

The Gender Handbook for Teaching Practice Mentors

A guide for implementing Gender Responsive Pedagogy,
Policies and Practices during Teaching Practice



T-TEL
Transforming Teacher Education and Learning

The Gender Handbook for Teaching Practice Mentors

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About this Handbook: How Mentors can use it for Teaching Practice

Aims of this Handbook

This Handbook aims to equip Teaching Practice Mentors and Lead Mentors with the knowledge and skills to:

- 1) *Improve the gender responsiveness of their day-to-day practice as teachers and school managers*
- 2) *Support Student Teachers to be gender responsive in their own practice*
- 3) *Ensure that the Teaching Practice experience itself is also gender responsive*

Given the above aims, this handbook has two parts. Part one introduces concepts surrounding Gender Responsive Pedagogy and discusses how Mentors can not only apply it in their own classrooms, but also how they can support their Student Teachers to use it during Teaching Practice and in the future. Part two looks at Teaching Practice activities and discusses what Mentors can do to ensure that they are gender responsive.

How to use this Handbook

This Handbook has been designed to be clear, concise, and informative, and does not require supplementary training. Mentors should be able to read this Handbook and feel more confident in their practice afterwards. However, the *best* way to read this handbook is for Mentors and Lead Mentors to sit and read it together so that they can discuss, share ideas and clarify. Lead Mentors should be responsible for organising, participating in and monitoring these reading groups.

Instructions for reading the Handbook with your colleagues at your school

- 1) The Lead Mentor should consult the other Mentors at the school and decide on a day and time to meet once a week for one hour (you can also meet twice a week if you like)
- 2) You should be able to finish 1-2 units within an hour (however, you can stay longer if you wish)
- 3) Meet in a quiet room without disturbances
- 4) Arrange desks so that everyone can see each other
- 5) Bring a pen or pencil to write in the Handbook
- 6) Put your phones on silent mode before you start
- 7) Always ask questions if you need clarification
- 8) Always be supportive of your colleagues
- 9) The Lead Mentor should ensure that all Mentors attend. If a Mentor cannot attend, they should read the missed units on their own time that week so that they are caught up for the following reading session.



Suggestions for how to conduct your reading sessions

- 1) One teacher should start reading the text aloud (while everyone else reads along silently).
- 2) After he/she finishes a paragraph (which will vary in length), the teacher to their right should read the next paragraph. Continue this process until you finish each Unit or come to an activity.
- 3) While reading, all participants should:
 - a. Underline any sentences or ideas that they think are interesting or important
 - b. Put a question mark (?) next to anything they don't agree with
 - c. Circle any words/ideas that need clarification

If there are any questions that you cannot answer in your group, discuss these with your College of Education Teaching Practice Coordinator or District Girls' Education Officer the next time you see them.

Monitoring reading sessions and mentoring activities

As mentioned, the Lead Mentor is responsible for monitoring and ensuring that the weekly reading sessions occur and that all Mentors attend. The Lead Mentor is also responsible for monitoring whether Mentors are completing the Handbook's activities with their Teaching Practice Student Teachers (Lead Mentors will be given an attendance sheet and monitoring sheet to use). In addition to this, District Girls' Education Officers, T-TEL School Partnership Advisers, College of Education Teaching Practice Coordinators and Circuit Supervisors will also visit the school to monitor and provide support.

Certification for completing this Handbook

Once Mentors and Lead Mentors have successfully completed all the Handbook Units and the associated activities, they will be eligible to apply for certification via their District Girls' Education Officer (DGEO) or Circuit Supervisor (CS). The DGEO or CS will conduct assessments of Mentors and Lead Mentors based on the 'Gender Responsive Checklist for Teachers and Head Teachers' on pages 14-16, as well as the 'Gender Responsive Mentoring Scorecard' on pages 43-45. The Mentors and Lead Mentors who achieve a satisfactory score on the assessments will receive a Certificate for Gender Responsive Teaching. More details on these assessments are on page 17 and 46.

Thank you for your participation and hope you enjoy this Gender Handbook for Teaching Practice Mentors!

Unit 1: Why Should We Focus on Gender?

There has been much discussion about gender, but many people do not clearly understand why. **Simply put, 'gender issues' are about the unfair treatment of females based on false assumptions about what they can or can't do.** These assumptions can also be made by females themselves, and often lead to a bigger assumption that males are superior, which is what leads to unfair treatment between women and men.

We can see this same process occur with other characteristics such as race, ethnicity/tribe, social class, disability, and even religion. For example, in some countries, a man of a certain race may experience unfair treatment because of false assumptions about what he can or can't do (especially when compared to another race that is assumed to be 'superior'). This was the case in South Africa during apartheid. In other countries, false assumptions are made about people from a 'poor' social class, which then leads to unfair treatment between them and people from a social class that is deemed to be 'superior'. **Unfair treatment - whether it is related to race, class or gender - is completely unjust because it is based on hugely false assumptions about intelligence, ability and that one group is superior to another.**

Unfair treatment can be based on false assumptions about a person's gender, race, ethnicity/tribe, social class or disability



The following table shows how unfair treatment can occur through individuals, policies and laws. These explicit forms of unfair treatment often happen when it is socially acceptable to treat people unequally.

Intentional and explicit forms of unfair treatment	
Examples of Individual behaviour	<ol style="list-style-type: none"> 1) Verbal abuse: making negative remarks to or about a person/group because they are a different gender, race or class 2) Avoidance: not interacting with a person/group of a different gender, race or class 3) Segregation: actively excluding a person/group of a different gender, race or class 4) Physical attack: inciting violence against a person/group of a different gender (as seen in domestic violence), race or tribe (as seen in the Rwandan genocide) or class
Examples of policies and laws	<ol style="list-style-type: none"> 1) Women not having the right to vote 2) Apartheid in South Africa 3) The caste system in India

In Ghana, it is not socially acceptable to treat people unequally however, unfair treatment does exist in subtle or unconscious ways. For example, a girl in a rural area might have to collect water before and after



school, but her brother does not have to, or at least not to the same extent. On the surface this is unfair treatment, but the children’s parents think it is ‘normal’ because they experienced the same treatment when they grew up, and see it in their community every day. But is it okay to treat people unfairly just because society thinks it is okay or normal? If something is ‘socially acceptable’ does that make it fair or just?

Is this is equal treatment? Is this fair?

The following table shows how more common forms of unfair treatment that are subtle and unconscious, which can make unfair treatment harder to detect (but no less unjust).

Subtle and unconscious forms of unfair treatment	
Examples of Individual behaviour	<ol style="list-style-type: none"> 1) The ‘natural’ justification: the assumption that a different gender, race, or class is naturally different and should thus be treated differently (e.g. assuming that women are ‘natural’ child carers vs men) 2) Unconscious assumptions: unconsciously assuming shortcomings of a different gender, race, or class (e.g. American police stop black people because of assumptions about criminality) 3) Different sets of rules: judging the same behaviour in different ways based on gender, race, or class (e.g. a man is seen as positively assertive while a woman is seen as negatively ‘pushy’) 4) Unconscious avoidance/exclusion: not making a conscious effort to include others of a different gender, race, or class (e.g. socialising with people like you and excluding others who are different) 5) ‘Equal’ opportunities with unequal outcomes: giving equal access to an opportunity but not considering how unfair treatment affects this opportunity (e.g. offering special training at the weekend, but women can’t attend because of their unfair/unequal childcare duties)
Examples of policies and laws	<ul style="list-style-type: none"> • A Hiring policy: the policy might offer equal access to all, but what occurs is that people from a certain gender or race get hired more. This imbalance means that certain issues or activities regarding gender or race become overlooked or de-prioritised. • The absence of a Sexual Harassment policy: because of the unfair treatment of women (through sexual advances by men), the lack of a sexual harassment policy exposes women to greater risk of personal and professional harm.

As you can see, there are many different ways that unfair treatment can occur. If you recall the girl and her brother, you can see that the unfair treatment was likely due to the unconscious assumption that girls are 'naturally' better suited to domestic duties and should thus take on extra work. Do you think this is fair? If this justification was based on race – whereby one race was considered better suited for domestic duties and was given extra work – would that be fair? Unfortunately, this was the case when slavery existed in the USA.

ACTIVITY: Think about a time that you were treated unfairly and unequally in your life. It can even be a small or minor situation. Fill out the table below and if you are working with others, discuss it with them after you're finished.

Describe a situation where you were treated unfairly or unequally compared to others. Was it because of your gender, race, ethnicity/tribe, or social class?	Was the unfair treatment like any of the examples above? Which one?	How did this unfair treatment make you feel?

REFLECTION: If you are reading in a group, discuss your answers to the following questions:

- 1) Which parts of this unit did you find important/interesting, disagree with or find unclear?
- 2) How might you explain to your Student Teachers what 'gender issues' are and why they are important?

Unit 2: The Effects of Unfair Treatment Based on Gender

In Unit 1 we discussed how unfair treatment based on gender or other characteristics, is often based on hugely false assumptions. What is worse is that this unjust treatment has long-term effects on those experiencing it.

