gender equality
a toolkit for education staff

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introduction

Under the new Equality Act (2006) and the Gender Equality Duty which arises from it, schools are required to show that they are eliminating unlawful discrimination and harassment and promoting equality between women and men. This toolkit has been produced to help education staff to reflect on and develop that process throughout all aspects of their work in schools.

In recent years the focus of much work on gender within education has been on addressing concerns regarding achievement – particularly in relation to boys. There has also been some attention paid to boys' and girls' choice of subjects at examination level. Whilst raising attainment of all pupils across all areas of the curriculum remains an important matter, there are further concerns related to gender and inequality, which need attention. Research evidence suggests that young people are continuing to choose stereotyped career paths upon leaving school (Careers Scotland, 2004); violence against women continues with 42% of young people (16-20) claiming to know girls whose boyfriends have hit them (End Violence Against Women, 2006) and although girls are in general attaining well at school, many go on to face a pay gap of 12% within full time employment and 38% within part-time employment (Scottish Equal Opportunities Commission Scotland, 2006). Some of these issues have been downplayed in the past decade or so in many schools across Scotland and elsewhere, perhaps because teachers and educationalists considered them to have already been addressed.

In 2006, the Scottish Executive undertook a review of Strategies to Address Gender Inequalities in Scottish Schools, which concluded that:

- There are significant gender-related inequalities in Scottish schools. For example, nationally available statistics indicate that girls, at all levels, are out-performing boys.
- Local authority policies relating to gender equality in Scottish schools are, in the main, couched within a broader approach to social justice and social inclusion. However, there is a danger that gender becomes lost or fudged within the broader inclusion agenda. Schools and authorities should check that, where necessary, specific attention is given to issues of gender in relation to learning and teaching.
- It was rare to find schools with written policies on gender equality. Schools should discuss this situation and move towards development of policies to address gender-sensitive matters.
- There were examples of very successful initiatives in pre-5 and primary schools. This good practice could be more widely shared, and the implications worked into primary practice in general.
- Where development of a gender-related initiative was shared between schools, there was a greater chance of progression and continuity occurring. Primary and secondary schools should be encouraged to cooperate in the development of strategies to address gender inequalities with, ideally, national and local authority support through policy and staff development.

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> ⟩ The most successful practice engaged all stakeholders, particularly parents/carers. Schools should discuss with their communities how parents/carers and other stakeholders might be involved in the planning, development and implementation of strategies to address gender inequalities in Scottish schools.
>
> ⟩ Where staff development was most effective, it was in situations where the staff had a degree of ownership and were supported by practical guidance and advice. Schools and authorities should encourage and facilitate staff development activities related to gender issues, and providers of staff development, such as authorities and universities, should be encouraged to enable this development to happen.

As the Review suggests, inequalities and injustices related to gender have yet to be thoroughly and successfully addressed in all Scottish schools.

This, however, should not lead to schools simply categorising boys in one way and girls in another and developing initiatives, which are either more "boy-friendly" or more "girl-friendly". Each boy and each girl comes to school with their own particular life experiences which affect them, their ways of thinking, their behaviours and so on. The discourse on gender cannot be separated from debates around social class, culture, religion, different notions of masculinity and femininity, and other aspects of social justice and identity. To move towards effective practice in promoting equity and addressing discrimination it will be necessary in schools to consider the links between different aspects of inequality. For example, although the Gender Duty does not cover sexual orientation, this toolkit is based on an understanding that it is necessary to address homophobia alongside sexism in order to work effectively for gender equality.

It is not the purpose or intent of this toolkit to address all the above concerns or to provide a shortcut for staff wishing to come to a deeper understanding of gender. It is hoped, however, that the toolkit will provide a starting point, which staff can use, individually and collaboratively, to consider a wide range of practical steps that can be taken to promote gender equality in Scottish schools.

To fully and successfully implement the legislative requirements and make the required changes to the cultures and structures within schools and broader educational thinking, it will be necessary for staff to engage with the ideas at a deeper level than can be covered here. A suggested reading list for staff development is provided at the end of the toolkit (Appendix D) to assist teachers and other staff in this process.

The format of the toolkit has been taken from the *Race Equality Audit for Schools: A Self-evaluation Resource* already in use by many schools across the country. It is structured around the quality indicators of *How good is our school?* (2007) and is designed so that primary and secondary schools can look at the whole pack or only one section at a time. It

is expected that most schools will already be implementing some or many of the suggestions and can therefore look for ways to improve the impact of strategies already in place or investigate some new ideas. The eventual aim would be for every school to be able to evidence good practice at level 5 or 6 across each of the key areas.

Quality Indicators 1-4 are generally aspirational and have been addressed as such, with Quality Indicator 1.2 recognised as the key driver of the document.

The main business of a school, delivery of education, is detailed in Quality Indicator 5 and this may be where classroom teachers starting out on this journey towards gender equality wish to begin, with reference also to Appendix A, which contains practical examples of introducing gender equality into the curriculum. Reference is also made throughout Quality Indicator 5.1 to the Checklist for Mainstreaming Equality into Curriculum for Excellence (Appendix B). Further support, information, teaching and learning suggestions and resources are available on-line and the authors have produced a list of recommended sites to visit, related to many key areas of the toolkit (Appendix C).

For school managers, the starting point might be Quality Indicator 9. As with so many other aspects of school life, leadership is crucial, as both the driver for change and the enabler of initiative and good practice amongst staff throughout the school. A supportive and committed leadership within a school ensures that gender equality is taken seriously and acted upon. It is also the responsibility of managers within the school, to make all staff aware of their legal duties and to develop mechanisms whereby good practice is disseminated, embedded and progressed in all aspects of the school's work and amongst all its stakeholders. In Quality Indicators 5.9 and 6 – 8, suggestions are made as to how management and all staff can develop the whole school ethos through policy, training and co-ordination.

This toolkit has been written as *Curriculum for Excellence* becomes the key focus for developments in Scottish schools. Gender equality, positive attitudes towards both girls and boys, and teaching about gender issues, are essential if all pupils are to become confident individuals, successful learners, responsible citizens and effective contributors. As schools move forward with *Curriculum for Excellence* they have the opportunity to systematically integrate action for gender equality and other forms of social justice into the process. This toolkit was produced by the Equal Opportunities Commission Scotland and funded by the Scottish Executive. The authors were Judith Mackinlay and Laura Mitchell.

The authors wish to acknowledge the good work already evident in this field and to thank everyone who has read and commented on drafts of this document. Special thanks are given to Judith Mackinlay and Laura Mitchell for their work on the toolkit. The many ideas and suggestions we received have been very helpful and we have tried to incorporate these wherever possible. We hope staff will find this toolkit useful as they work to develop gender equality in their schools.

glossary of terms

Gender

A person's gender is complex, encompassing countless characteristics of appearance, speech, movement and other factors not solely limited to biological sex. Our ideas about masculinity and femininity (our understanding of gender) arise from the roles, attitudes, appearance, values and behaviours attributed to women and men by society.

Gender Expression

The manifestation of an individual's sense of being masculine or feminine through appearance, speech, movement, behaviour, etc.

Gender Identity

An inner sense of being male or female.

Gender Stereotypes

Mental templates we all have for how each sex should look, dress, and act.

Homophobia

The unfounded fear or hatred of people on the assumption that they are lesbian, gay or bisexual. The root of prejudice and discrimination based on an individual's sexual orientation.

