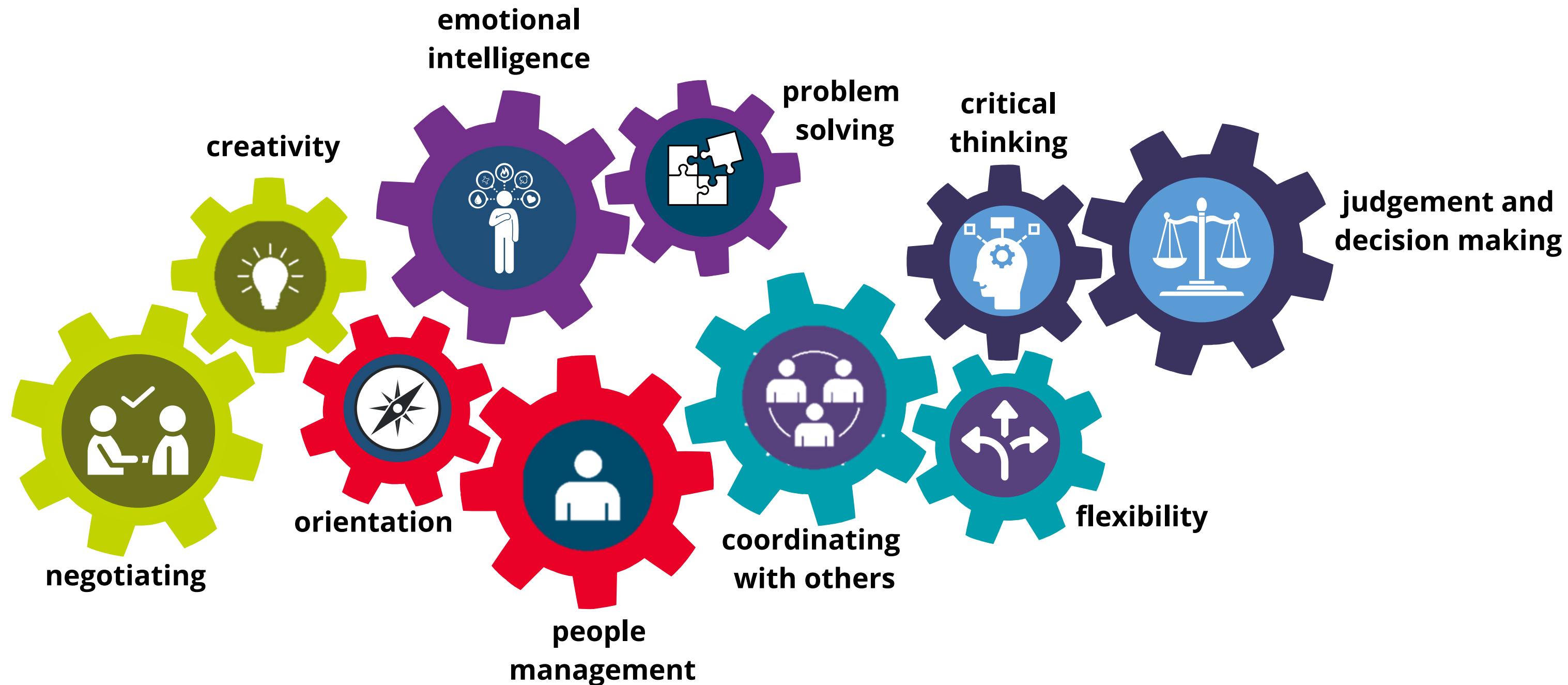
Child led



# 4A Curriculum and skills



## Make skills explicit and weaved through curriculum



# 4B Career education



There's not many boys in drama or HE. The ones who do are dead confident.

*S3 Boy*

I like computing, I've always been able to do it and liked it but I wasn't going to choose it as too many boys do it, until my parents convinced me.

*S3 Girl*

Even though our teachers say we can do anything we want, they tell you to 'think about it' if you make an unusual choice. They make you doubt yourself

*S2 Girl*



Business is more of a boys' thing, or that's the way the teacher puts it. Like it's always from a boy's perspective.