Unfair treatment can:

1. **Limit a person's aspirations.** If a girl is constantly made to do unequal chores and is told that is her 'role' in society, she will start to believe this and will not think she has the intelligence or ability to have a career as a doctor or engineer. This also occurs when people are treated unfairly based on their race or social class.
2. **Affect a person's achievement.** Girls who are not treated equally to boys in school (usually they are overlooked by teachers) will not learn well and will do worse on exams. This will have a knock-on effect on girls' entry into secondary school, university and a career.
3. **Limit an entire group's achievement and representation.** If girls limit their aspirations and do poorly in school, there will be fewer qualified women competing for jobs (in fields like medicine or engineering). This lack of representation of women in certain professions reinforces the message that they should not do certain things. This cycle also occurs with unfair treatment based on race or class.

In understanding the effects of unfair treatment over time, we can see how policies that try to offer 'equal' opportunities can still produce unequal outcomes. For example, an engineering company might state that their jobs are equally open to everyone and that they will hire the best candidates irrespective of gender. However, due to the unfair treatment that girls experience at home and in school for over 12 years, it is unlikely that the 'best' candidates will include many women because they will not have the requisite skills or qualifications. This reinforces the message that girls should not aspire to be engineers.

Such a situation has necessitated 'affirmative action' policies in many countries, whereby quotas are put in place to hire people of a certain gender, race or disability in order to compensate for the negative effects of unfair treatment that they have experienced over many generations. Some people view affirmative action policies as preferential treatment (and therefore unfair), however, we must remember that this extra support is how we can

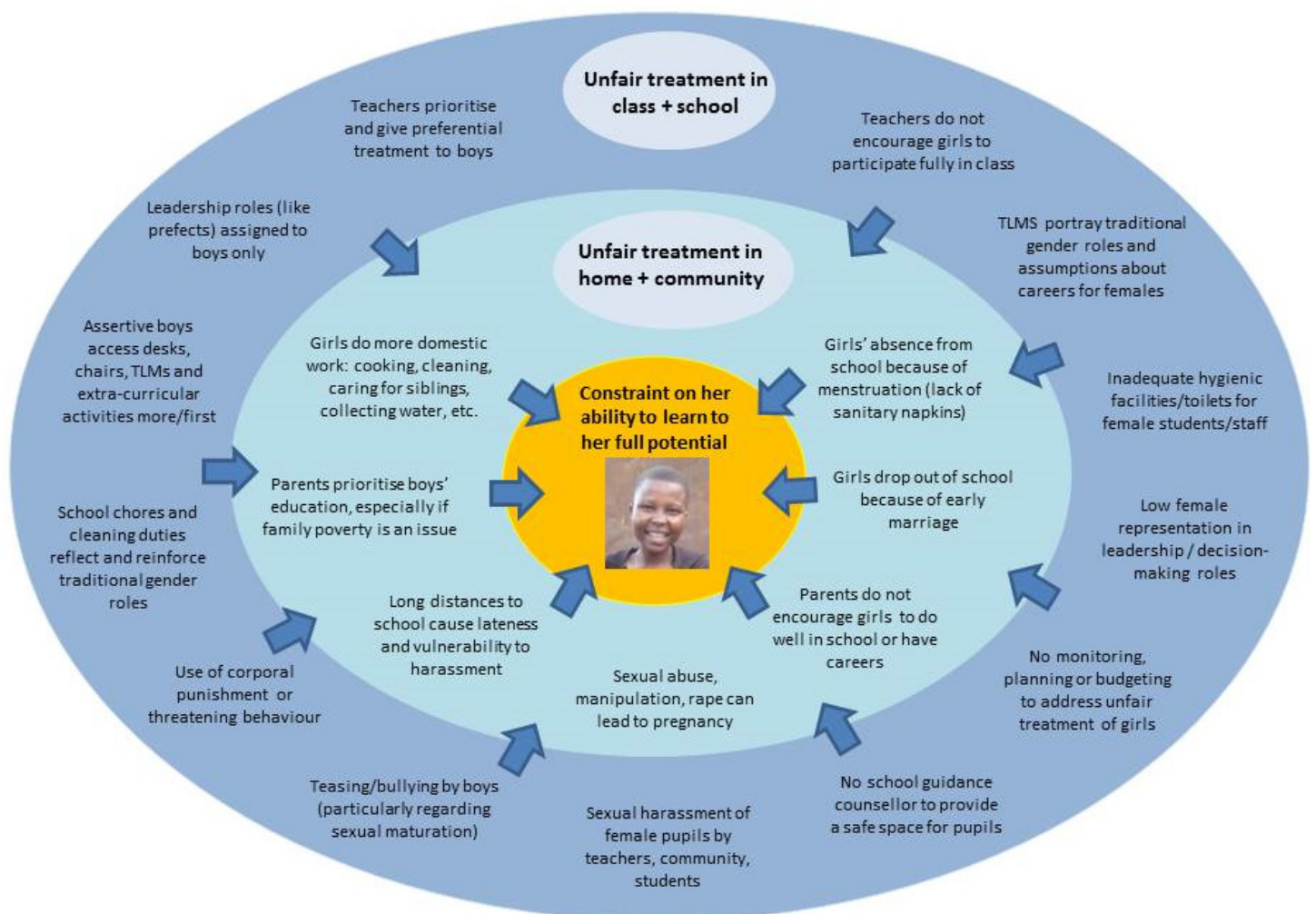


make up for years of unfair treatment in the past, and to ensure more fair outcomes in the future.

The extent of unfair treatment in school

Given the long-term effects of unfair treatment, it is important to be aware of the many ways in which girls are treated unfairly to boys inside and outside of schools. The diagram on the next page outlines some examples of the unfair treatment that girls experience at school, in class, at home and in their communities. It also shows how these constrain girls' capability to learn to their fullest potential.

Figure 1. Different levels of unfair treatment towards girls



Boys are indeed affected by some of the same unfair treatment, but if we think about who experiences *more* unfair treatment, and *more often*, we can see that the extent of unfair treatment is greater for girls. As you can see, unfair treatment at home (like extra chores) adds to the unfair treatment girls receive at school (like teachers' prioritisation of boys), and this can have a significant effect on girls' capability to learn to their full potential. There are also other broader forms of unfair treatment in laws, policies and society in general that are not included here.

ACTIVITY: In looking at the previous diagram, think about how it applies to your school and community. Is there anything missing? Is there anything that is not relevant or does not apply? Write these in the table.

Unfair treatment of girls at home and in the community		Unfair treatment of girls in class and in the school		Other forms of unfair treatment in laws, policies and society
What is missing:	What doesn't apply:	What is missing:	What doesn't apply:	

The effects of unequal treatment in school

Given the extent of constraint on girls inside and outside of school, we can start to understand how these extra constraints might lead to lower achievement for girls, especially compared to boys. If we recall the girl who has to do more chores than her brother, we can see how her brother has more time and energy to study and do better on his exams. If the girl's teachers and parents also prioritise boys, we can see how she will receive less support in school and fall even further behind. The following table shows how far girls are in fact falling behind boys in Ghana.

How unfair treatment effects girls' enrolment in Ghana:

- 2009-10 primary school enrolment: **boys = 1.9 million, girls = 1.8 million (specifically, 97,460 more boys)**
- 2009-10 junior high school enrolment: **boys = 690,664, girls = 611,276 (79,388 more boys)**
- 2008-12 secondary school enrolment ratio: **boys = 48.1%, girls = 44.4% (3.7% more boys)**

Given that the percentage of females and males in Ghana's population is roughly equal¹, we must wonder why 97,460 more boys were being enrolled in primary school. One explanation is that the unfair prioritisation of boys occurs when a family can only afford to send one child to school. When we look at the JHS level, we can see that again, 79,388 more boys were enrolled. This is often the result of six years of unequal treatment towards girls in basic school, which leads to girls not doing well and parents believing that it's not worth paying for further education. In some



Do you see any unfair treatment here?

¹ In the recent census of 2012 the estimated population of Ghana is 25,000 000 (females-51%, males 49).

areas in Ghana, this is also a time when girls drop out due to early marriages that are not of their choice.

At the end of JHS, many girls do not pass the BECE, which explains why 3.7% more boys enrol in secondary school. But this is not because girls are less clever. **It is often because girls have experienced nine years of unfair treatment by teachers, nine years of lack of support from parents, and have had nine years of extra chores to do.** To assume that girls are not as intelligent as boys (particularly in maths and science) is to make the same faulty assumption that certain races are more intelligent than others. As teachers, we should be aware that exam scores are not an accurate measure of a person's intellect – scores are affected by many factors, particularly the unfair treatment that we discussed in this unit. And we should always remember:

The intelligence you are born with is not affected by your gender, race, or class – however, the unfair treatment you receive in society and school (based on your gender, race, or class) can affect the extent to which you can use your intelligence to your fullest potential.

