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

**LEADING GENDER
EQUALITY IN
EDUCATION**

**Session 5: Family and
Community Learning**

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

Protocols

Following concerns about online abuse on social media, please do not share on social media any screenshots of slides or content from the webinar that include the faces or names of participants (unless you have their explicit consent).

This video will be shared privately with yourselves, please don't share it beyond your setting.

If you are deaf or hard-of-hearing, or just in a loud space, you can “Turn on live captions” to improve your meeting experience.



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Outline of today's session



- Review gap task in break out rooms
- Section 5: Family and Community Learning
 - 5A: Meaningful Involvement
Activity: Reflect and share
 - 5B: Communication
Activity: Mentorship vs role models
 - 5C: Supporting Wider Change
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 4 Gap Task Options

- **4A – Skills review – how explicitly are skills referenced within learning and teaching?**
- **4B – How often are you relating skills/ knowledge within curricular areas to jobs?**
- **4C – Review how activities (formal and informal curriculum) are presented and marketed**

Gap Task Discussion

Starting with the person who lives furthest North discuss:

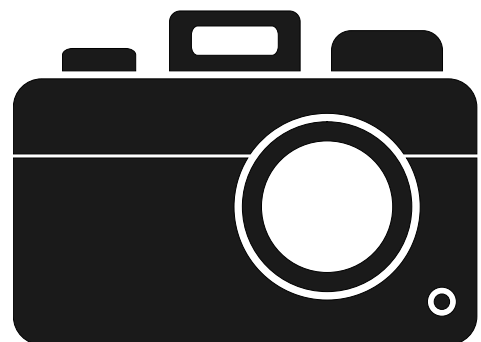


What gap task did you choose to undertake?

How did you carry this out?

10 MINUTES

What were your findings?



Please switch on cameras & mics!!



Section 5A: Meaningful Involvement

Key themes:

- Barriers within the wider setting community and examined and understood by all practitioners
- Comms around equalities use a variety of mechanisms to ensure engagement across the community
- The gender balance of parent and carer engagement is explored and steps put in place to address any imbalance

Section 5B: Communication

Key themes:

- Communication materials and methods with families are audited for inclusivity, accessibility and diverse representation
- All engagement with families (verbal and written) are sense checked to ensure no biases are reinforced
- All learner pathways are promoted equally, with a focus on removing stigma around work-based pathways

Section 5C: Supporting Wider Change

Key themes:

- Practitioners are empowered and feel confident to discuss gender inequality, roles and bias with parents,
- Practitioners are trained in identifying indicators of domestic abuse and wider forms of GBV, and take appropriate action

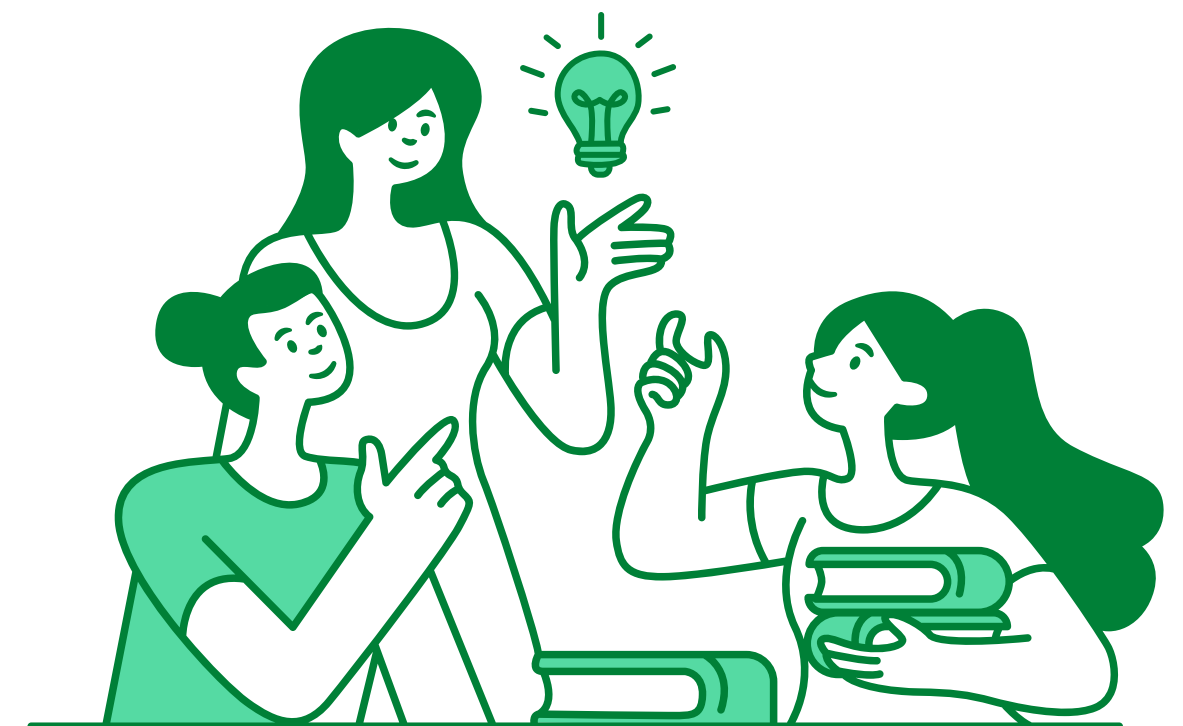
5A Meaningful Involvement

Things that may impact engagement with settings for parents and carers:

- Their experience of education was not positive
- Alienation or stigmatisation
- Lack of relatable representation in resources and in school groups
- Other responsibilities/no time

Breakout room discussion

Barrier mapping - what are the barriers for families in your setting community? What challenges do you face in building engagement?