Intersex

Intersex people are people born with sex chromosomes, external genitalia, or an internal reproductive system that is not considered 'standard' for either male or female.

LGBT

An abbreviation used as an umbrella term for lesbian, gay, bisexual and transgender people.

Mainstreaming

A strategy promoted by the Scottish Executive for progressing equality:

"the systematic integration of an equality perspective...[which] tackles structures, behaviours and attitudes that contribute to, or sustain inequality and discrimination."

Sex

The classification of people as male or female. At birth, infants are assigned a sex based on a combination of bodily characteristics including: chromosomes, hormones, internal reproductive organs, and genitals.

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Sexism

Prejudice or discrimination based on gender. Like other "isms," sexism can be at a **personal** level, as when someone tells a joke or makes a remark that demeans a woman because of her gender; it can be at a **cultural** level where, for example, sexist views are accepted and remain unchallenged in a staff room, just because they "mean no offence" or **institutional**, as when women are paid less than men doing the same work, or are offered fewer promotion opportunities.

Transgender

An all-embracing term for people whose gender identity or gender expression conflicts with the 'norms' expected by their society.

Transsexual

A transsexual person's self-perceived gender is not the gender they were assumed to be at birth on the basis of their physical characteristics.

The term transsexual is usually used to describe a person who intends to undergo, is undergoing or has in the past undergone a process of gender recognition/reassignment (which may or may not involve hormone therapy or surgery). Transsexual people are protected in employment law under the 2006 Equality Act.

Transphobia

The unfounded fear or hatred of transgender people. The root of prejudice and discrimination based on an individual's gender expression/identity.

This glossary has borrowed and adapted definitions from four sources:

http://www.gpac.org/gpac/glossary.html
http://www.equality-network.org/
http://en.wikipedia.org/wiki/Gender
http://www.culturalpartnerships.org/productspubs/glossary.asp

quality indicators

Quality Indicator 1: **Key performance outcome**
1.1 Improvements in performance
- Girls' and boys' attainment is improving and/or maintained at a consistently high standard   - A "Which boys? Which girls?" approach is taken to address underachievement: Neither boys nor girls are treated as homogeneous groups with easily definable strengths and weaknesses (see Quality Indicator 8.4 Managing information)   - The overall range and quality of boys' and girls' achievements is broadly comparable   - At secondary level the link between gender and subject choice is diminishing   - The gender equality initiatives in the school improvement plan have had a measurable impact on improving the achievements, attainment and well-being of learners, and the work of the school
1.2 Fulfilment of statutory duties
- The school takes full account of government policy on gender equality and the Gender Equality Scheme within the local authority and ensures all policies and practices in the school are consistent with these as well as with relevant legislative requirements   - All purchasing and contracting is in line with the Equal Opportunities Commission's guidance on procurement under the Equality Act 2006 (see Quality Indicator 8.2 Management of finance for learning)

Quality Indicator 2: **Impact on learners**

2.1 Learners' experiences

- All children and young people are supported and encouraged to:
    - reflect on their own and others' experiences of gender inequality
    - consider how gender inequalities might be addressed within the school and the wider community
    - contribute to the development, delivery and evaluation of the school's gender equality initiatives
- Learners feel increasingly confident in recognising, discussing and addressing gender discrimination
- All children and young people experience school as a supportive and inclusive space: their qualities, interests and behaviours are not rigidly defined by gender

2.2 The school's success in involving parents, carers and families

- Parents, carers and families have a good understanding of the school's aims, values and actions relating to gender equality
- Parents, carers and families are given opportunities to contribute to the development, delivery and evaluation of the school's gender equality initiatives
- Both male and female parents and carers feel supported and encouraged to be involved in the work of the school and are satisfied with the opportunities they have to contribute to their children's learning and progress

Quality Indicator 3: **Impact on staff**

3.1 The engagement of staff in the life and work of the school

> - All staff understand, share and are committed to the school's aims, values and actions relating to gender equality
> - All staff are given clear guidance on how standards of conduct, policies and strategies are to be used to ensure equality and anti-discrimination (including gender equality) permeates throughout the work of the school
> - All staff know how they can and are expected to contribute to equality and anti-discrimination within the school
> - Both male and female staff feel valued, consulted and supported, in particular where there is gender imbalance in staffing such as where:
>   - care, cleaning and catering work is largely or exclusively undertaken by women
>   - men are more dominant or entirely make up the school management and leadership team
>   - nursery and infant teachers are all female

Quality Indicator 4: **Impact on the community**

4.1 The school's success in engaging with the local community

- › Members of the local community have a good understanding of the school's aims, values and actions relating to gender equality
- › Local individuals, groups and projects are invited to contribute to the development, delivery and evaluation of the school's gender equality initiatives
- › The school seeks the views of a diverse range of people who make up the school community, including minority and excluded groups

4.2 The school's success in engaging with the wider community

- › The school engages with and learns from local, national and international groups and organisations who are working to address discrimination and inequality
- › The school's work towards gender equality is based on a knowledge and understanding of current research and good practice:
  - › Strategies to Address Gender Inequalities in Scottish Schools: A Review of the Literature: March 2006
    http://www.scotland.gov.uk/Publications/2006/05/03105933/0
  - › Equal Opportunities Commission Scotland: education
    http://www.eoc.org.uk/Default.aspx?page=14812
  - › DFES digests on research related to gender issues in education
    http://www.standards.dfes.gov.uk/research/themes/gender/

Quality Indicator 5: **Delivery of education**

For web links offering ideas and practical resources relating to Quality Indicator 5, see Appendix C.

5.1 The curriculum	

The rationale and design of the curriculum	› Opportunities for extending learners' experience, knowledge and understanding of equality and anti-discrimination (including gender equality) are sought, planned and delivered in all subjects at all stages (i.e. equality and anti-discrimination are mainstreamed into the curriculum)
	
	 › This mainstreaming of gender equality has 4 key aims linked to the four capacities of Curriculum for Excellence:
	
	   › to ensure all learners, whatever their gender expression, are included, valued and respected (becoming **confident individuals**)
	
	   › to develop knowledge and understanding of sexism and gender inequality (becoming **successful learners**)
	
	   › to develop skills and capacity to challenge discrimination against themselves and others (becoming **responsible citizens**)
	
	   › to offer opportunities to take action against discrimination (becoming **effective contributors**)
	
	 › While some subjects may deliver specific lessons, courses and programmes of study, an anti-sexist, anti-homophobic approach is taken in all subjects at all stages
	
	 › Effective mainstreaming ensures all learners develop knowledge skills and understanding of equality and anti-discrimination (including gender equality) throughout their school career no matter which subjects they choose to study
	
	 See
	 › Appendix A: **Examples of mainstreaming gender equality into specific subject areas**
	 › Appendix B: **Checklist for Mainstreaming Equality into Curriculum for Excellence**

5.1 The curriculum – continued	
The development of the curriculum	› Staff time is given to discussing "Equality and Fairness" keeping staff informed of new resources and developments and encouraging them to incorporate these within their teaching › School management or the school's Equalities Co-ordinator carries out a regular audit of the curriculum to ensure mainstreaming permeates all subjects and stages
Programmes and courses	› A spiral curriculum is developed where issues of gender equality are revisited and understanding can be deepened › PSE/Citizenship/Health programmes focussing on equality issues are developed for each year group. Whilst gender equality may have more emphasis in some years than others, it is included at all stages › Links to external agencies or individuals working in the area of gender equality are established and used to enrich programmes of study (e.g. Commission for Equality and Human Rights, Oxfam, Womankind Worldwide, Scottish Women's Aid, Zero Tolerance)

