

Please sign in on register



Twitter: @EdScotIGBE
IGBE@educationscotland.gov.scot

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

**LEADING GENDER
EQUALITY IN
EDUCATION**

**Session 6: Leading an
Enquiry**

**Monday 6th March
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.



Twitter: @EdScotIGBE
IGBE@educationscotland.gov.scot



Outline of today's session



- Refresher - Session 5: Family and Community Learning
- Breakout 1 - Review of GAP task 5
- Feedback and reflective group activity
- The purpose and process of enquiry
- Breakout 2 - Reflective journal and next steps in your enquiry
- Questions and evaluation

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 5 Gap Task Options

- **5A - Identify gaps in family engagement. Come up with a plan to build engagement amongst that group**
- **5B - Review the settings communications with families for accessibility and inclusivity**
- **5C - Share resource with practitioners around identifying GBV and allow space for reflection/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 Discussion

Starting with the person who lives furthest North discuss:

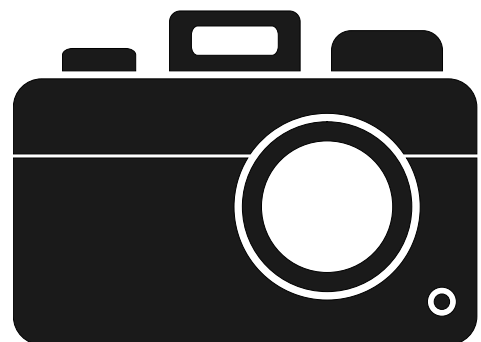


What gap task did you choose to undertake?

How did you carry this out?

10 MINUTES

What were your findings?



Please switch on cameras & mics!!



Reflection

Reflecting on the whole course, what has been the most significant/most relevant thing you have learned?



Definition of Practitioner Enquiry

Menter et al (2011): Practitioner enquiry, as defined by Menter et al (2011), is a 'finding out' or an investigation with a rationale and approach that can be explained or defended. The findings can then be shared so it becomes more than reflection or personal enquiry.



Systematic enquiry helps teachers to “let go’, unlearn, innovate and re-skill in cycles of professional learning throughout their career in response to changing circumstances” Menter et al (2011).



The purpose of practitioner enquiry

- Practitioner enquiry will allow you to explore questions about learning in your setting and support you to find out the answers
- It will help you to find out useful information about what is going on in your setting with your learners
- It promotes better practice and better learning for your learners
- You are in control and you are leading practice. Enquiry empowers you to find out why you do what you do
- It supports you in conversation with learners, parents and carers and colleagues. Sharing is a crucial aspect of enquiry
- It generates more questions and more learning