*S1 Girl*

I like geography because we get a fair chance to answer questions. Sometimes you feel that the teachers think that boys know more than girls, and we don't get that in geography.

*S1 girl*



## Why is this important?



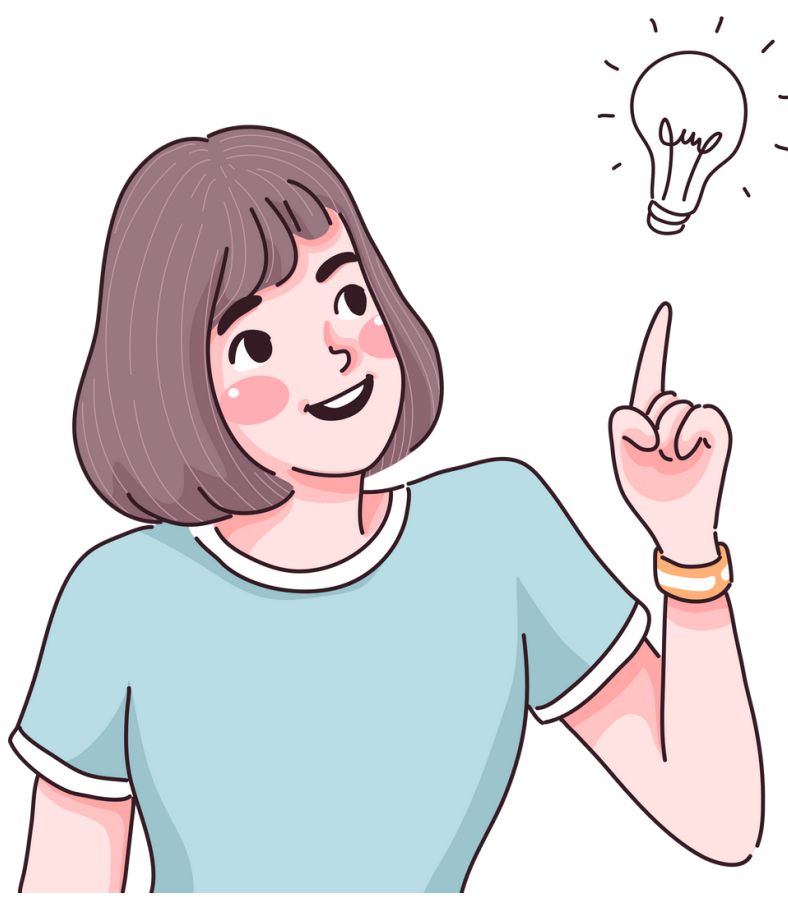
# 4B Career education

## Advising Young People



Don't forget **PRONOUNS**

How?



# 4B Career education

## Raising awareness of non-degree pathways for all



unconscious bias



NPA's, SfW, Nat Cert



A teal-colored oval containing a white icon of a wrench and a pencil crossed. To the right of the icon, the text "TAKEAWAY TOOL" is written in bold black, with "Advice for anyone providing careers guidance to CYP" in smaller black text below it.