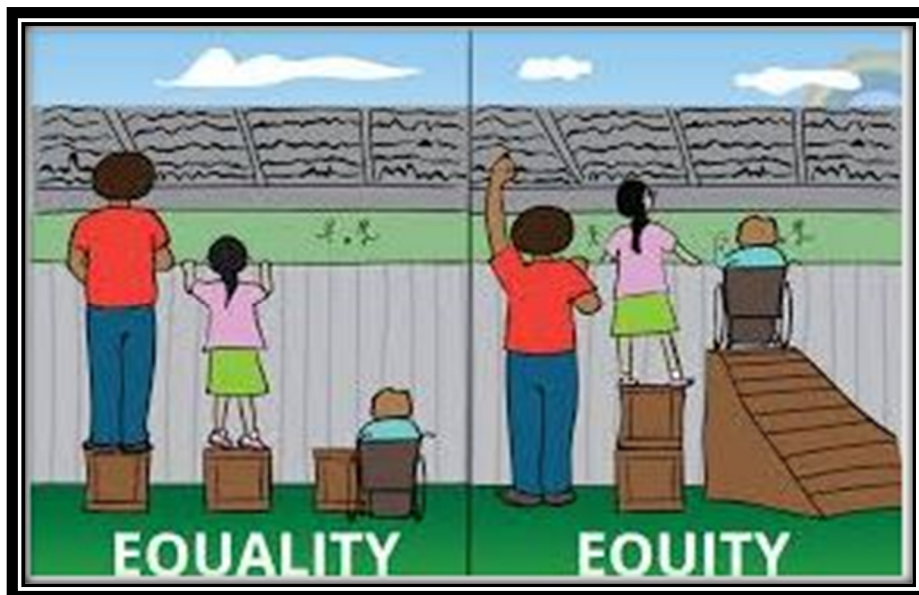
REFLECTION: If you are reading in a group, discuss your answers to the following questions:

- 1) Which parts of this unit did you find important/interesting, disagree with, or find unclear?
- 2) How might you explain to your Student Teachers what the three effects of unfair treatment are?
- 3) How might you have your Student Teachers analyse the different levels of unfair treatment that girls experience at home, in class/school and in society?
- 4) Can you and your Student Teacher see a difference in enrolment or test scores between girls and boys in your class? Can you relate any differences to the types of unfair treatment discussed in this unit?

Unit 3: How to Stop Unfair Treatment in Schools

Stopping unfair treatment of girls requires that teachers, head teachers and communities take steps that:

- 1) **Stop current unfair treatment:** teachers, head teachers and communities should reflect on their actions and recognise if they treat girls unfairly as compared to boys. If so, is the treatment based on assumptions about girls' shortcomings or what they should 'naturally' do? Are these assumptions incorrect and unfair? (White Americans made assumptions about black Americans' shortcomings and what they should 'naturally' do. Clearly, false assumptions can *seem* correct, but must be challenged).
- 2) **Compensate for past unfair treatment:** if we recognise that we have been treating girls unfairly, we need to think about how this type of treatment has affected girls' aspirations, behaviours and achievements over the years. Are they quiet? Less confident? Not passing exams? Luckily, this damage is not irreversible and teachers, heads and community members can do things to counteract some of these negative effects.
- 3) **Ensure equal outcomes in the future:** ensuring that girls have equal outcomes as boys doesn't necessarily mean treating them 'equally' (although that is helpful). Sometimes *extra* actions and resources should be put in place because a person has a disadvantage – whether it is physical (like a disability) or psychological (like a girl's limited confidence). Putting in this extra effort is referred to as 'equitable' treatment versus 'equal' treatment. The diagram below illustrates this difference.



What is the difference? Does providing equal treatment ensure equal outcomes? Clearly not. Truly *fair* and *equitable* treatment requires extra effort to make up for disadvantages, whether they are physical or psychological.

ACTIVITY: Think about your class. Write how you might change your treatment of girls to be more fair.

What forms of current unfair treatment need to <i>stop</i> ?	How can I <i>compensate</i> for past unfair treatment?	How can I <i>ensure</i> equal outcomes in the future?

Since unfair treatment can be very subtle and unconscious, it is not always obvious what we should do to ensure equity. That is why there is a Gender Responsive Checklist for Teachers and Head Teachers. You will find this checklist on the following pages and it outlines nine competencies (and related actions/strategies) that will ensure that teachers and head teachers *stop* unfair treatment that is currently happening, *compensate* for unfair treatment that has occurred previously, and *ensure* equal outcomes for girls and boys in the future.

The checklist can also be used as a scorecard for self-assessments, assessments of Teaching Practice Student Teachers, or assessments of Teachers/Head Teachers by District Girls' Education Officers and Circuit Supervisors (scoring can be done on the right side of the checklist). The scorecard should be used to help Teachers and Head Teachers see what they might not be doing, and what actions/strategies they should remember to use next time. The Units following the checklist/scorecard provide guidelines on how to implement these actions and strategies and how to support your Student Teachers to do the same.

It is not expected that Teachers and Heads will be able to immediately implement everything in the checklist - some things will take time. However, if Teachers and Head Teachers follow the guidelines for implementing the actions/strategies in Units 4-12, they will be on their way to creating classrooms and schools that are truly equitable and gender responsive.

A Gender Responsive Checklist for Teachers and Head Teachers

Gender Responsive competency	Actions/Strategies:	Not achieved	Partially achieved	Half achieved	Fully achieved
		0	1	2	3
1. The Teacher uses gender responsive pedagogy in class (aim for a score of 19-21)	The Teacher: 1) gives equal chance to females and males to ask and answer questions in class (and provides extra encouragement to girls who may lack confidence)				
	2) uses participatory methods such as group work, debates and role play; and ensures equal participation of females & males (giving extra encouragement where needed)				
	3) pays attention to the composition of females and males during group work and assigns females leadership roles				
	4) ensures that females have equal access to teaching and learning resources (TLMs, books, desks, etc.), particularly if males are more assertive and take resources first				
	5) is patient with females and males who may be shy or afraid to speak				
	6) checks to see if both females and males understand the lesson				
	7) provides constructive/positive verbal feedback to both females and males in class				
2. The Teacher uses gender responsive language and interaction (aim for a score of 19-21)	The Teacher: 1) does not use negative expressions or language that demeans, excludes, or gives females the impression that are not as intelligent or do not need to perform as well as males				
	2) does not use harsh/threatening language or actions that instil fear in both females and males				
	3) does not say things that reinforce false assumptions about females and males (e.g., girls are bad at maths/science, girls are always shy, boys are the first to answer)				
	4) does not use body language that excludes girls or shows preferential treatment to boys (such as speaking mostly to boys or turning your back to girls)				
	5) sets ground rules that prohibit teasing or bullying, particularly from males towards females				
	6) builds students' (especially females') skills for self-confidence, speaking out and leadership				
	7) knows the difference between 'being friendly' with girls and being flirtatious. Jokes and conversations <u>should not</u> have sexual undertones, and teachers should not use terms like 'girlfriend' or 'sweetie'.				

<p>3. The teacher uses gender responsive TLMs</p> <p>(aim for a score of 10-12)</p>	<p>The Teacher:</p> <p>1) reviews all textbooks, pictures, posters, and materials before using them to see if they reinforce traditional gender roles (e.g., women cooking/cleaning, men in professional roles)</p>				
	<p>2) identifies traditional gender roles that appear in books/materials and makes a point to alert students to these portrayals when using the materials in class</p>				
	<p>3) discusses with students how portrayals of traditional gender roles limit what female students think they can do and achieve</p>				
	<p>4) ensures that books, materials, or equipment are equally distributed amongst females/males</p>				
<p>4. The teacher challenges traditional gender roles</p> <p>(aim for a score of 10-12)</p>	<p>The Teacher:</p> <p>1) empowers males to be critical of and challenge traditional views of masculinity (e.g. men should be 'powerful', should not be 'weak', should never cook/clean)</p>				
	<p>2) empowers females to be critical of and challenge traditional views of femininity (e.g., women should be dependent on men, should only be mothers/carers, should not be assertive)</p>				
	<p>3) actively uses examples (e.g., exercises, activities, role play, pictures) that <i>challenge or reverse</i> traditional gender roles (such as having men cook)</p>				
	<p>4) supports and encourages females to achieve in maths and science and aspire to professions traditionally taken by men (such as engineering, police, medicine)</p>				
<p>5. The Teacher uses gender responsive planning</p> <p>(aim for a score of 15-18)</p>	<p>The Teacher:</p> <p>1) plans classroom seating so that males and females are mixed, and so that pupils who need more support sit at the front</p>				
	<p>2) reviews student attendance every 2-3 months (particularly for females) - if there are problems with attendance, the teacher should follow up with the head teacher and parents</p>				
	<p>3) reviews student assessments every 2-3 months - if there are large gaps between females and males, the teacher should develop strategies to close the gaps</p>				
	<p>4) plans to use teaching strategies that ensure equal participation of both females and males</p>				
	<p>5) reviews TLMs for traditional gender roles and ensures that materials are distributed and used equally between female and males</p>				
	<p>6) plans to use exercises/activities that do not reinforce traditional gender roles and in some cases, actively <i>challenges or reverses</i> traditional gender roles</p>				
<p>6. The Teacher deals with sexual maturation in a gender responsive way</p>	<p>The Teacher:</p> <p>1) understands sexual maturation issues for both females and males and provides extra support or counselling to students if needed</p>				
	<p>2) takes actions to address negative perceptions and interactions (such as ridicule or teasing)</p>				
	<p>3) is sensitive to females needing to use the toilet more (because they may be uncomfortable to use the toilets during break if shared with boys)</p>				