5B Communication

- When considering inclusivity of communication, should also ensure comms are open-ended and reciprocal
- Not every form of communication will be effective for every family. How can you use multiple yet effective methods of communication to ensure maximum reach
- What additional tools might be needed to achieve accessibility and inclusivity?



5C Communication

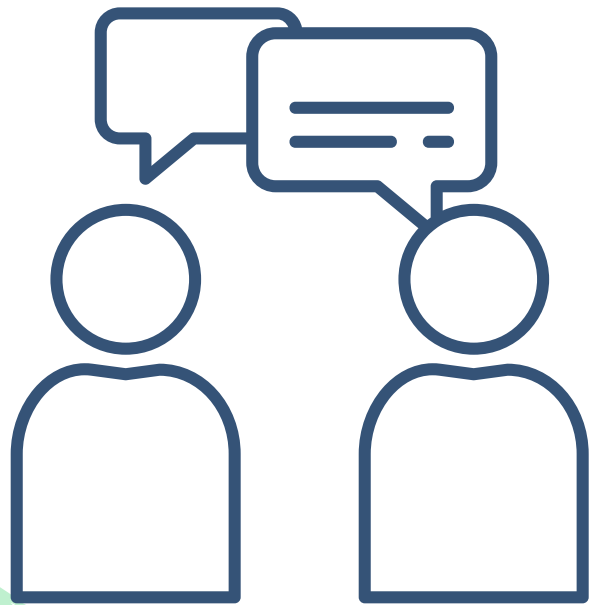


What methods of communication does your setting use and what are the limitations of this?



5C Supporting wider change

Confidence built amongst practitioners to discuss issues with parents and carers



All staff are empowered to identify and respond to GBV



Setting engages with community groups to achieve consistency of message



Allport's scale

Societal inequality

mass discrimination, violence,
economic and political inequality

Harmful behaviours

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

Discrimination

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

Avoidance

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

Antilocution

stereotypes, bias, everyday sexist
language

5C Discussion



One or two actions your setting can take to engage the wider community in this work (considering the gaps identified during the first discussion)



Section 5: Challenge Questions

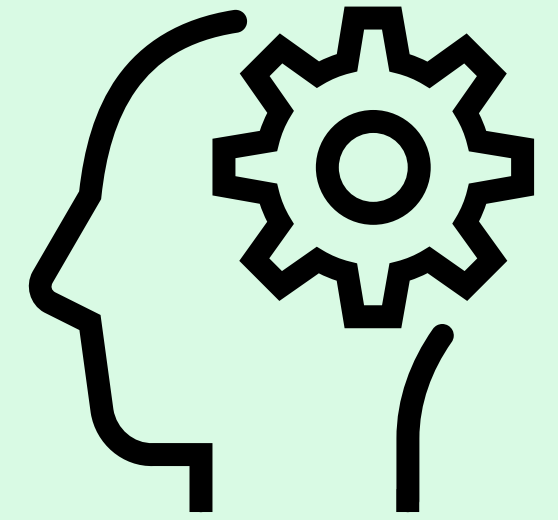
- **How is a shared vision and aims for equity of opportunity for all learners established with the wider setting community?**
- **How does the setting challenge traditional gendered perceptions with the wider community about learner pathways?**
- **How does the setting explore barriers to balanced parent/carer involvement? How does the setting ensure parents/carers are aware of the breadth of opportunities available to their children?**



Gap task 5 - OPTIONS

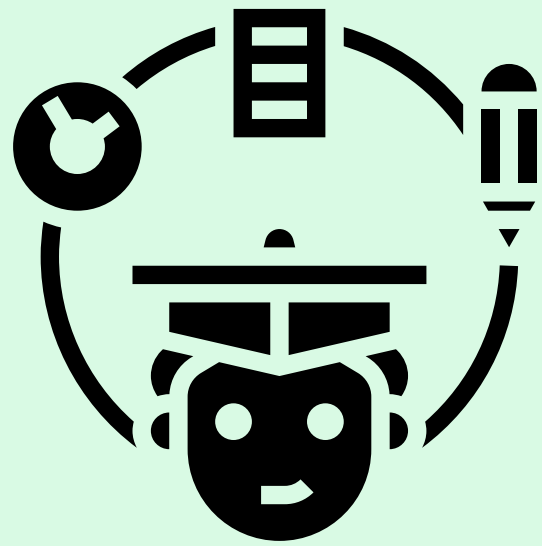
Option 1:

Identify gaps in family engagement. Come up with a plan to build engagement amongst that group



Option 2:

Review the settings communications with families for accessibility and inclusivity



Option 3:

Share resource with practitioners around identifying GBV and allow space for reflection/discussion

Next session: Session 6

Supporting an Enquiry

Monday 6th March - 16:00 - 17:30

Evaluation: <https://forms.office.com/e/ff2ZySsxkT>

QUESTIONS AND DISCUSSION



THANK
YOU



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