5.2 Teaching for effective learning	

The learning climate and teaching approaches	› A range of strategies is used which does not entrench any student or group of students in one learning style, but enables all to become familiar and confident with different modes of learning.
	› Peer education is used to pass on learning about gender equality. For example:
	  › S5/6 work with S1 or transition classes to develop their own course or session on gender equality with support from staff e.g. using the *Drummond Game for Equality*
	  › Middle stage primary pupils explain the reasons behind school rules on equal treatment of girls and boys to infant classes
	  › Upper primary work with middle primary to explain issues of peer pressure and gender

Teacher-pupil interaction including learners' engagement	› Staff consistently educate against using prejudicial or offensive terminology and model preferred terms › Encouragement and support is given to learners investigating gender equality issues, for example as a focus in the study of a text or historical period › Learners understand the purpose and aims of education for gender equality through familiarity with equality statements and clearly communicated learning intentions
Clarity and purposefulness of dialogue	› Teachers are aware of the possible bias/differences in their questioning of girls and boys and take steps to monitor and if necessary improve their own practice: e.g. give equal "wait time" to girls and boys › Teachers ask higher-order, open-ended questions of both boys and girls › Teachers define terms and explain concepts relating to gender equality (see glossary)

Judgements made in the course of teaching	› Steps are taken to counter peer pressure relating to gender, for example:
	  › learners are given opportunities to reflect on their own assumptions and expectations related to gender
	  › teachers facilitate discussion about stereotyped choices before choices are offered
	  › random factors such as house number or a parent's initial are used to allocate tasks or roles

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5.3 Meeting learning needs	
Tasks, activities and resources	› Learners develop knowledge and understanding relating to equality and discrimination, regardless of their reading or writing skills, through varied teaching approaches including collaborative group work, talking, listening and the expressive arts › Up to date resources are used which, introduce positive images of and attitudes towards women and men, in particular those taking part in activities not traditionally associated with their gender
Identification of learning needs	› Children and young people living with gay, lesbian or transgender parents/carers or relatives see their families valued and respected by the school
The roles of teachers and specialist staff	› Learners are encouraged to recognise and resist peer pressure relating to gender as it occurs in school › Support is given to all children and young people to reflect on and celebrate their own gender expression › Learners with additional support needs are provided with access to education about gender issues
Meeting and implementing the requirements of legislation	› Planning for individual, class and whole school learning does not discriminate on the grounds of gender but rather promotes gender equality e.g. in developing a pupil's IEP or Co-ordinated Support Plans, opportunities are taken to explore interests and skills which are not gender-stereotypical

5.4 Assessment for learning	

Assessment approaches	› A variety of assessment modes are used to provide all learners with the opportunity to produce their best performance (e.g. oral questions, written answers, multiple choice, observation of group work)
	› Learners are assessed on their:
	  › knowledge and understanding of sexism and gender inequality
	  › capacity to challenge sexism and gender inequality
	  › willingness to engage with actions to counter sexism and gender inequality

Planning learning experiences and activities	› Care is taken that the interests of children and young people are not narrowly defined or interpreted; ideas about what girls and boys like or want are not used to limit the opportunities they are offered › While information about learning styles and needs is taken into account, no assumption is made that one method or resource will suit all boys or all girls best: opportunities are provided for all learners to experience a range of teaching and learning activities and tasks › Strategies such as single-sex grouping and boy-girl seating are only adopted on occasion and where the pros and cons have been fully considered
Use of assessment information to identify and plan future learning	› Positive recognition is given to boys' and girls' achievements in all areas of learning. Where one sex out-performs the other, assessment criteria are reviewed for bias and positive steps are taken to acknowledge success and encourage ambition from all children and young people
Arrangements for recording and reporting	› Children's and young people's developing capacity to recognise and challenge discrimination against themselves and others is discussed with their parents/carers as an aspect of becoming a responsible citizen

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5.5 Expectations and promoting achievement	
Staff expectations and use of praise	› Staff have high expectations of behaviour from both girls and boys › Praise and sanctions are used consistently and fairly with both girls and boys › Girls and boys are encouraged equally to take on responsibilities in classrooms and across the school › Extra curricular activities offered by the school are open to both girls and boys and a good gender mix in all such activities is actively encouraged
Learner expectations and sense of achievement	› When providing opportunities for learner consultation and feedback, staff ensure that the voices of both girls and boys are heard and given equal weight › Girls and boys treat each other with respect and are comfortable discussing differences and similarities
Promoting and sustaining an ethos of achievement	› Care is taken to seek out and involve women and men (as parents/carers/external speakers/specialists) in school initiatives, and to ensure some of those who participate counter stereotyped expectations of men's and women's occupations/achievements › Strategies are considered and adopted, which encourage both girls and boys to work hard without fear of ridicule or isolation › Homework clubs and other opportunities to encourage engagement with learning are offered and take-up is encouraged from girls and boys who require support › The school celebrates the achievements of both girls and boys equally e.g. no more emphasis is put on winning a boys' football tournament than on girls participating in a charity fund-raiser
Staff-learner relationships	› Incidents of sexist or homophobic behaviour/bullying are always taken seriously and treated sensitively › Children and young people feel confident about reporting such incidents › There is nowhere in the school where sexist or homophobic harassment, e.g. "jokes", name-calling, etc. are acceptable forms of behaviour. This includes playgrounds, staff rooms, changing rooms, classrooms, corridors, dining halls, etc.

5.6 Equality and fairness	

Approaches to inclusion	› Children, young people, parents, carers and staff whose behaviour and/or appearance does not conform to traditional expectations of their sex are valued and accepted
	› The school ensures that gender, gender expression and sexual orientation are not barriers to participation and achievement
	› Communication with parents/carers is careful to avoid assumptions:
	   › Parents and carers may be mothers/fathers/step-parents; single or separated parents/carers; same sex parents/carers; etc.
	   › A parent or carer may not share a family name with a child, but no assumption is made about their marital status or relationship with that child
	   › No assumptions are made about the gender of the parent/carer who might become involved e.g. letters don't go home looking for "Mums to help with the baking" or "Dads to help with football"
	› All children and young people, members of staff and parents/carers recognise that sexist, homophobic and/or sexually harassing behaviours are unacceptable in the school

Promoting equality and fairness	› Gender equality is visibly recognised in the school through learners' work, activities, events, newsletters, posters, speakers, etc.
Ensuring equality and fairness	› The school welcomes both male and female carers/parents into the school and actively encourages both male and female carers and/or relatives to participate in a wide range of support roles › Staff model anti-sexist and anti-homophobic behaviour at all times with other staff, children and young people, parents and carers

5.7 Partnerships with learners and parents	
Engaging parents in their children's learning and the life of the school	› Particular encouragement is given to support fathers and male carers/relatives in active engagement with the school and with becoming partners in their children's learning › Specific concerns of single and separated parents/carers are considered when planning consultation, information and social sessions for parents/carers › Relationships and communication with separated parents is sensitively dealt with in the best interests of the child › Child protection protocols are implemented without discrimination on grounds of gender