(aim for a score of 12-15)	4) reviews the state of the school's toilets and ensures that there are female toilets, they have water and rubbish/hygiene bins, if possible				
	5) sensitises the school community to manage sexual maturation issues for both females and males, particularly regarding menstruation				
7. The Teacher and Head ensure that school activities are gender responsive	The Teacher and Head Teacher ensure that:				
	1) school cleaning and chores do not reflect or reinforce traditional gender roles (e.g., only female students run errands or clean up)				
	2) females and males have equal opportunities to be both prefects and assistant prefects				
	3) females and males have equal access and opportunities to extra-curricular activities				
	4) a guidance counsellor is in place to provide support and a safe space for all students				
	5) a gender club is organised to discuss gender equality and help females and males feel confident to challenge traditional gender roles in society				
(aim for a score of 15-18)	6) all forms of corporal punishment are banned and staff are given training in alternative classroom management techniques (see Annex 1)				
8. The Head Teacher ensures that the school has a sexual harassment policy that is implemented	The Head Teacher ensures that:				
	1) The staff develops an agreed definition of what constitutes sexual harassment				
	2) The staff agrees on a transparent reporting system for staff, student teachers (on teaching practice) or students experiencing sexual harassment				
	3) The staff nominates an appropriate female staff member to act as the first point for reporting and to act as a counsellor for those experiencing sexual harassment				
	4) The School Management Committee and/or staff develops disciplinary measures for those guilty of sexual harassment				
(aim for a score of 14-15)	5) The definition, reporting system and reprimand system are disseminated to all staff, students, student teachers, parents, and community members				
9. Head Teacher ensures that school management is gender responsive	The Head Teacher ensures that:				
	1) mentors read this Handbook, follow the guidelines for gender responsive teaching practice, and review it annually, particularly when new Student Teachers begin their teaching practice				
	2) other staff teachers are encouraged to read this handbook as well; and the head teacher conducts spot checks to ensure that teachers are being gender responsive				
	3) all school infrastructure (especially toilets) are gender responsive (reviewed annually); if not, strategies/budgets are developed for improvements				
	4) all school practices, protocols and policies are gender responsive (reviewed annually); if not, revisions are initiated to improve the situation				
	5) female staff have equal opportunities for appointments and leadership positions				
	6) female student attendance and achievement is monitored- if there are disparities between females/males, strategies are used to close the gaps				
(aim for a score of 19-21)	7) teachers/SMC sensitise parents and community about the need to support girls' education				

REFLECTION: If you are reading in a group, discuss your answers to the following questions:

- 1) Which parts of this unit did you find important/interesting, disagree with, or find unclear?
- 2) Which actions/strategies do you think will be most helpful?
- 3) Which actions/strategies do you think will be most difficult to implement? What can everyone do to together to address the challenges?

A note on certification

As discussed in the introduction of this Handbook, once Mentors and Lead Mentors have successfully completed all Units in this book and their associated activities, they will be eligible to apply for certification via their District Girls' Education Officer (DGEO) or Circuit Supervisor (CS). The DGEO or CS will conduct assessments of Mentors and Lead Mentors using this checklist/scorecard, as well as the 'Gender Responsive Mentoring Scorecard' on page 43-45. Mentors will be judged on competencies 1-5 (and 6 if appropriate) and Lead Mentors will be judged on competencies 7-9. Some actions and strategies will be observed during a classroom observation, and DGEOs and CS will also conduct interviews in order to discuss the actions/strategies that cannot be observed. Those who achieve a satisfactory score on the assessments will receive a Certificate for Gender Responsive Teaching and Mentoring.

Unit 4: Gender Responsive Pedagogy

Why gender responsive pedagogy is important: When a Class 5 Teacher asks a question in class often the first students to raise their hands are boys. This can lead to the teacher believing that boys are smarter and the teacher might unconsciously give boys preferential treatment. However, boys are not necessarily smarter. Rather, they have learned to be assertive over the 10 or 11 years of their lives; while girls have instead learned that they should be *quiet* over the 10 or 11 years of *their* lives. Girls also see teachers and parents give preferential treatment to boys, and they either give up trying or start to believe that they are not as smart as boys. Do you think this is fair?

Remember: the intelligence you are born with is not affected by your gender, race, or class – however, the unfair treatment you receive in society and school (based on your gender, race, or class) can affect the extent to which you can use your intelligence to your fullest potential.

Teachers and head teachers must be aware of false assumptions they may have (about girls' intelligence and/or their 'natural' inclination to be shy) and the unfair treatment that it leads to. Since assumptions and unfair treatment are often unconscious (even to women teachers), it is not always obvious what we should do to ensure fairness and equity. That is why teachers should follow the checklist below to ensure that their pedagogy is gender responsive.

Gender Responsive competency	Actions/Strategies:
1. The Teacher uses gender responsive pedagogy in class	<p>The Teacher:</p> <ol style="list-style-type: none"> 1) gives equal chance to females and males to ask and answer questions in class (and provides extra encouragement to girls who may lack confidence) 2) uses participatory methods such as group work, debates and role play; and ensures the equal participation of females and males (giving extra encouragement where needed) 3) pays attention to the composition of females and males during group work and assigns females leadership roles 4) ensures that females have equal access to teaching and learning resources (TLMs, books, desks, etc.), particularly if males are more assertive and take resources first 5) is patient with females and males who may be shy or afraid to speak 6) checks to see if both females and males understand the lesson 7) provides constructive and positive verbal feedback to both females and males in class

Guidelines for implementing the actions/strategies:

- ❖ All these strategies require teachers to pay attention to students who may *not* be the first ones to speak or raise their hands. At the beginning of every class, teachers should make it clear that *everyone* should participate equally, and provide extra encouragement to quiet students (especially girls) to build their confidence.
- ❖ Using participatory teaching methods is another way to get quiet students to participate because participatory methods do not focus attention on one person. For example, grouping students together to do a debate, role play or discuss a topic/difficult question are helpful ways to get quiet students to participate. However, be sure that girls take leadership roles and speak/participate as much as boys.

Teachers should also pay attention to the composition of girls and boys in groups. If you have a large class, you can have students form groups based on the 4-5 students sitting around them. However, feel free to move students around so that you create groups that are most comfortable and effective, like the following:

- 1) **All girl groups** - Girls tend to benefit from a non-competitive, collaborative dynamic of working with other girls. However, boys should also be made aware that they shouldn't dominate and that *all* voices should be heard. One strategy is to start with all girl groupings and transition into mixed groups gradually.
- 2) **Groups in which there are mostly girls, and 1 or 2 boys** – As you transition to mixed groups, establish the rule that all members of a group should speak and participate – no one should dominate.
- 3) **Mixed groups** – Ensure equal speaking and participation rules are followed and make sure to assign leadership roles to females (especially if there are fewer girls in the class).



ACTIVITY: to introduce these actions/strategies to your Student Teachers, do the following:

- 1) **Practice on your own first** – plan and practice the seven strategies in your classes. After each class, reflect on what worked, what didn't work and how you could improve next time.
- 2) **Introduce the seven strategies** – before teaching, go over the strategies together and make sure your Student Teacher understands them and answer any questions they may have.
- 3) **Assess each other on implementation** – use the following scorecard to assess your Student Teacher while they are teaching. Have them assess you as well. Discuss each other's strengths and weaknesses afterwards.
- 4) **Reflect and plan** – once you feel that your Student Teacher has mastered the strategies, sit down together to reflect on how they will make sure they incorporate these strategies in any class they teach in the future.

Gender Responsive Pedagogy actions/strategies:	Not achieved	Partially achieved	Half achieved	Fully achieved
The Teacher:	0	1	2	3
1) gives equal chance to females and males to ask and answer questions in class (and provides extra encouragement to girls who may lack confidence)				
2) uses participatory methods such as group work, debates and role play; and ensures the equal participation of females and males (giving extra encouragement where needed)				
3) checks to see if both females and males understand the lesson				
4) ensures that females have equal access to teaching and learning resources (TLMs, books, desks, etc.), particularly if males are more assertive and take resources first				
5) is patient with females and males who may be shy or afraid to speak				
6) pays attention to the composition of females and males during group work and assigns females leadership roles				
7) provides constructive and positive verbal feedback to both females and males in class				

REFLECTION: If you are reading in a group, discuss your answers to the following questions:

- 1) Which parts of this unit did you find important/interesting, disagree with, or find unclear?
- 2) Which actions/strategies do you think will be most helpful? Is there anything missing?
- 3) Do you have any other ideas on how to introduce this checklist to your Student Teachers?

Unit 5: Gender Responsive Language and Interaction

Why gender responsive language and interaction is important: In Unit 1 we discussed how unfair treatment can be explicit and intentional, as well as subtle and unconscious. In a classroom setting, boys sometimes bully or tease girls (which is explicit unfair treatment), and this is made worse if teachers overlook it. As well, teachers may use body language that shows preference for boys (like standing with their back to girls), which is subtle unfair treatment. After years of experiencing this, many girls lose confidence and do poorly in school. To prevent this from happening, teachers should follow the checklist below to ensure that their classroom language and interaction is gender responsive.