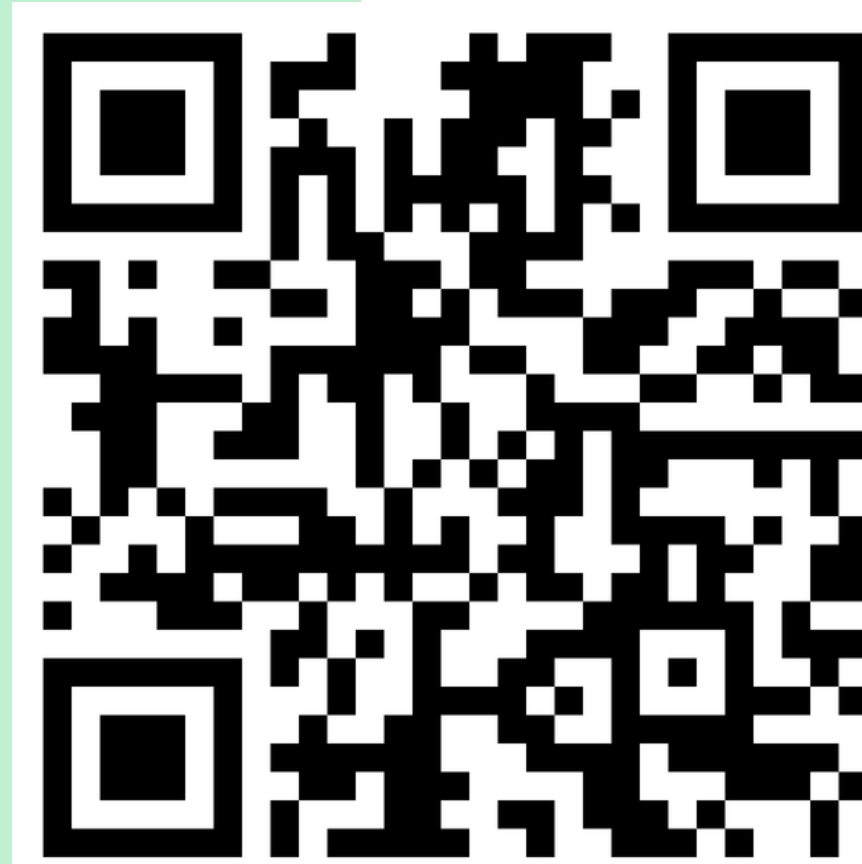
# 4B Career education



**Mentorships**

**vs**

**Role models**