Consulting and communicating with learners and parents	› Information is given to children and young people, parents and carers on how:
	  › equality and anti-discrimination (including gender equality) is being promoted by the school
	  › equality and anti-discrimination (including gender equality) is being addressed within different areas of the curriculum
	  › discrimination (including sexist and homophobic behaviour) from children and young people will be addressed
	› The school initiates discussions with parents about issues such as peer pressure, gender and stereotypes
	› Parents and carers know how to use the school's complaints procedure should they or their children experience discrimination (including sexism and homophobia)

Dialogue with learners and parents about the work of the school	› The school reports annually to parents, carers, children and young people on success in meeting its improvement priorities and achieving key outcomes related to gender equality

5.8 Care, welfare and development	
Arrangements for ensuring care, welfare and child protection	› Policies and procedures for dealing with sexist, homophobic or sexually abusive incidents are clear and in line with local and national guidance › Staff are confident and consistent in dealing with such incidents › New staff are made aware of procedures and assisted in implementing them › Anti-bullying procedures, including procedures for dealing with sexist or homophobic bullying, are discussed with children and young people on a regular basis
Approaches to and provision for meeting the emotional, physical and social needs of children and young people	› A well planned social education programme with progression across the school raises learners' awareness of gender issues and develops their capacity to challenge any sexist or homophobic behaviour that they experience or witness › This ongoing work is enriched by whole school events and/or cross curricular initiatives, which have a special focus on equity and include activities exploring gender issues – e.g. sexist behaviour or attitudes, sexist and homophobic bullying, masculinity, femininity and gender identity, gender stereotypes, gender issues in the context of "healthy relationships between boys and girls" etc. › Citizenship education takes opportunities to explore the effects of sexual, homophobic or domestic violence and abuse through investigations of incidents across Scotland and connections with agencies and campaigns supporting the victims › All education programmes or curricular inputs dealing with issues of sexual abuse, domestic abuse, homophobia, etc. pay due regard to the possibility of children and young people in the class/group having current or past personal experience of these issues

5.8 Care, welfare and development – continued	
	› Staff show an understanding of the emotional effects of sexist bullying, sexual abuse, homophobic harassment, domestic abuse and the sexist or homophobic attitudes of others › Support and advice is sought from experienced outside agencies, such as Women's Aid, in addressing the above issues and offering the best care for children and young people distressed as a result of any of the above › Children and young people whose behaviour and/or appearance does not conform to traditional expectations of their sex are valued and supported › Where parents/carers feel their child's progress is being hindered by sexism, transphobia or homophobia their concerns are fully investigated and effective action is taken
Curricular and vocational guidance	› Teachers are careful to avoid stereotyping of girls and boys into certain career or subject paths › Positive role models and activities are provided, which challenge any pre-conceived gender stereotypes of career options › Careers information/materials are equality-proofed to reflect the ethos of the establishment › In secondary schools, children and young people are encouraged to avoid seeking only gender stereotyped work experience e.g. girls to nursery/caring jobs and boys to mechanical/physical jobs. › Care is taken to ensure the experience in a work place does not reinforce gender stereotypes or fail to deal appropriately with sexism, sexual harassment or homophobia › Parents/carers are encouraged to support the school in challenging gender stereotyped subject choices and career options and are provided with information about how the school is addressing this matter › Senior pupils who are parents are provided support whether as mothers or fathers. Materials to explore the responsibilities of parenthood could be used e.g. Caroline's Story or Lads as Dads DVDs produced by South Lanarkshire Home School Partnership programme

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5.9 Improvement through self-evaluation	
Commitment to self-evaluation	› Staff, parents, carers, children and young people all participate in the evaluation of gender equality work in the school › The school builds action points arising from the local authority gender equality scheme into its development plan and reviews this in line with its planning cycle. Actions for schools, set out within the local authority scheme, are achieved within three years of the scheme's publication › Positive steps are always taken to gather the views of male and female staff, parents, carers, children and young people (not only on issues directly related to gender)

Management of self-evaluation	› Senior staff:
	  › monitor the mainstreaming of equality (including gender equality) into all planning, teaching and learning
	  › clearly identify, strengths and areas for improvement
	  › ensure good practice is shared
	› Boys' and girls' experiences, achievements and, where applicable, choice of subjects are monitored, compared and evaluated

School improvement	› The school reports annually on the actions that they have taken or intend to take to meet the gender equality duty › The school's information for parents, carers, children and young people, HMIE, authority reviews, Standards and Quality Reports, etc. describes its work towards gender equality

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Quality Indicator 6: **Policy development and planning**

6.1 Policy review and development

- All new and existing policies are subject to a Gender Impact Assessment (GIA) which includes asking such questions as:
  - Does the policy/procedure address issues of gender equality?
  - Is there evidence to suggest that girls and boys or women and men have different needs, experiences, concerns or priorities in relation to this policy area or procedure?
  - Could the policy/procedure unintentionally disadvantage people of one sex or the other, or transsexual people?
- School policies provide clear guidance on equality and anti-discrimination (including gender equality)
- The ethos the establishment wishes to project is reflected in policy statements, courses and programmes. These contain explicit references to gender issues, domestic abuse, homophobia etc.
- A programme is in place whereby all policies will be updated with reference to the legal requirement of the Gender Equality Duty and guidance from the Equal Opportunities Commission/Commission For Equality And Human Rights (CEHR) and the local authority

6.2 Participation in policy and planning

- Male and female staff, pupils, parents and carers are well represented in relevant stakeholder forums, such as pupil councils, Parent Councils, working groups and focus groups
- The school uses a wide range of approaches to communication and consultation (e.g. formal meetings, questionnaires, informal conversations, small group discussions, web-based/email surveys). This facilitates confident contributions from a diverse range of male and female learners, parents and carers

6.3 Planning for improvement

- The development planning cycle includes a discrete element on gender equality
- In producing the improvement plan the school makes systematic use of data relating to and comparing boys' and girls' attainment and achievements

Quality Indicator 7: **Management and support of staff**

7.1 Staff sufficiency, recruitment and retention

> - The induction of all new staff includes an equality and anti-discrimination element
> - Staff have a clear understanding of local and national policies and procedures for dealing with sexist, homophobic or sexually abusive incidents
> - Sexist or homophobic comments made to staff or adult visitors are dealt with very seriously and the victims of such abuse are fully supported by management and other staff
> - The Senior Management Team acknowledges and praises the work of staff who contribute to or make specific efforts in developing gender equality in the school

7.2 Staff deployment and teamwork

> - A senior member of staff has responsibility for co-ordinating and championing equality and anti-discrimination matters for the school, with appropriate training and support
> - A member of staff (e.g. librarian) should be remitted to develop communication systems to inform staff of resources and initiatives pertaining to gender equality. This might be in the form of advice on notice boards or email bulletins
> - An Equalities Working Group meets regularly to support the senior member of staff and initiate activities
> - Care is taken to ensure that decisions about employing, promoting or deploying staff in different stages or subjects are not influenced by gender
> - Staff meetings, non-contact time and working groups are organised to ensure all staff, including part-time staff, are able to make effective contributions to the work of the school