Gender Responsive competency	Actions/Strategies:
2. The Teacher uses gender responsive language and interaction	<p>The Teacher:</p> <ol style="list-style-type: none"> 1) does not use negative expressions or language that demeans, excludes, or gives females the impression that are not as intelligent or do not need to perform as well as males 2) does not use harsh/threatening language or actions that instil fear in both females and males 3) does not say things that reinforce false assumptions about females and males (e.g., girls are bad at maths/science, girls are always shy, boys are the first to answer) 4) does not use body language that excludes girls or shows preferential treatment to boys (such as speaking mostly to boys or turning your back to girls) 5) sets and reinforces ground rules that prohibit teasing or bullying, particularly from males towards females 6) empowers all students (especially females) with skills for self-confidence, speaking out and leadership 7) knows the difference between 'being friendly' with girls and being flirtatious. Jokes and conversations <u>should not</u> have sexual undertones, and teachers should not use terms like 'girlfriend' or 'sweetie'

Guidelines for implementing the actions/strategies:

- ❖ All the above strategies require teachers to pay attention to their behaviour (verbal and non-verbal) and reflect on the negative effects it may have on their students.
- ❖ If teachers use corporal punishment in order to control their class, they should think about alternative strategies for managing their class that doesn't require the threat of punishment (see Annex 1 for ideas).
- ❖ At the beginning of every class, teachers should set rules about prohibiting negative behaviour and language from students (see Annex 1 for ideas on how to ensure that these rules are followed).
- ❖ At the beginning of every class, teachers should also make clear that *everyone* should participate, speak out and take leadership roles in class, and provide extra encouragement to quiet students (especially girls) in order to build their confidence.

- ❖ Male teachers should always reflect on the difference between ‘being friendly’ with girls and being flirtatious. Flirtatious actions include dancing together, hugging, touching, or calling a student ‘girlfriend’ or ‘sweetie’. These actions have sexual undertones and are completely inappropriate in a classroom or at school.

ACTIVITY: In order to introduce these actions/strategies to your Student Teachers, do the following:

- 1) **Practice on your own first** – plan for and practice the six strategies in your classes. After each class, reflect on what worked, what didn’t work and how you could improve next time.
- 2) **Introduce the seven strategies** – before teaching, go over the strategies together and make sure your Student Teacher understands them and answer any questions they may have.
- 3) **Assess each other on implementation** – use the following scorecard to assess your Student Teacher while they are teaching. Have them assess you as well. Discuss each other’s strengths and weaknesses afterwards.
- 4) **Reflect and plan** – once you feel that your Student Teacher has mastered the strategies, sit down together to reflect on how they will make sure they incorporate these strategies in the future.

Gender Responsive Language and Interaction actions/strategies:	Not achieved	Partially achieved	Half achieved	Fully achieved
The Teacher:	0	1	2	3
1) does not use negative expressions or language that demeans, excludes, or gives females the impression that are not as intelligent or do not need to perform as well as males				
2) does not use harsh/threatening language or actions that instil fear in both females and males				
3) does not say things that reinforce false assumptions about females and males (e.g., girls are bad at maths/science, girls are always shy, boys are the first to answer)				
4) does not use body language that excludes girls or shows preferential treatment to boys (such as speaking mostly to boys or turning your back to girls)				
5) sets and reinforces ground rules that prohibit teasing or bullying, particularly from males towards females				
6) builds students’ (especially females’) skills for self-confidence, speaking out, decision-making and negotiation				
7) knows the difference between ‘being friendly’ with girls and being flirtatious. Jokes and conversations <u>should not</u> have sexual undertones, and teachers should not use terms like ‘girlfriend’ or ‘sweetie’				

REFLECTION: If you are reading in a group, discuss your answers to the following questions:

- 1) Which parts of this unit did you find important/interesting, disagree with or find unclear?
- 2) Which actions/strategies do you think will be most helpful? Is there anything missing?
- 3) Do you have any other ideas on how to introduce this checklist to your Student Teachers?

Unit 6: Gender Responsive Teaching and Learning Materials

Why gender responsive teaching and learning materials are important: Textbooks, storybooks, pictures, and posters are often the biggest culprits of portraying subtle forms of unfair treatment. For example, take a look at the following textbook illustration.



1. How many men and how many women do you see?
2. What roles are men playing?
3. What roles are women playing?
4. What underlying message is being communicated?

If you look at the illustration critically, you might notice that it is communicating the message that only men can have professional careers and that women are only expected to be mothers in charge of domestic duties. This type of subtle messaging, when repeated in textbooks and reinforced in society and the media, can significantly affect girls' aspirations and preferences. After seeing such images for 12+ years of schooling, many girls will unconsciously accept these roles; which very much limits their goals and their confidence in what they are capable of doing. Is that fair? If the illustration showed only white people in professional roles, what sort of message would non-white people take away.

Gender Responsive competency	Actions/Strategies:
3. The teacher uses gender responsive TLMs	The Teacher:
	1) reviews all textbooks, pictures, posters, and materials before using them to see if they reinforce traditional gender roles (e.g., women cooking/cleaning, men in professional roles)
	2) identifies traditional gender roles that appear in books/materials and makes a point to alert students to these portrayals when using the materials in class
	3) discusses with students how portrayals of traditional gender roles limit what female students think they can do and achieve
	4) ensures that any books, materials or equipment used in class are equally distributed amongst females and males

Guidelines for implementing the actions/strategies:

Since teachers don't have much choice about the textbooks or materials available at their schools, it is important to do a gender analysis of any textbooks, books, posters, or any material used in class. Ask the following questions about any images, characters, stories, or exercises in the materials you use:

1. **How many men/boys and how many women/girls are featured?** (If unbalanced, ask why?)
2. **What roles are men/boys playing?** (Are the roles professional? Prestigious? Heroic? Positions of power? Do they show the positive things that men/boys can do?)
3. **What roles are women/girls playing?** (Are the roles in the home? Are they positions that are low-status or subordinate to men? Are females portrayed as less brave, capable, or successful?)
4. **What underlying message is being communicated?** (Is the subtle message that men/boys are more important? More powerful? Braver? Smarter or better?)
5. **Do you think these messages are fair?** (What if these messages were based on race— that one race is more important, more powerful, braver, smarter, or better. Is that fair, accurate or just?)
6. **If the underlying message is unfair, how might this affect girls?** (Messages based on false assumptions about ability or intelligence are extremely unfair; and reduce female students' confidence, limit their goals in life and cause them to achieve less.)
7. **How could we improve this TLM to make the message fairer and give females more confidence?** (Would it be to increase the number of females? To change the roles they are playing? Show males doing typically 'female' jobs or females doing typically 'male' jobs?)

If you find that your TLM portrays equal (or higher) numbers of females and that the roles they play are equal to that of males, then it is likely to be gender sensitive. However, if your TLM (or portions of it) contain unfair portrayals of women/girls, it is *not* gender sensitive. That said, you can still use the TLM in class; ***however, you need to make pupils aware of the unfair messaging that is being portrayed.*** In order to do this, you should ask the seven questions to your pupils while using the TLM so that they too become conscious of unfair portrayals of women/girls.

ACTIVITY: In order to introduce these actions/strategies to your Student Teachers, do the following:

- 1) **Practice on your own first** – conduct a gender analysis of TLMs you use in class (ask the above questions while looking at the material). If you find that there are unfair assumptions and portrayals of women/girls, ask the same seven questions to pupils in your class the next time you use the material.
- 2) **Introduce the seven questions to Student Teachers** – first explain why gender responsive TLMs are important and then go over the above seven questions together and make sure your Student Teacher understands them.
- 3) **Have your Student Teacher conduct a gender analysis** – provide materials for your Student Teacher to analyse using the seven questions. Give support if they are having difficulty answering the questions.
- 4) **Plan, do, reflect** – If they find unfair portrayals of women/girls, work with your Student Teacher to plan and ask the same questions to pupils when using the material in class. Reflect when complete.

REFLECTION: If you are reading in a group, discuss your answers to the following questions:

- 1) Which parts of this unit did you find important/interesting, disagree with or find unclear?
- 2) Which questions or strategies do you think will be most helpful? Is there anything missing?

Unit 7: Challenging Traditional Gender Roles

Why challenging traditional gender roles is important: In the last unit we discussed how teaching materials often perpetuate unfair portrayals of women and girls, and how teachers must make themselves and their students aware of this unfair treatment. This helps to *stop* unfair treatment that is currently occurring. However, it is also important for teachers to *compensate* for past unfair treatment and *ensure* equal outcomes between girls and boys in the future; and one way to do this is to *challenge* and *reverse* traditional gender roles in class. To help with this, teachers can follow the below checklist to ensure that are challenging traditional gender roles in class.