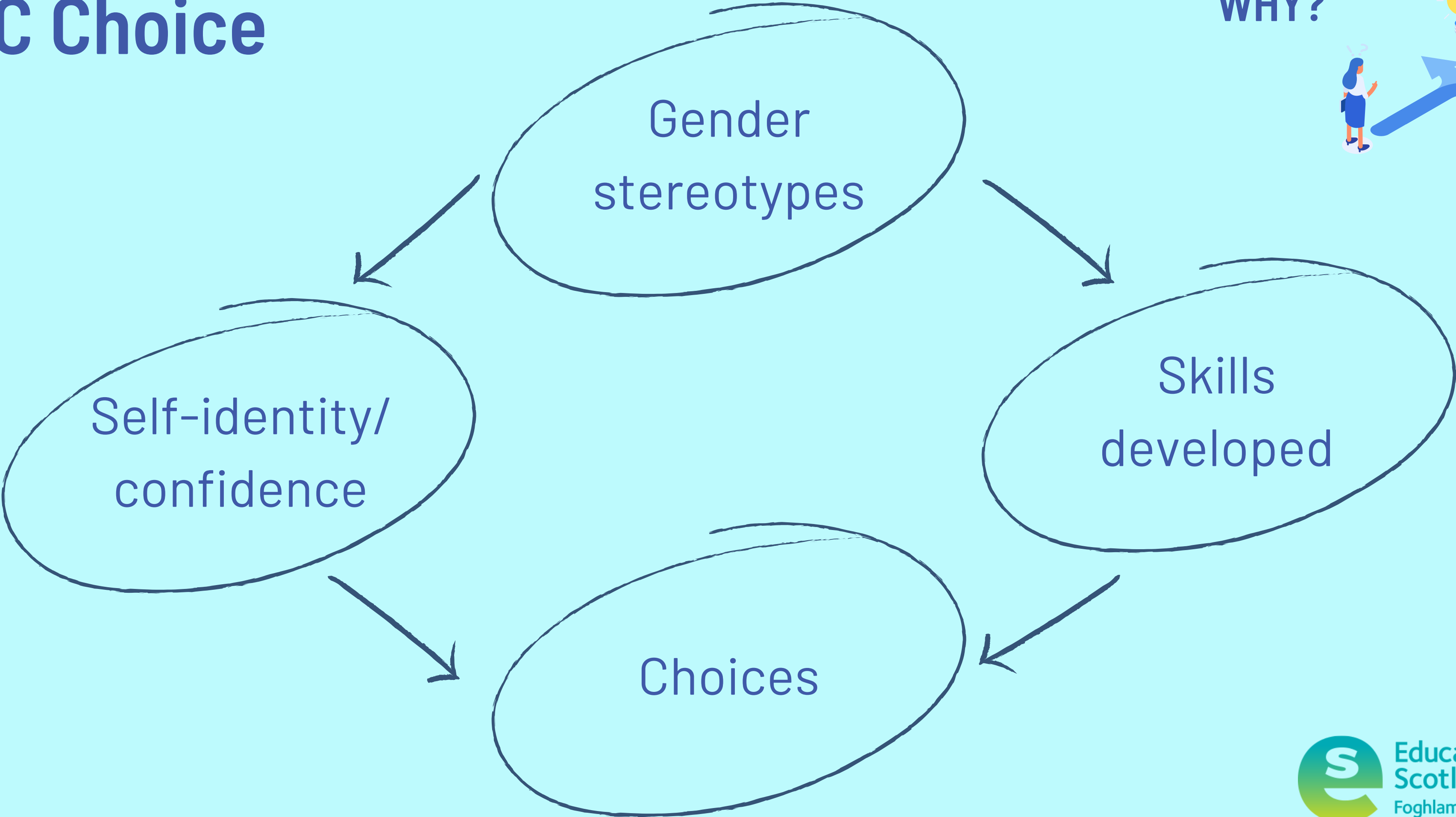


<https://padlet.com/esfshaw/LGEiESession4>



# 4C Choice

WHY?