7.3 Staff development and review

> - Awareness of equality issues and legislation, and commitment to promoting equality (including gender equality) forms part of the framework for the review process
> - Continuous Professional Development on equalities, including gender equality, is undertaken by all staff annually as a whole school programme to update on developments and refresh ideas and practice
> - Continuous Professional Development sessions are organised to allow part-time staff the opportunity to attend

Quality Indicator 8: **Partnerships and resources**

8.1 Partnerships with the community, educational establishments, agencies and employers

- › The school has good awareness and contacts with a range of agencies, which promote gender equality, or which support victims of gender inequality e.g. Women's Aid, Scottish Executive Equality Unit
- › The school develops some partnerships with such agencies and also works collaboratively with other local and national initiatives related to gender equality e.g. Domestic abuse strategy and sexual health initiatives
- › The school works with local youth groups and community organisations, which provide support and activities specifically aimed at vulnerable and excluded young people e.g. Asian girls' groups

8.2 Management of finance for learning

- › A realistic budget is set aside annually, specifically to develop and support equalities initiatives including gender equality. The budget is managed by the equalities co-ordinator, the Equalities Working Group, or the remitted member of the Senior Management Team
- › Consideration is given to how the school budget is allocated in such a way that it assists in promoting the requirements of the Equality Act, 2006 e.g. in the purchase of relevant library resources, in financing diversity events in the school, in allowing children and young people to participate in local and national events/initiatives and to go on educational visits which focus on gender equality/anti-sexist or anti-homophobic themes, in supporting the continuous professional development of staff
- › The Senior Management Team and/or School Business Manager(s) are familiar with the Equal Opportunities Commission's guidance on procurement under the Equality Act, 2006 and, where they are directly involved in drawing up contracts with providers, ensure that any purchasing and contracting follows this guidance
    - › Equal Opportunities Commission Scotland guidance: http://www.eoc.org.uk/default.aspx?page=14899
- › All staff are aware of how to access the budget available to fund equality and anti-discrimination work and of plans for spending in this area

OPPORTUNITY

EQUALITY

8.3 Management and use of resources and space for learning

› The school clearly displays signs/notices/posters about bullying and discrimination being unacceptable (including explicit reference to sexist and homophobic behaviour and gender-based violence). Information about what to do and where to go for help is also displayed

› Space and facilities are provided for a range of curricular and extra curricular activities that appeal to all learners. Where some activities are chosen largely by one sex, all children and young people are encouraged to participate

› Diverse images of women and men are displayed throughout the school. Some of these are chosen to introduce positive images of and attitudes towards women and men taking part in activities not traditionally associated with their gender

› A detailed audit of equality and anti-discrimination resources is conducted regularly. This audit seeks to identify gaps where some equality strands (including gender equality) may not be resourced in specific subjects or at certain stages

› A range of good anti-discrimination resources is used effectively throughout the school

› Areas outside the classroom, where children and young people may experience abuse or bullying, are well supervised e.g. playground, school gates at the end of the day, toilets, school bus, changing rooms, etc.

› Any abusive graffiti is immediately removed

› Where graffiti appears, this is used as an educational opportunity to instigate discussion on discrimination with careful consideration given to the sensitive nature of such topics for those on the receiving end of the abuse

› Teachers, playground supervisors and other relevant support staff are familiar with the procedures for responding to sexist and homophobic behaviour and confident in dealing with such behaviour

8.4 Managing information

> Learners' experiences, achievements, attainment and, where applicable, choice of subjects are monitored and analysed by gender
> The analysis of learners' progress is informed by an understanding of the complex, interlocking range of inequalities in education, including differences by social class, ethnicity and gender:
>> Gender and achievement
>> http://www.standards.dfes.gov.uk/genderandachievement/
>> Gender and achievement
>> http://www.literacytrust.org.uk/database/boys/genderupdate.html
> The statistics gathered on boys' and girls' attainment are used effectively to generate discussion amongst staff and strategies are considered and, where appropriate, employed to address differences and gaps identified between girls and boys:
>> The DfES Standards Site offers information on areas such as the effectiveness of single sex teaching, gender and behaviour, interactions between girls and boys, addressing the gender gap, the mental stress on girls, subject choices for girls and boys, etc.
>> http://www.standards.dfes.gov.uk/research/themes/gender
>> Investigating the patterns of differential attainment of girls and boys at school
>> http://www.standards.dfes.gov.uk/research/themes/Mathematics/WedOct161248412002/
>> Gender and Differential Achievement in Education and Training
>> http://www.eoc.org.uk/PDF/gender_and_differential_achievement_findings.pdf

Quality Indicator 9: **Leadership**

9.1 Vision, values, aims and direction

- › The school aims:
  - › to eliminate gender inequality, sexism and homophobia
  - › to include, value and respect all learners, parents/carers and staff regardless of gender, gender expression or sexual orientation
- › The Headteacher and Senior Management Team has a very good understanding of the need for gender equality and a well-focused set of aims for school development in this area
- › The Headteacher and Senior Management Team communicate the benefits of gender equality to the whole school community
- › Where staff, parents, carers or learners are resistant to the development of gender equality in the school, the Headteacher and Senior Management Team are confident in pursuing authority, national and legislative requirements and directives

9.2 Leadership and direction

- › The Headteacher and Senior Management Team:
  - › lead, inspire and motivate staff to develop gender equality in the school through example, persuasion and support

9.3 Developing people and partnerships

- › The Headteacher and Senior Management Team:
  - › actively encourage, support, and learn from staff initiatives in the area of gender equality
  - › seek out and develop productive partnerships with staff, children and young people, parents, carers, expert and community groups who are willing to work for gender equality

9.4 Leadership of improvement and change

- › The Senior Management Team, equalities co-ordinator and working group ensure all new and existing staff know how they can and are expected to contribute to equality and anti-discrimination within the school
- › The Headteacher and Senior Management Team:
  - › actively seek to develop talents and skills and nurture expertise in male and female staff
  - › provide male and female staff with equal opportunities for shared and distributed leadership

appendix a

Examples of mainstreaming gender equality into the curriculum and links to some subject specific websites and online resources

Infusing Equity by Gender into the Classroom:
A Handbook of Classroom Practices http://www.ricw.ri.gov/publications/GEH/geh.htm

One key resource which details an approach taken to mainstreaming in Rhode Island is *Infusing Equity by Gender into the Classroom: A Handbook of Classroom Practices*. It is available online at www.ricw.ri.gov/publications/GEH/geh.htm and gives a wide variety of lesson plans listed by subject and stage. Only a few of these have been listed amongst the links to resources in the table below.