Gender Responsive competency	Actions/Strategies:
4. The teacher challenges traditional gender roles	The Teacher:
	1) empowers males to be critical of and challenge traditional views of masculinity (e.g. men should be 'powerful', should not be 'weak', should never cook/clean)
	2) empowers females to be critical of and challenge traditional views of femininity (e.g., women should be dependent on men, should only be mothers/carers, should not be assertive)
	3) actively uses examples (e.g., exercises, activities, role play, pictures) that <i>challenge or reverse</i> traditional gender roles (such as having men cook)
	4) supports and encourages females to achieve in subjects like maths and science and aspire to professions traditionally taken by men (such as engineering, police, medicine)

Guidelines for implementing the actions/strategies:

In order for teachers to empower their female and male students to be critical of traditional views of femininity and masculinity, teachers have to be critical of these views themselves. **Teachers should be aware that assumptions about *how females and males should behave* are based on social expectations – and these expectations are often based on false assumptions about people's intelligence and ability.** For example, look at the list of jobs below. Use your first instinct and circle who you would normally associate with the jobs: Males (M), Females (F), or both.

JOB	GENDER		
1. Pharmacist	M	F	Both
2. Police Officer	M	F	Both
3. Lawyer	M	F	Both
4. Child Carer	M	F	Both
5. Accountant	M	F	Both
6. Judge	M	F	Both
7. Maths Teacher	M	F	Both

8. Cook	M	F	Both
9. Chemist	M	F	Both
10. Pilot	M	F	Both
11. Doctor	M	F	Both
12. House Cleaner	M	F	Both
13. Engineer	M	F	Both

Now look at the list again but imagine yourself in the USA during the 1700s when slavery was occurring. Use your first instinct and circle who you would associate with the jobs: Whites (W), Blacks (B), or both.

<u>JOB</u>	<u>RACE</u>		
1. Pharmacist	W	B	Both
2. Police Officer	W	B	Both
3. Lawyer	W	B	Both
4. Child Carer	W	B	Both
5. Accountant	W	B	Both
6. Judge	W	B	Both
7. Maths Teacher	W	B	Both
8. Cook	W	B	Both
9. Chemist	W	B	Both
10. Pilot	W	B	Both
11. Doctor	W	B	Both
12. House Cleaner	W	B	Both
13. Engineer	W	B	Both

Do you think the social expectations about black slaves in the USA were fair? Do you think those expectations were based on correct assumptions about black people's intelligence and ability? If not, perhaps you should re-think your assumptions and expectations about females. **As we discussed in Unit 1, unfair treatment (which includes how we expect people to behave and the jobs they should take) is often based on hugely false assumptions about the intelligence, ability and the superiority of a race, gender, or social class.** If teachers realise that their social expectations of females are unfair and based on false assumptions (much like false assumptions about black people), then they should prevent pupils from having these false assumptions as well.

In order to prevent pupils from developing these false assumptions, teachers should make sure all the exercises, activities and TLMs that they use *challenge* and even *reverse* traditional gender roles. For example, when writing exercises, don't write "Mother cooks dinner....". Instead, make sure that you demonstrate:

1. An equal number of women and men doing similar occupations. Make sure to show women doing jobs that you don't normally associate them with (like the list above).
2. An equal involvement of men and women in domestic work and childcare (such as men cooking and taking care of the children).
3. An equal number of females and males doing similar leisure activities (such as sports, relaxing, playing).
4. Characters that challenge traditional beliefs about masculinity and femininity (such as boys who are afraid or girls who are brave).

ACTIVITY: In order to introduce these actions/strategies to your Student Teachers, do the following:

- 1) **Have your Student Teachers do the 'job' activity** – first with Male/Female and then with White/Black. Then explain why assumptions about females (and what jobs they should take) are unjust and unfair and why teachers should *challenge* or *reverse* these traditional gender roles in class.
- 2) **Plan, do, reflect** – work with your Student Teachers to conduct a gender analysis of your exercises, activities and TLMs. If you find that they portray traditional gender roles, revise them so that they *challenge* or *reverse* these roles. After using them in class, reflect on how it went and what you might do differently next time.

REFLECTION: If you are reading in a group, discuss your answers to the following questions:

- 1) Which parts of this unit did you find important/interesting, disagree with or find unclear?
- 2) Do you think that challenging traditional gender roles is important or not really?

Unit 8: Gender Responsive Planning

Why gender responsive planning is important: We have discussed several ways in which teachers can ensure that their classroom practice is gender responsive – through pedagogy, language/interaction, teaching and learning materials, and challenging gender roles. Gender responsive planning brings all of these (and other) elements together. Teachers should follow the checklist below in order to strengthen their overall planning for class.

Gender Responsive competency	Actions/Strategies:
5. The Teacher uses gender responsive planning	The Teacher:
	1) plans classroom seating so that males and females are mixed, and so that pupils who need more support sit at the front
	2) reviews student attendance every 2-3 months (particularly for females) - if there are problems with attendance, the teacher should follow up with the head teacher and parents
	3) reviews student assessments every 2-3 months - if there are large gaps between females and males, the teacher should develop strategies to close the gaps
	4) plans to use teaching strategies that ensure equal participation of both females and males
	5) reviews TLMs for traditional gender roles and ensures that materials are distributed and used equally between female and males
	6) plans to use exercises/activities that do not reinforce traditional gender roles and in some cases, actively <i>challenges</i> or <i>reverses</i> traditional gender roles

Guidelines for implementing seating strategies:

- ❖ Many schools do not have sufficient infrastructure, which means that classrooms can be overcrowded, often without an adequate number of seats/desks. This is a challenge, but even in these cases, teachers can take steps to make sure the classroom seating is gender responsive. As mentioned earlier, many girls are socialised to not speak out or be assertive. So when pupils come into class, confident boys usually take up the best seats, and girls and poor-performing boys end up sitting in the back or corners of the classroom. This does not enhance the participation or achievements of either group. That is why teachers should plan to re-organise the seating, see how it goes for a month and make adjustments if necessary.
- ❖ How to plan: take a look at the current seating arrangements. Make a note of the pupils who:
 - 1) are confident/assertive and sit at the front (or front half of the classroom)
 - 2) are quiet and sit in the back or corners of the class (particularly the girls)
 - 3) have trouble seeing the chalkboard, have learning/physical disabilities or have a tendency to misbehave

- ❖ If you haven't already brought this third group of pupils to the front, plan on seating them at the front of class; also plan to bring the second group of quiet pupils to the front of class. Then think about whether either of these groups would benefit from sitting next to a stronger/confident pupil who could help them during class. If so, plan on strategically placing some of the stronger pupils next to those who would benefit. Make a note of all these pupils who should be sitting up at the front.



- ❖ Before your next class, have the pupils queue up outside of the classroom door before they enter. Tell the pupils that they have to stand girl-boy-girl-boy in the queue so that they automatically mix themselves. Then bring the pupils that you noted earlier up to the front of the queue (and make sure they stand girl-boy-girl-boy, if possible). Then have the pupils enter class and take the seats one by one, starting from the front of class. Once all the pupils have been seated, tell them that this is the seating arrangement for the next month and that they must sit in these assigned seats from now on. However, let them know that they should tell you if they are uncomfortable with their new seat and explain why.
- ❖ Monitor the dynamics of this new seating arrangement for the rest of the month. Ask yourself:
 - 1) Am I able to support the quieter students better now that they are at the front?
 - 2) Are these quieter students participating more?
 - 3) If I have strategically placed stronger students with weaker ones, has it been mutually beneficial?
 - 4) Have any pupils complained about the new seating arrangement?

After reflecting on these questions, feel free to adjust the seating where necessary (but try to keep girls and boys mixed). Remember, the aim of this planning exercise is to maximise and equalise the participation of all pupils, particularly girls who are often overlooked.

Guidelines for implementing attendance and achievement strategies:



As a teacher, you should be keeping records of pupil attendance and test scores. Every two to three months review both the attendance register and test scores. You probably already know where they major problems are, but take this time to look carefully at who is not attending on a regular basis, and who is performing poorly.

- 1) Make a note of these groups (it is likely that there are many pupils in both).

- 1) For pupils who are not attending regularly, do you suspect that they are doing chores/labour? Are they caring for family members? Does the pupil's family only have enough money to send boys to school? Could the girls be missing class because of menstruation? If you're not sure, that is fine.
- 2) After reflecting on the pupils who aren't attending, discuss them (and possible reasons) with your head teacher. If your head agrees, follow up with the pupils' parents by asking them to come to school for a meeting (you may also have to go to them). Every case will be different, but sensitise parents to the importance of girls' education and see if you can help them solve challenges they might be facing.
- 3) For pupils who are performing poorly on tests or assessments, is it because they are not attending? If they are attending, is it because they are being overlooked in class? Are they being bullied or intimidated by other pupils? Could they have a learning or physical disability that you were not aware of? Try to come up with strategies or solutions: should these pupils sit at the front of class? Is remedial help needed?
- 4) After reflecting on the pupils who are performing poorly, discuss them (and possible reasons/solutions) with your head teacher. In the case of attendance issues, follow up with the pupils' parents. In the case of extra support, try to implement strategies in class and discuss any extra support you might need with your head.