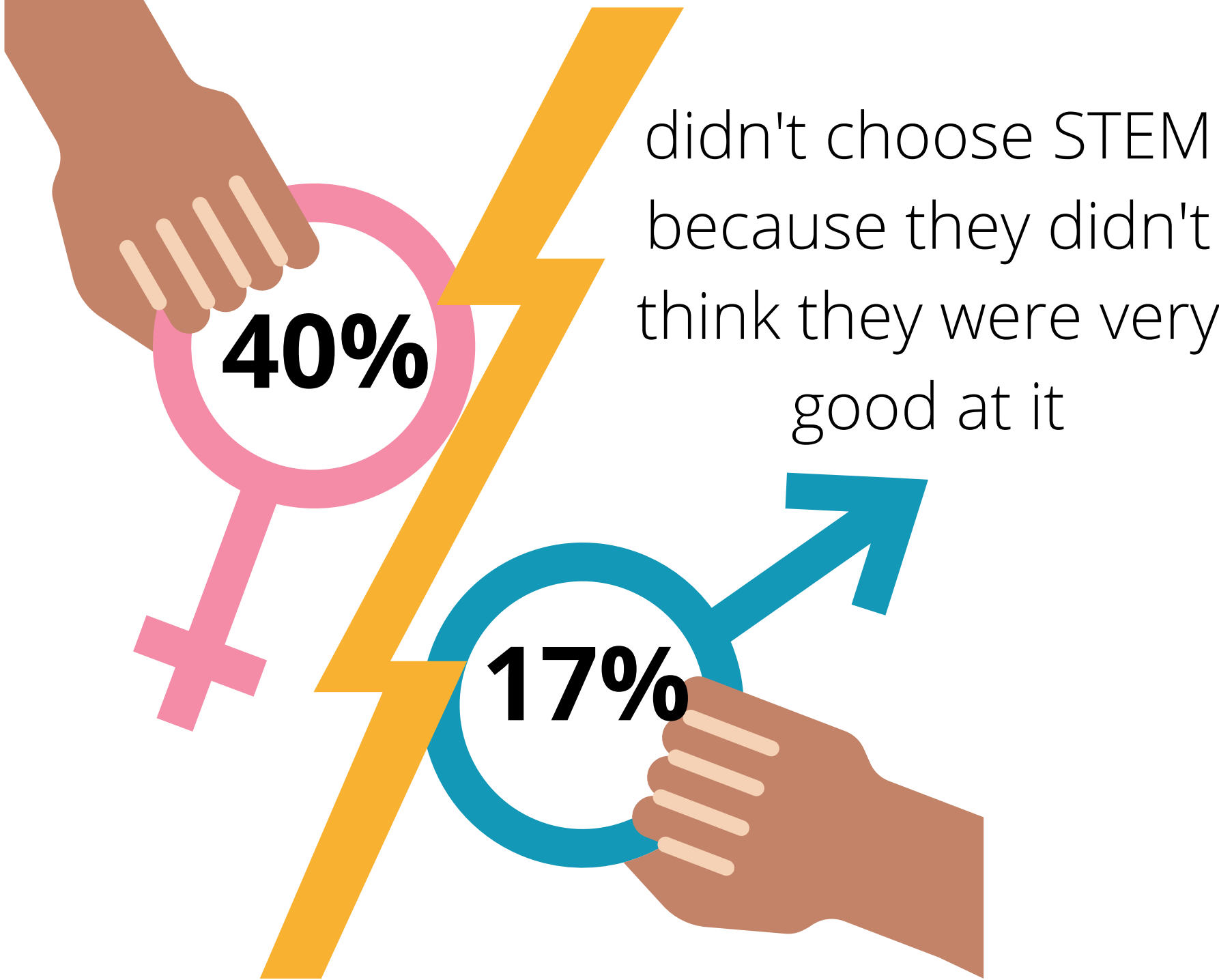


# 4C Choice

WHY?



## Fear of failure and self-selection out of things



# 4C Choice Language

How?



Gaucher, Friesen and Kay (2011), Evidence That Gendered Wording in Job Advertisements Exists and Sustains Gender Inequality

# 4C Choice

How are curricular areas presented to learners?

How?



Break out discussion:

What's working?



Consider:

- What's working well?
- What are the quick wins?
- What are longer term goals?

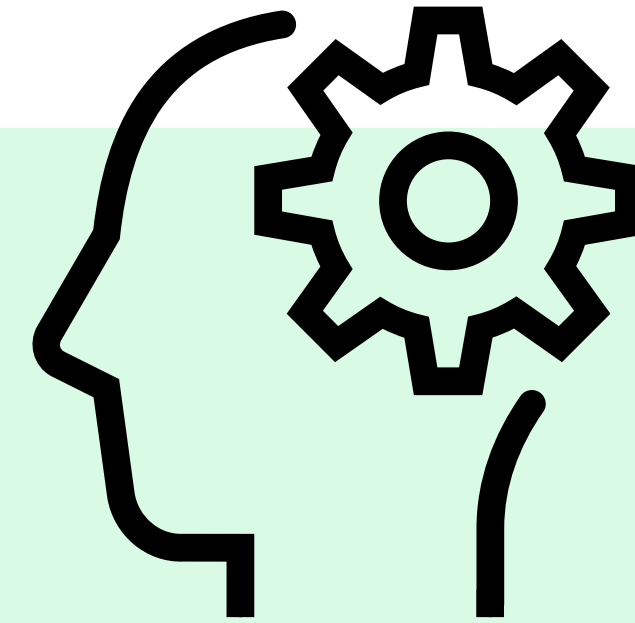


# Section 4: Challenge Questions

- **To what extent can our learners relate their learning and skills to the world of work, free of pre-conceptions?**
- **How well is learner perception of different subjects/topics monitored?**
- **How well is self-efficacy across different curricular areas understood and actively developed?**
- **How well are parents and practitioners supported to give advice on pathways including apprenticeships?**