Art	› Depictions of women and men in art are explored and questioned
	› Pupils become familiar with work by male and female artists
	   › National Museum of Women in the Arts:
	     http://www.nmwa.org/
	   › Picturing Women: http://www.picturingwomen.org/
	   › Teachers TV: Tate Modern – A Different Point of View:
	     http://www.teachers.tv/video/1937
	   › Teachers TV: National Gallery – Madonnas and
	     Goddesses: http://www.teachers.tv/video/1939

Drama	› Inequality, stereotyping and peer pressure related to gender are explored through role play and in the study of texts
	› Pupils are challenged to create complex characters that do not rely on gender stereotypes
	   › *Going beyond the surface: Exploring gender stereotypes using The Tunnel (Anthony Browne)* by Robyn Ewing (lesson plans):
	     http://alex.edfac.usyd.edu.au/Primary/ncc_resources/tunnel.pdf

Music	› Pupils are encouraged to discuss and reflect on gender stereotype and peer pressure relating to choice of instrument/musical activity
	› Pupils become familiar with the work of male and female musicians and composers
	› Where few female composers/musicians are identified, the teacher initiates class discussion on possible reasons for this
	› Lyrics and video images using gender stereotypes, sexism and/or homophobia within popular music are explored
	› *Gender Research in Music Education:* http://post.queensu.ca/~grime/
	› *What a Girl Wants, Media Education Foundation: a half-hour examination of how the media presents girls preview from:* http://www.mediaed.org/
PE	› The curriculum offers the same opportunities for girls and boys and these are balanced between activities associated strongly with men or women and those without such associations
	› Teachers facilitate discussion and reflection around how sexism and homophobia can prevent participation and influence choices about physical activity
	› Staff ensure that facilities such as changing rooms and transport to activities are safe and free from bullying and name-calling for girls and boys
	› Staff ensure that PE kits allow both girls and boys from all cultural backgrounds to feel confident and able to participate in activities
	› *Playing Unfair: a video exploring the media image of the female athlete preview at:* http://www.mediaed.org/
Religious studies – RME	› The personal, social, and institutional aspects of religion relating to gender are critically and sensitively examined
	› REonline [search for women and discrimination] http://www.reonline.org.uk
	› key results:
	› Chigwell School: Religious Studies – GCSE – Prejudice and Discrimination
	› Balby Carr School: GCSE RE Short Course – Social Harmony
	› BBC Education GCSE Bitesize Revision: Religious Education – Prejudice and discrimination

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Geography – People and Place	› Inequalities and injustice relating to gender and human rights, access to facilities such as housing and transport and the use of land and natural resources are investigated › Both men's and women's perspectives on and contributions to cultural and social life are explored › Oxfam on gender equality worldwide and in the UK http://www.oxfam.org.uk/what_we_do/issues/gender/index.htm

History – People in the Past	› Reasons for women's invisibility in some historical accounts are explored when considering the nature of historical evidence
	› Both men's and women's perspectives on and contributions to history are included and compared
	› Historical inequalities and injustice relating to gender are investigated
	   › *Exploring Women's Rights* by Dale Weiss http://www.rethinkingschools.org/archive/16_03/Expl163.shtml
	   › BBC History – quiz game about women's rights in the Victorian era http://www.bbc.co.uk/history/british/victorians/launch_gms_womens_rights.shtml
	   › 20th Century women's history timeline – BBC woman's hour http://www.bbc.co.uk/radio4/womanshour/timeline/
	   › SCAN Education Women's Suffrage in Scotland http://www.scan.org.uk/education/suffrage/index.html
	   › Women in World History – a resource website including lessons, biographies and articles http://www.womeninworldhistory.com/

Modern Studies – People and society	› The contribution of Scotland's feminist and women's rights campaigners to political and social change is studied
	  › Engender: an information, research and networking organisation for women in Scotland: http://www.engender.org.uk/
	› Contemporary inequalities and injustice relating to gender and human rights are investigated
	  › *Miles of Aisles of Sexism:* Helping students investigate toy stores by Sudie Hofmann http://www.rethinkingschools.org/archive/20_02/mile202.shtml
	  › The Fawcett Society campaigns for equality between women and men in Britain http://www.fawcettsociety.org.uk/
	  › Oxfam on gender inequality worldwide and in the UK http://www.oxfam.org.uk/what_we_do/issues/gender/index.htm http://www.whrnet.org/
	  › Gender Biased Word Problems: Kathleen C. Chadwick http://www.ricw.ri.gov/publications/GEH/lessons/159.htm

Science	› Women's contribution to science is acknowledged and celebrated
	  › Historia: Historical Women in Science site designed for children http://www.women-scientists-in-history.com/
	  › British Council: women in science, engineering and technology http://www.britishcouncil.org/science-women.htm
	› Stereotypes about scientists (including gender stereotypes) are acknowledged and countered
	  › *I was wondering: a curious look at Women's adventures in Science* – animated website including games, timeline and 10 biographies: http://www.iwaswondering.cfm
	  › Teaching for Gender Difference by Dale Baker http://www.narst.org/publications/research/gender.htm
	  › Gender and physics: This cross-aged gender study from Scotland investigated whether negative attitudes towards studying physics is just the preserve of girls. http://www.standards.dfes.gov.uk/research/themes/science/FriFeb271030122004/

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> INCLUSION >

Maths	› Maths examples for working on statistics are taken from data relating to gender equality in Scotland and worldwide
	› *Equality in Scotland – Women and Men* http://www.scotland.gov.uk/library3/society/equality/esmw-00.asp
	› Equal Opportunities Commission: links to statistics online http://www.eoc.org.uk/Default.aspx?page=15553
	› United Nations Economic Commission for Europe: gender statistics http://www.unece.org/stats/gender/database.htm
	› GenderStats: The World Bank's electronic database of gender statistics and indicators http://genderstats.worldbank.org/home.asp
	› The wording of maths questions and the contexts for maths work avoid sexist assumptions and challenges gender stereotypes: e.g. a plumber had 17 metres of piping to install 3 radiators. Draw a diagram to show how she…
	› Female mathematicians are acknowledged and celebrated
	› Biographies of Women Mathematicians http://www.agnesscott.edu/Lriddle/women/women.htm
	› Association for Women in Mathematics http://www.awm-math.org/
	› Black Women in Mathematics http://www.math.buffalo.edu/mad/wmad0.html

English – Language	› Texts are used which
	› Counter gender stereotypes
	› Describe inequality, injustice or discrimination related to gender
	› Describe action against sexism and homophobia
	› When responding to texts pupils are encouraged to develop self awareness and critical awareness relating to gender stereotypes, asking question such as:
	› *Do I prefer to read books about girls or boys?*
	› *Do I choose to read books by male or female authors?*
	› *What assumptions do I make about male and female authors or characters?*
	› *How much do I expect boys/girls in literature to fit social roles?*
	› *Do I enjoy reading about people who do not fit some of the expectations of men/women/boys/girls?*
	› *How is the author fitting in with or challenging gender stereotypes?*
	› *How is this character affected by the gender inequalities of the time, place, culture in which this story is set*?
	› *Does the author use language that contains assumptions or cultural expectations relating to gender*?
	› When writing, pupils are challenged to
	› Create complex characters that do not rely on gender stereotypes
	› Reflect on their own and others' experience of gender
	› Develop their own responses to gender inequality and injustice
	› Consider the use of gender inclusive, exclusive and neutral language
	› *Beyond Pink and Blue Robin Cooley: lesson description* http://www.rethinkingschools.org/archive/18_02/pink182.shtml
	› *Seventeen, Self-Image, And Stereotypes Bakari Chavanu* www.rethinkingschools.org/archive/14_02/sev142.shtml