Guidelines for implementing gender responsive lesson plans:

- ❖ A gender responsive lesson plan takes into consideration the specific needs of girls and boys in all teaching and learning processes, content, TLMs, methodologies, activities, classroom arrangement, and so on. The content of the lesson is determined by the syllabus, but then the teacher has to ensure that the delivery of this content is participatory and gender responsive. The following lesson plan demonstrates how a teacher can do this.

A Gender Responsive Lesson Plan

Class	P6
Subject	Maths
Topic	Volume and Capacity
Objectives	Pupils should be able to understand the difference between the two concepts/terms
Reference	Primary Maths Teachers' Guide (page 35-40), Pupils' book (page 97-100)
TLMs	Ask pupils to each bring in an empty 500 ml plastic water bottle Teacher to bring in several 1.5 litre bottles and 500 ml bottles (do gender analysis of TLM)
Methodology	Explain the concept, divide pupils into groups, have them measure different volumes

Time	Teacher activities	Pupil activities	Gender responsive actions
10 mins	Introduce concepts: explain that capacity is the amount a container can hold and volume is the amount of actual space taken up by a liquid in the container.	Listening	Make sure that the seating arrangement of class is gender responsive before starting. Emphasise that everyone should participate equally in today's class.

10 mins	Demonstration: fill the 1.5 litre and 500 ml bottles with varying amounts of water (do this before the class) to demonstrate the difference between capacity and volume. Go over how you to determine volume if needed.	Q&A: What is the capacity of this water bottle? What is the volume of water in this bottle? How can you determine this?	When asking questions, make sure to ask and encourage girls to answer. Also encourage all pupils to ask questions if they are not clear.
20 mins	Group work: Divide pupils into groups of 6, give them the 1.5 litre bottles full of water and have them fill their 6 small bottles with different volumes of their choice.	Pupils fill their 6 small bottles with different volumes. Ask them to explain how they determined the volumes.	Make sure groups are gender responsive. Assign a group leader and secretary to present findings and ensure that an equal number of girls and boys are both. Make sure girls use the bottles just as much as boys.
15 mins	Facilitate group presentations	Groups present their findings	Ensure that both girls and boys present their findings
10 mins	Discussion: Ask pupils to discuss day-to-day applications of capacity and volume.	Q&A: How does this apply to measuring water when cooking? Purchasing kerosene or palm oil?	Ensure that both girls and boys participate in the discussion. Ask boys if they cook and explain that it is good if they do.
5 mins	Conclusion: ask if there are any questions. Summarise key points/concepts.	Ask questions and/or provide summaries.	Emphasise that boys can/should cook and that girls can/should always excel in maths and science subjects.

ACTIVITY: to introduce these actions/strategies to your Student Teachers, do the following:

- 1) **Study the sample lesson plan** – identify at least 10 things that make it gender responsive. Add two more.
- 2) **Develop a gender responsive lesson plan for you subject** – use the sample as a guide and try it in your class.
- 3) **Introduce gender responsive planning to Student Teachers** – go over the units on gender responsive pedagogy, language and interaction, TLMs, and challenging gender roles. Then introduce gender responsive seating, analysing attendance/achievement and lesson planning. Share your own gender responsive lesson plan with your Student Teacher.
- 4) **Plan, do, reflect** – plan another lesson with your Student Teachers using the gender responsive sample as a guide. Co-teach the lesson and reflect on how it went afterwards.

REFLECTION: If you are reading in a group, discuss your answers to the following questions:

- 1) Which parts of this unit did you find important/interesting, disagree with or find unclear?
- 2) Which actions or strategies do you think will be most helpful? Is there anything missing?

Unit 9: Gender Responsive Management of Sexual Maturation

Why management of sexual maturation is important: Menstruation remains a taboo topic in most societies, so much so that it is hard to have open conversations about it - especially with men. Ironically however, without menstruation, none of us would be here. And considering that half of the population is women, it is highly likely that there is a person in your vicinity who is menstruating right now. Given how common and biologically significant menstruation is, we should stop thinking that bleeding is shameful and be more open to discussions about it. Especially since a large proportion of girls avoid going to school during their periods/menstruation because they either do not have adequate sanitary napkins, or because the ridicule they receive when getting a period stain is one of the most embarrassing things that can happen to them. Teachers should follow the checklist below to strengthen their ability to manage the sexual maturation of girls and boys in a gender responsive way.

Gender Responsive competency	Actions/Strategies:
6. The Teacher deals with sexual maturation in a gender responsive way	The Teacher:
	1) understands sexual maturation issues for both females and males and provides extra support or counselling to students if needed
	2) takes actions to address negative perceptions and interactions amongst students (such as ridicule or teasing)
	3) is sensitive to females needing to use the toilet more (because they may be uncomfortable to use the toilets during break if they have to share toilets with boys)
	4) reviews the state of the school's toilets and ensures that there are female toilets, they have water and rubbish/hygiene bins, if possible
	5) sensitises the school community to manage sexual maturation issues for both females and males, particularly regarding menstruation

Guidelines for implementing actions/strategies:

- ❖ Most girls start menstruating between the ages of 10-15, and this can be a very stressful time in their lives, particularly if they do not have adequate sanitary napkins. The rate of absenteeism amongst girls for this reason is high – they miss as many as three days of school each month, which amounts to 30 lessons of one subject a year. If you start to see this pattern in attendance amongst your female students you should try to have a conversation with them in order to confirm. Then see what kind of support you can provide – can you advise on sanitary napkin solutions²? Can you provide remedial help to female students to make up for missed classes?

² There is a product called Afripad that provides absorbent, reusable sanitary napkins at a low cost: www.afripads.com. If you are a male teacher and are worried that this type of conversation would be uncomfortable for your female

- ❖ In addition to this, you should also ensure that the school's toilet facilities are supportive of girls' menstruation. Do girls have separate toilets? Are they private? Is there water nearby? Are there any rubbish or hygiene bins for them to dispose of sanitary napkins or tissue? If there aren't private toilet facilities, girls may not like using them at break time while boys are around. Be sensitive to this and give girls ample access to the toilet during class if needed.



- ❖ In addition to menstruation, girls' and boys' bodies rapidly change as they go through puberty, which can be a cause for ridicule, teasing and self-consciousness. When girls develop breasts or when boys' voices break, fellow students may tease them and make them feel bad. As their teacher, you should set ground rules that such behaviour is unacceptable. Sensitise students to the fact that everyone's body changes at different rates, and that no one is 'normal' or 'abnormal' if they change before or after everyone else.
- ❖ The points raised in this unit about menstruation and maturation (for both girls and boys) should also be made to parents. Especially if girls are missing class because of their periods. If you are seeing negative effects on your students' performance because of these issues, make that a reason for meeting with parents. Then try to discuss possible solutions to providing support to the student to improve their attendance and achievements.

ACTIVITY: to introduce these actions/strategies to your Student Teachers, do the following:

- 1) **Do an analysis of your class with your Student Teachers** – If you teach a class with pupils who are 10+ years of age, take look at the attendance register. Are there any girls who are not attending regularly? Do you suspect that the girls might be missing class because of menstruation? Are there boys whose voices are breaking? If either is the case, plan to have a discussion with your class in which your Student Teacher can observe and take notes.
- 2) **Have a discussion with your class** – As discussed in Unit 5 on gender responsive language and interaction, you should set ground rules about behaviour that is unacceptable in class. 'Teasing' is one form of unaccepted behaviour – revisit this behaviour by asking your class what they think 'teasing' or 'making fun of someone' means. Ask them why they think students do it. Ask them how it makes people feel.
- 3) **Sensitise students to teasing that occurs because of puberty** – talk to students about how boys are often teased when their voices change, and girls are teased when they grow breasts or start to bleed (and get a stain by accident). Tell students that this form of teasing makes people feel bad and is completely unacceptable. Remind students that everyone's body will change, that bodies change at

student, try to facilitate this conversation between your student and the school guidance counsellor or a female colleague.

different rates, and that no one is 'normal' or 'abnormal' if they change before or after everyone else.

- 4) **Provide girls an opportunity to talk to you or a counsellor about menstruation** – after discussing teasing with your class, finish the discussion by letting girls and boys know that they can talk to you if they need to. You should also say that if girls feel like they have to miss school because of menstruation they should talk to you about it. If you are a male teacher and are worried that this type of conversation would be uncomfortable for your female students, direct them to the school guidance counsellor or a female colleague.
- 5) **Reflect on the discussion with your Student Teachers** – your student teachers should have observed you while you had this discussion with your class. Ask your student teachers about their thoughts and reflections. Ask them how they might approach the same discussion when they become a teacher.

REFLECTION: If you are reading in a group, discuss your answers to the following questions:

- 1) Which parts of this unit did you find important/interesting, disagree with or find unclear?
- 2) Which actions or strategies do you think will be helpful or not helpful?
- 3) Would you approach managing sexual maturation in your class differently? If so, how?