Process of practitioner enquiry

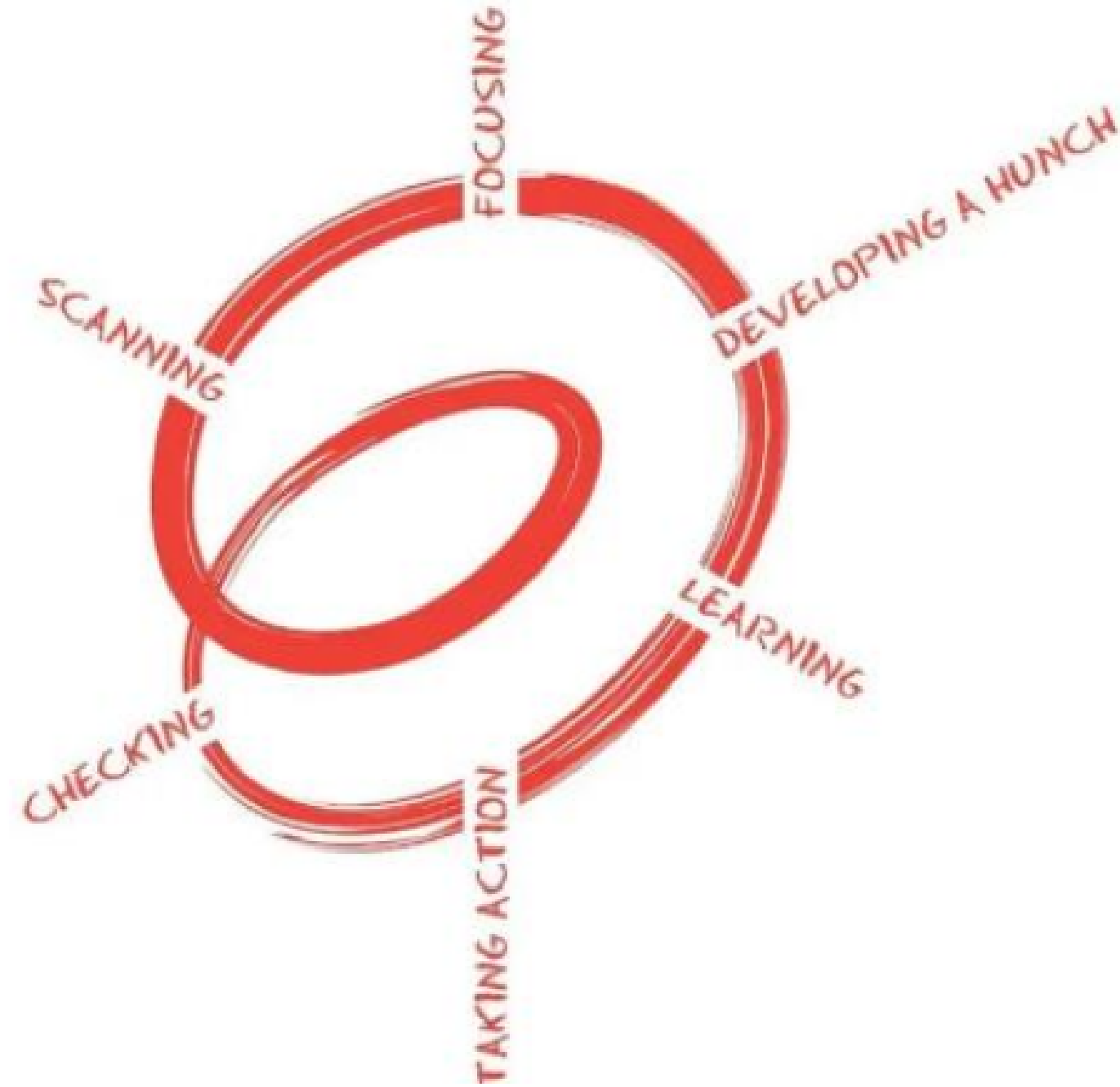


Figure 1: Spiral on Inquiry

This method of enquiry has been developed in British Columbia by Judy Halbert and Linda Kaser and the network they have supported (Network of Inquiry and Innovation).



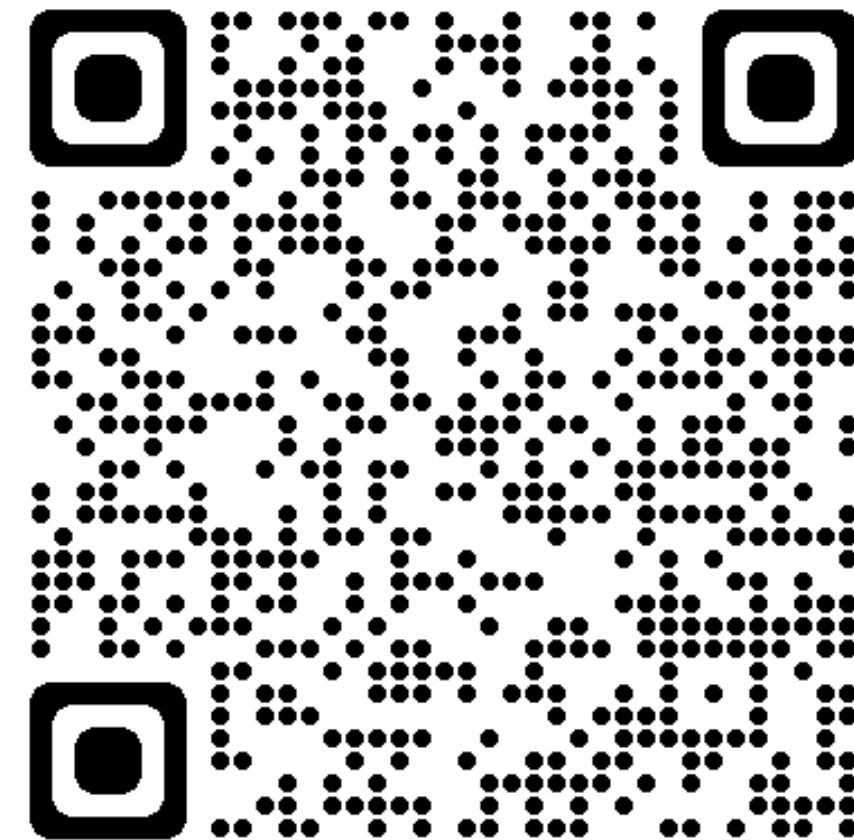
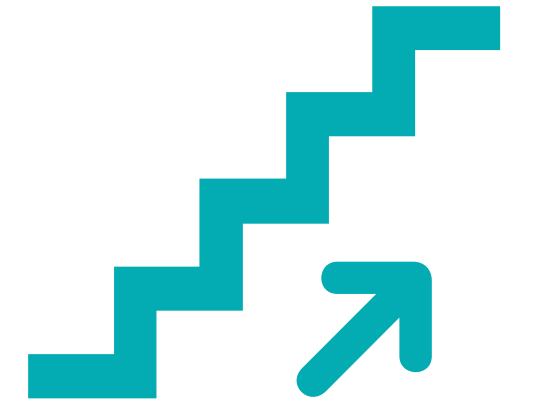
Figure 2: Practitioner enquiry as building on the process of plan-do-review

National Professional Learning Model



Next steps in your enquiry

- **Consider ideas for your enquiry**
- **What is your hunch?** (what is contributing to the situation you want to change?)
- **Are there any opportunities for collaboration?**



QUESTIONS AND DISCUSSION



THANK
YOU



Twitter: @EdScotIGBE
IGBE@educationscotland.gov.scot