Modern Languages	› Contexts for learning are chosen that › Engage girls and boys › Counter gender stereotypes › Pupils develop a critical awareness of gender within their own and other languages › 'French is the language of love and stuff': student perceptions of issues related to motivation in learning a foreign language http://www.standards.dfes.gov.uk/research/themes/gender/TueFeb100944292004/
PSHE – PSD and Health	› The influence of gender stereotypes is explored through resources such as: › Persona Dolls http://www.persona-doll-training.org/ Stories about others › A WORLD OF DIFFERENCE® Institute: recommended Multi-cultural and anti-bias books for children [search in Prejudice and Discrimination pages] http://www.adl.org/bibliography/default.asp › An Equal Start: Promoting Equal Opportunities in the Early Years http://www.eoc.org.uk/PDF/an_equal_start.pdf › Social, cultural and institutional inequalities and pressures relating to gender are acknowledged and investigated e.g. pay, employment, occupational choices and opportunities and childcare, attitudes to risk › Equal Opportunities Commission, Gaps Traps and Stereotypes: 3 lesson plans on stereotypes, equal pay and work life balance http://www.eoc.org.uk/PDF/gaps_traps_and_stereotypes_inserts.pdf › Pupils explore their own and others' experience of gender and discrimination relating to gender › *Girls, Worms, And Body Image:* A teacher deals with gender stereotypes among her second- and third-graders by Kate Lyman http://www.rethinkingschools.org/archive/14_03/girl143.shtml › Healthy Respect website http://www.healthy-respect.com/ › EMOTIONS AND GENDER EQUITY By: Dr. Betty J. Rauhe http://www.ricw.ri.gov/publications/GEH/lessons/302.htm

appendix b

Checklist for Mainstreaming Equality into
A Curriculum for Excellence

This checklist provides a framework for planning and assessing pupils' learning about equality and anti-discrimination in all subjects.

Four aims have been expanded in detail in order to give teachers a clear description of the knowledge, skills and understanding to be developed.

The first aim, to include, value and respect all learners, is a reiteration and clarification of much that is already stated and implied by existing 5–14 documents. It is expected that the first aim will be addressed thoroughly at every stage of Primary and Secondary education and across all subjects.

The other three aims build upon this inclusive approach and add to it. They reflect the purposes of *A Curriculum for Excellence* and the Scottish Executive's Mainstreaming Strategy.

The process of mainstreaming is one whereby opportunities for learning and teaching about equality and anti-discrimination are sought and developed in all areas of the curriculum. While some subjects offer more scope than others, there are opportunities at all stages and in all subjects to address elements of these three further aims: To give learners an understanding of discrimination; To build learners' capacity to challenge discrimination against themselves and others and To give learners opportunities to take action for equality and against discrimination.

Equality and anti-discrimination will be only one of many elements in the planning process. In many lessons the addition or alteration may appear small. However, the cumulative effect of learning and teaching, which contributes towards these 4 aims at every stage and in every subject, will be significant. To be most effective within the curriculum this must be supported by a school ethos, which mainstreams equality and anti-discrimination into all its work.

AIM 1:   To include, value and respect all learners (Confident Individuals)

    a.   The languages, resources, images and contexts used are inclusive and diverse: mirroring the pupils' own lives and offering insight into other lives

    b.   Pupils' self-esteem is encouraged by the celebration of all pupils and the groups to which they belong

    c.   Pupils' ability to understand and empathise is developed through learning about aspects of many people's lives

    d.   All pupils' sense of belonging is strengthened. The assumption is never made that there is an average pupil (i.e. a white, English speaking, able-bodied, middle class, Christian boy, living in a house with his biological, heterosexual parents), who is being taught to tolerate or respect "others"

AIM 2: **To give learners an understanding of discrimination (Successful Learners)**

    a.   Pupils explore what people have in common and where they differ

    b.   Pupils are taught to see beyond labels and stereotypes, to understand everyone has a complex identity and belongs to many groups

    c.   Pupils' feelings and beliefs about difference are explored

    d.   Pupils consider in which circumstances certain aspects of a person's identity give or gave them choices and opportunities

    e.   Pupils are taught about groups that face and have faced discrimination

    f.   Pupils are taught about personal/cultural/institutional discrimination

    g.   Pupils learn to analyse why discrimination occurs

AIM 3: **To build learners' capacity to challenge discrimination against themselves and others (Responsible Citizens)**

    a.   Pupils gain insight into the experience of being discriminated against, discriminating, witnessing discrimination and taking action against discrimination

    b.   Pupils practise standing up for themselves, each other and unknown others

    c.   Pupils engage in learning activities directly related to injustice, inequality, prejudice, discrimination and human rights

AIM 4: **To give learners opportunities to take action against discrimination (Effective Contributors)**

    a.   Pupils and teachers co-operate in auditing and using critically material that excludes, stereotypes or makes prejudiced assumptions; working towards a time when all text books/exam questions/resources reflect the diversity of children, families and society

    b.   Pupils have a part in the decision making process in school initiatives related to equality and anti-discrimination issues e.g. against bullying, to welcome refugees, to challenge gender stereotypes)

    c.   Pupils consider, and where necessary improve, the equality dimension of all school initiatives

    d.   Pupils act as allies against discrimination e.g. peer support, playground buddies.

    e.   Pupils develop and engage in campaigns against discrimination

    f.   Pupils engage in research to extend their own knowledge and understanding of discrimination

    g.   Pupils educate others by communicating their understanding, experiences and solutions to pupils, staff and the wider community

appendix c

Recommended sources of advice

5.1 The curriculum	*The Development of Gender Roles in Young Children* http://www.eoc.org.uk/PDF/development_of_gender_roles_findings.pdf *Young People and Sex Stereotyping* http://www.eoc.org.uk/PDF/young_people_and_sex_stereotyping_findings.pdf
5.2 Teaching for effective learning	*Teachers' implementation of gender-inclusive instructional strategies in single-sex and mixed-sex classrooms:* http://www.standards.dfes.gov.uk/research/themes/pupil_grouping/WedNov51625322003/ *Gender Equity and Pedagogy:* http://www.ndsu.nodak.edu/grasus *Bad boys and good girls? Patterns of interaction and response in whole class teaching.* http://www.standards.dfes.gov.uk/research/themes/gender/WedNov51204252003/
5.3 Meeting learning needs	*Meeting the Challenge of Violence* by Peter Davison: http://www.chebucto.ns.ca/CommunitySupport/Men4Change/challenge.html
5.4 Assessment for learning	*Gender differences in writing motivation and achievement of middle school students: a function of gender orientation?* http://www.standards.dfes.gov.uk/research/themes/literacy/TueJun241516322003/ *Boys, girls and literacy* http://www.literacytrust.org.uk *Single-sex teaching in a co-educational comprehensive school in England: an evaluation based upon students' performance and classroom interactions* http://www.standards.dfes.gov.uk/research/themes/gender/MonNov41350102002/ *'We decided to give it a twirl': single-sex teaching in English comprehensive schools* http://www.standards.dfes.gov.uk/research/themes/gender/MonApr50921282004/ *A systematic review of classroom strategies for reducing stereotypical gender constructions among girls and boys in mixed–sex UK primary schools.* http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=236