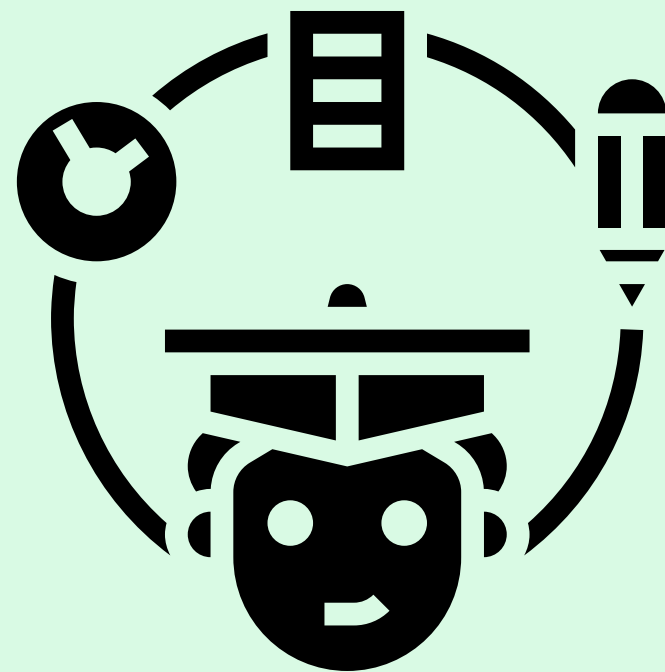


# Gap task 4 - OPTIONS



## Option 1:

**Skills review – how explicitly are skills referenced within learning and teaching?**



## Option 3:

**Review how activities (formal and informal curriculum) are presented and marketed**

For Secondary practitioners: you may want to carry out an initial review of options choice booklets

## Option 2:

**How often are you relating skills/knowledge within curricular areas to jobs?**



# **Next session: Session 5**

## **Family and community learning**

**Thurs 9th February - 16:00 - 17:30**

**Other dates as reminder:**

**Optional enquiry session - Mon 6th March 16:00 - 17:30**

# **Session 4: Skills and pathways - final reflection**

**Reflect on what you have heard today in relation to your own practice....**

**What did you find useful?**

**What made you reflect?**

**What wasn't relevant?**

**2 minutes individual reflection**



# QUESTIONS AND DISCUSSION



THANK  
YOU



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# Signposts for wordpress/blog

What have others done?- **signpost to sharing practice doc page....**

Case study - Shawlands Academy or Braes?

<https://igbecipl.files.wordpress.com/2020/01/what-can-biology-do-for-you.pdf>

**signposts for wordpress**

# How can you create a gender aware curriculum?



Developing the Young  
Workforce: Embedding equality  
in resources for learning

Guiding principles for developing and selecting resources that  
promote equality and diversity

<https://bit.ly/3N2CWfT>

**CURRICULUM INCLUSION**

LGBT Mapping Across  
Curriculum for Excellence

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



# Further resources

## signposts for wordpress



<https://www.myworldofwork.co.uk>

**For parents/carers**

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

**Industry page**

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



[www.apprenticeships.scot](http://www.apprenticeships.scot)

**Skills 4.0**

A skills model to drive  
Scotland's future

**Overview**

<https://bit.ly/2Fz5QE5>

**Introduction videos**

<https://bit.ly/3BBcA27>

<https://bit.ly/3SeDD9n>



**Meta skills toolkit**

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



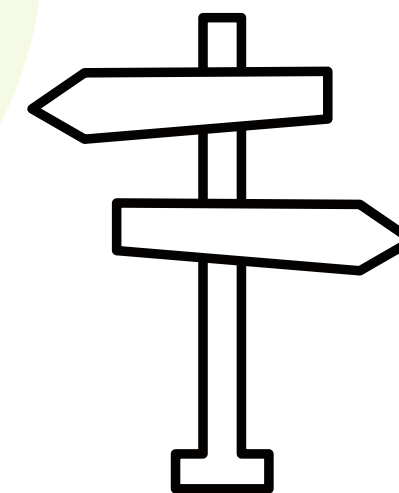
**Guidance for those providing  
advice on options/pathways**