5.5 Equality and fairness	A number of strategies and suggestions for addressing gender equality across the school and within the curriculum can be found on the Department of Education and Science Ireland website on Gender Equality: http://www.education.ie/home/home.jsp?pcategory=17249&ecategory=17249&language=EN
5.6 Partnerships with learners and parents	*Tackling Bullying: Listening to the Views of Young People* (DfES, 2003) www.dfes.gov.uk/bullying/pdf/Childline%20DP%20Bullying%20(download).pdf *Having Your Say in Anti-Bullying Policies* from the Northern Ireland Commissioner for Young People www.niccy.org/uploaded_docs/Bullying%20Guidance/folder.pdf
5.7 Care, welfare and development	Schools Out: Working towards equality in education for lesbian, gay, bisexual and transgender people http://www.schools-out.org.uk/policy/antibullying.htm DfES "Don't Suffer in Silence" Anti-Bullying website http://www.dfes.gov.uk/bullying/index.shtml Teachers TV Anti-Bullying Survey http://www.teachers.tv/bullying/survey Save the Children, 2006 *Safe Learning* ISBN 1 84187 109 5. How to support the educational needs of children and young people affected by domestic violence – A practical guide for schools and domestic violence services PSE programme for secondary schools addressing domestic violence from Islington LEA www.islingtonschools.net/DownloadableDocuments/Services/domesticviolence_secondary_curriculum.pdf Lesson Plan on Learning Social Roles: Girl/Boy Piece http://www.edchange.org/multicultural/activities/boygirl.html Lesson Plan – Gender Variance www.pfc.org.uk/files/Lesson_Plan-Gender_Variance.pdf

5.8 Care, welfare and development – continued	A number of extracts from "Healthy Relationships: Violence Prevention Curriculum" from Men4Change http://www.chebucto.ns.ca/CommunitySupport/Men4Change/samples.html Making Waves. A Canadian site aimed at teenagers learning how to prevent violence and abuse within their relationships. http://www.mwaves.org/ Careers Scotland: Positive career Choice http://www.careers-scotland.org.uk/WhichCareer/Circumstances/PositiveCareer.asp The GERI Project, UK equality and diversity initiative which challenges outdated gender & ethnic occupational stereotyping http://www.geriproject.org/ LGBT Youth Scotland www.lgbtyouth.org.uk The Zero Tolerance Teaching pack http://www.zerotolerance.org.uk/campaigns/camp.php?pg=11 Scottish Women's Aid: www.scottishwomensaid.co.uk Teachers TV: Getting Girls – Keeping Boys: A programme investigating how a specialist engineering college in Doncaster recruits girls for traditionally male-dominated courses through adoption of a number of strategies to engage the imagination of female students. Themed assemblies and drama are used to emphasise the role of women in engineering and science. In addition, the school invites high profile women from male-dominated industries to speak to students and strives to maintain a good gender balance of staff when recruiting teachers. Significantly, the school explains how all of these things have been achieved without alienating boys from the subjects. http://www.teachers.tv/video/3136 Roles and responsibilities of parenting: South Lanarkshire Home School Partnership DVDs Lads and Dads and Caroline's Story.

appendix d

Useful Organisations and Contacts

> › **The Commission for Equality and Human Rights** (incorporating the former Equal Opportunities Commission) http://www.cehr.org.uk
> › **EOC Scotland**, St Stephens House, 279 Bath Street, Glasgow G2 4JL Email: scotland@eoc.org.uk; Fax: 0141 248 5834; Tel: 0845 601 5901
> › **LGBT Youth Scotland**, John Cotton Centre, 10 Sunnyside, Edinburgh EH7 5RA or on 0131 622 2266
> › **LGBT Youthline**: 0845 113 0005 (Tues, 7.30-9.00pm); LGBT Textline: 07905 918 515
> › **Stonewall Scotland**, 9 Howe Street, Edinburgh EH3 6TE Telephone: 0131 557 3679; Fax: 0131 557 3793; Email: info@stonewallscotland.org.uk
> › **Girls Get Wise** (Women Into Science and Engineering in Scotland) http://www.girlsgetwise.org/index.htm
> › **Careers Scotland**: http://www.careers-scotland.org.uk
> › **The GERI Project**, PO Box 7421, Annan, DG12 6WW http://www.geriproject.org/
> › **Girls on the Move**. Co-ordinated by Youth Scotland, Balfour House, 19 Bonnington Grove, Edinburgh EH6 4BL Telephone: 0131 554 2561; Fax: 0131 454 3438; email: office@youthscotland.org.uk
> › **Computer Clubs for Girls** http://www.cc4g.net/
> › **Rape Crisis Scotland**, 1st Floor, Central Chambers, 93 Hope Street, Glasgow G2 6LD Tel: 0141 248 8848; Fax: 0141 248 8748; email: info@rapecrisisscotland.org.uk
> › **Children in Scotland**, Princes House, 5 Shandwick Place, Edinburgh EH2 4RG Tel: 0131 228 8484 www.childreninscotland.org.uk
> › **Scottish Women's Aid**, 2nd Floor, 132 Rose Street, Edinburgh EH2 3JD Tel: 0131 226 6606 http://www.scottishwomensaid.co.uk/index.html
> › **Zero Tolerance Charitable Trust**, 11 Maritime Street, Edinburgh EH6 6SB Tel: 0131 624 8955 www.zerotolerance.org.uk

Resources and Where to Look

Drummond Game for Equality. Available from The Librarian,
Drummond Community High School, 41 Bellevue Place, Edinburgh EH16 4DP.
Tel: 0131 556 2651; Fax 0131 467 7270

Oxfam Catalogue: http://publications.oxfam.org.uk/oxfam/default.asp

Letterbox Library: http://www.letterboxlibrary.com

Badger Books http://www.badger-publishing.co.uk

Save the Children: http://www.savethechildren.org.uk

Further Reading

Arnot, M. and Mac an Ghaill. M. (eds.) (2006) The RoutledgeFalmer reader in gender and education, London: Routledge

Arnot, M. (2002) *Reproducing gender?: essays on educational theory and feminist politics,* London : RoutledgeFalmer

Arnot, M. and Dillabough, J. (eds.) (2000) *Challenging democracy: international perspectives on gender, education and citizenship*, London: Routledge

Ball, S. (ed.) (2003) *RoutledgeFalmer Reader in Sociology of Education,* London: Routledge

Blair, M. and Holland, J. (eds.) (1995) *Identity and diversity: gender and the experience of education,* Clevedon: Multilingual Matters in association with Open University

Breitenbach, E. and Wasoff, F. (2007) *A Gender Audit of Statistics: Comparing the Position of Women and Men in Scotland,* Scottish Executive Social Research

Cole, M. (2006) *Education Equality and Human Rights,* London: Routledge

Cole, M. and Hill, D. (eds.) (1999) *Promoting Equality in Secondary Schools,* London: Cassell

Epstein, D. and Johnson, R. (1998) *Schooling sexualities*, Buckingham: Open University Press

Epstein, D. (ed.). (1994) *Challenging lesbian and gay inequalities in education,* Buckingham: Open University Press

Gillborn, D. and Mirza, H. S. (2000) *Educational inequality: mapping race, class and gender, a synthesis of research evidence,* London: Office for Standards in Education. Also available from the OFSTED www.ofsted.gov.uk

Griffiths, M. (2003) *Action for social justice in education: fairly different,* Maidenhead: Open University Press

Griffiths, M. (1995) *Feminisms and the self: the web of identity,* London: Routledge

Hill, D. and Cole, M. (2001) *Schooling and Equality: Fact, Concept and Policy (Creating Success),* London:

Hill, D., McLaren, P., Cole, M. and Rikowski, G. (eds.) (1999) *Postmodernism in Educational Theory: Education and the Politics of Human Resistance,* London: Tufnell Press

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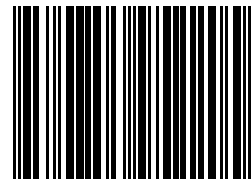www.scotland.gov.uk

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