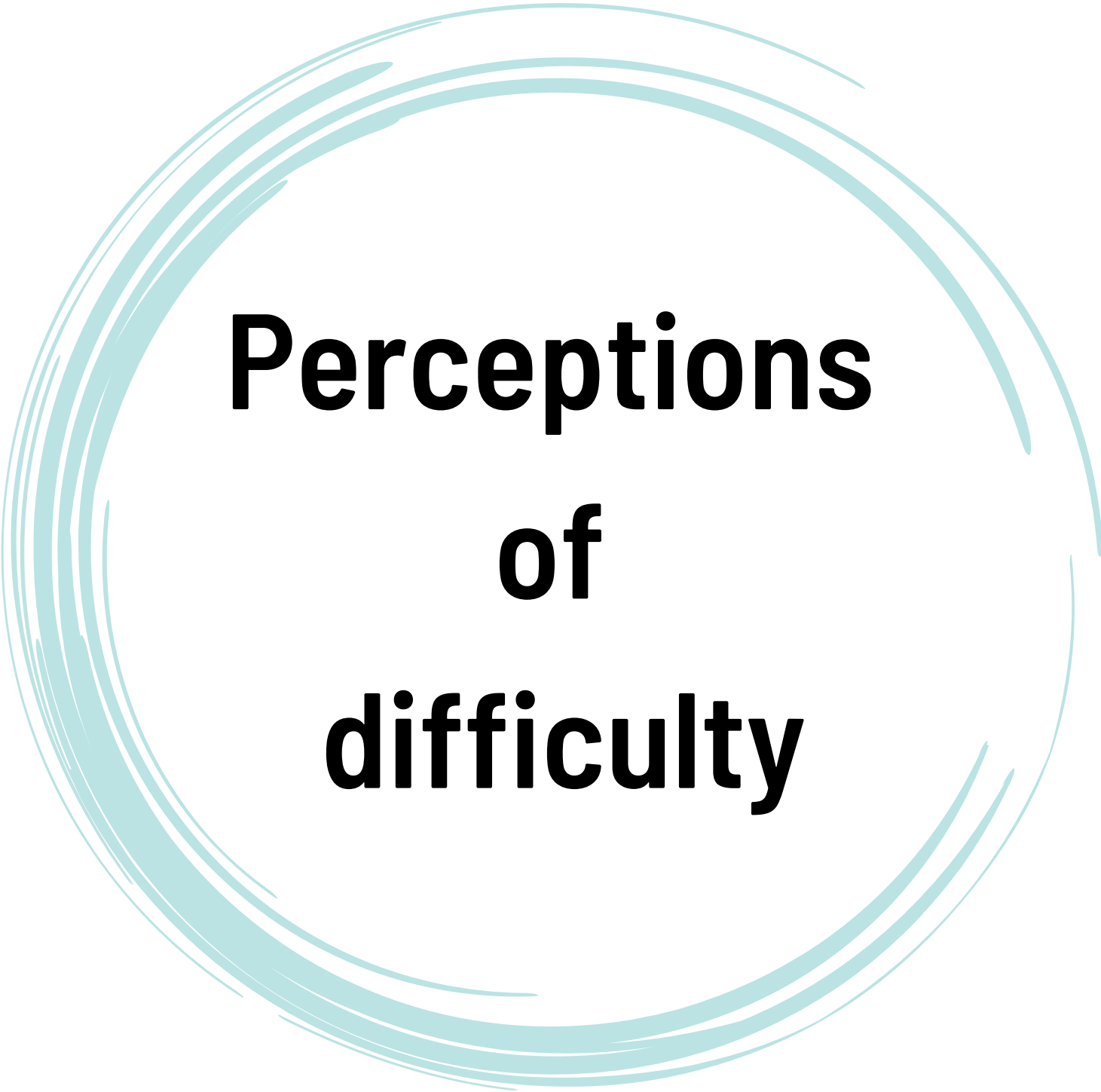


**Developing and selecting  
resources that promote equality  
and diversity**



**Challenging stereotypes  
modules for YSL's formal and  
informal**





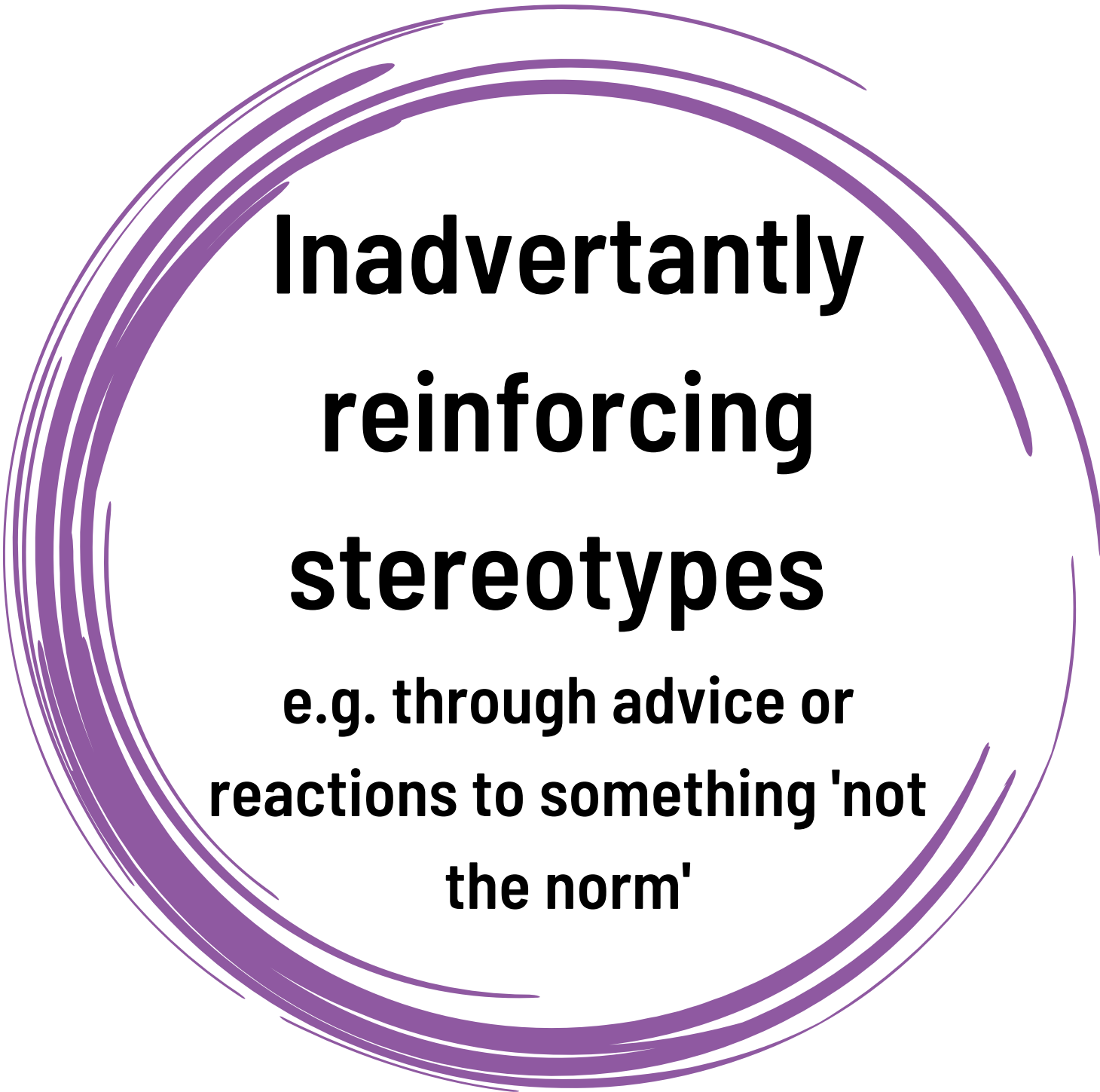
**Perceptions  
of  
difficulty**



**Branding**  
**(images used,  
contexts used etc.)**



**Promotion of  
growth  
mindset**



**Inadvertently  
reinforcing  
stereotypes**  
e.g. through advice or  
reactions to something 'not  
the norm'

**Celebrate...**  
**What's working well?**

**Quick wins....**  
**What's working so-so?**

**Challenges...**  
**What's not working so well?**