Unit 10: Gender Responsive School Practices and Protocols

Why gender responsive school practices and protocols are important: There many school practices and protocols that contribute to unfair treatment towards girls. For example, cleaning activities might reinforce traditional gender roles (like females doing the mopping and sweeping). Or, class prefect and assistant prefect roles are unfairly assigned so that girls are only allowed to be the ‘assistant’ or secondary role. Many extra-curricular activities revolve around typically ‘male’ activities like football. And corporal punishment is a practice that affects both boys and girls in a negative way, but often makes girls even more docile and afraid to assert themselves. Thus, teachers and head teachers should follow the checklist below to be aware of unfair treatment that might be happening and to ensure that all school practices and protocols are gender responsive.

Gender Responsive competency	Actions/Strategies:
7. The Teacher and Head ensure that school activities are gender responsive	The Teacher and Head Teacher ensure that:
	1) school cleaning and chores do not reflect or reinforce traditional gender roles (e.g., only female students run errands or clean up)
	2) females and males have equal opportunities to be both prefects and assistant prefects
	3) females and males have equal access and opportunities to extra-curricular activities
	4) a guidance counsellor is in place to provide support and a safe space for all students
	5) a gender club is organised to discuss gender equality and help females and males feel confident to challenge traditional gender roles in society
6) all forms of corporal punishment are banned and staff are given training in alternative classroom management techniques (see Annex 1)	

Guidelines for implementing actions/strategies:

- ❖ All school chores should be reviewed to make sure they do not reflect or reinforce traditional gender roles (e.g., only female students run errands or clean up). If they do, consider revising the rules so that all activities are done equally by girls and boys and are not based on traditional gender roles.
- ❖ Class prefect roles should be reviewed to ensure that female and male students have equal opportunities to be both prefect and assistant prefect. If not, consider revising.
- ❖ All extra-curricular activities should be reviewed to ensure that female and male students have equal access and opportunity to activities. For example, if there is a sports activity or sports day, girls should be able to play with boys or at the very least, have their own league/match.

❖ The head teacher should facilitate the nomination and appointment of a school guidance counsellor. This is a leadership role that is extremely important to the school. A guidance counsellor is the first point of contact for any student who needs support with any type of problem: problems at home, problems at school, problems with teasing (Unit 5), problems with menstruation (Unit 9), problems with sexual harassment (Unit 11), etc.



❖ At a staff meeting, the head teacher should explain the roles and responsibilities of a guidance counsellor, and ask the staff for nominations for this post. Nominees should have a good relationship with students and staff and they should have a genuine concern for the welfare of students at the school.

❖ The staff should vote for the nominee who they think would do the best job, and once assigned, the head teacher should let all students know who the guidance counsellor is, and that they can talk to her/him about any problems they are facing.

❖ The guidance counsellor should also have a question/problem/suggestion box in which students can write their problems down anonymously.

❖ The guidance counsellor should also facilitate the initiation of a gender club. This is a club that could be run by the guidance counsellor, a teacher or student teachers (whichever is most appropriate for the school). The aim of the club is to invite pupils to discuss gender equality and help girls and boys feel confident to challenge traditional gender roles in society. Another aim of the club is to build female student confidence, as well as in specific subject areas (particularly maths and science).

❖ If corporal punishment or intimidating disciplinary measures are used by staff, the head teacher should revise the formal and informal rules regarding corporal punishment – it should not be condoned or overlooked in any way. Annex 1 contains effective non-violent classroom management techniques that teachers can use to gain control of class, to get pupils quiet and ready to learn, and to discipline students who might misbehave. These techniques should be shared amongst staff.

ACTIVITY: to introduce these actions/strategies to your Student Teachers, do the following:

- 1) Go over the checklist included in this Unit on Gender Responsive School Practices and Protocols. Make sure that your Student Teachers understand why these are important.
- 2) Share the aims of the Gender club with your Student Teachers and have them come up with activities that could be done with the club. Have them share these with the Guidance Counsellor and allow them to facilitate the activities, if appropriate.

- 3) Share the annex on non-violent classroom management techniques with your Student Teachers. Plan on having them implement at least two of the techniques when they practice teaching in class. After completion, reflect on how it went and how you might adapt or improve things next time.

REFLECTION: If you are reading in a group, discuss your answers to the following questions:

- 1) Which parts of this unit did you find important/interesting, disagree with or find unclear?
- 2) Which actions or strategies do you think will be helpful or unhelpful? Is there anything you would change or adapt for your context or school?

Unit 11: A School Sexual Harassment Policy

Why this competency is important: Sexual harassment is a form of unequal treatment that involves unwelcomed sexual advances, or verbal/physical conduct of a sexual nature. *Unwelcomed* is a critical word here. A victim may consent or agree to certain conduct, not because they want to, but because they feel pressure to do so. Students and staff who are subjected to unwelcomed advances or comments become silent sufferers when they are in the same school environment with the perpetrators. As such, sexual harassment has a negative impact on the learning process. In order to prevent this from happening, teachers and head teachers should follow the checklist below.

Gender Responsive Competency	Actions/Strategies:
8. The Head Teacher ensures that the school has a sexual harassment policy that is implemented	<p>The Head Teacher ensures that:</p> <ol style="list-style-type: none"> 1) The staff develops an agreed definition of what constitutes sexual harassment 2) The staff agrees on a transparent reporting system for staff, student teachers (on teaching practice) or students experiencing sexual harassment 3) The staff nominates an appropriate female staff member to act as the first point for reporting and to act as a counsellor for those experiencing sexual harassment 4) The School Management Committee (SMC) and/or staff develops disciplinary measures for those guilty of sexual harassment 5) The definition, reporting system and reprimand system are disseminated to all staff, students, student teachers, parents and community members

Guidelines for implementing the actions/strategies:

❖ In order to help define what constitutes sexual harassment, the following tables outline three forms of harassment and provide examples. Head teachers can discuss these at a staff meeting and decide if they are applicable and should form the basis of a school sexual harassment policy.

1) Hostile environment sexual harassment: this is when unwelcomed verbal or physical conduct of a sexual nature makes a student's or staff's environment unpleasant or uncomfortable. In these cases, the perpetrator can be anyone - a superior, a fellow student or staff member, a community member, or even someone that is your subordinate (a male student can harass a female teacher).

Examples of hostile environment sexual harassment:

- Unwanted touching, patting, pinching, massaging, hugging or brushing up against a person's body
- Remarks of a sexual nature about a person's clothing or body
- Sexually suggestive stares, sounds or gestures such as winking, licking lips, whistling, sucking or pelvic thrusts
- Intrusive sexually explicit questions, asking personal questions about a person's sex life

- Spreading rumors about a person's sexuality, sexual activity or speculation about previous sexual experience
- Pervasive jokes, pictures, calendars, cartoons or other materials with sexually explicit or graphic content
- Unwanted pressure or propositions of a sexual nature (including those occurring in situations that begin as reciprocal attractions, but later cease to be mutual)
- The unwelcomed recurrence of telephoning, following, gift giving or asking a person out on a date
- Actual or attempted rape or sexual assault

- 2) **Quid Pro Quo sexual harassment:** Quid Pro Quo (meaning "this for that") harassment occurs when someone implies or states to their student or staff that a decision depends upon whether they submit to conduct of a sexual nature. For example, if a student is made to believe that her grade is dependent on whether she complies with a teacher's advances, the student is being subjected to "quid pro quo" sexual harassment. The same applies if a teacher is made to believe that a promotion is likely if she goes on a date with her supervisor. In these cases, the perpetrator is someone who is using their power to receive some form of sexual favour.

Examples of Quid Pro Quo sexual harassment:

- Direct or indirect promises of academic benefits, such as high grades, letters of recommendation, participation in an activity, in return for sexual favors
- Direct or indirect promises of work benefits, such as promotions, letters of recommendation, good appraisals, in return for sexual favours

- 3) **Retaliation sexual harassment:** this occurs when a victim suffers a negative action after they have rejected a sexual advance, made a report of sexual harassment, or assisted someone else with a complaint. Negative actions can include being fired, getting a poor grade, or social exclusion, and are usually instigated by perpetrators in order to punish victims and/or prevent reports of sexual harassment in the future.

Examples of retaliation sexual harassment:

- Adverse academic decisions, evaluations, low grades, social exclusion, poor treatment in class, because a sexual advance has been rejected or reported
- Adverse employment decisions, evaluations, failure to hire or promote, transfer to a worse school, social exclusion, poor treatment in the workplace, because a sexual advance has been rejected or reported

- ❖ Once the SMC and/or staff agrees on the types of sexual harassment that should be prevented (like those above), a transparent reporting system should be determined. For example, the staff could nominate the Guidance Counsellor or an appropriate female teacher to act as the first point for reporting for any staff, student teachers or pupils experiencing sexual harassment.
- ❖ This focal person would then assess the situation (they should determine if there is evidence; what type of harassment occurred; and to what extent it occurred), provide counselling to the victim, and report

the case to the SMC. The SMC should listen to the case (the focal person can represent the victim if they are uncomfortable to speak), and also listen to the focal person's assessment of the situation. If both parties believe that the perpetrator is at fault, they can then bring the perpetrator in for discussion.

- ❖ The perpetrator will likely deny wrongdoing, but if there is sufficient evidence of harassment, they should undergo disciplinary measures. The SMC should discuss and determine what those disciplinary measures should be (e.g., apology to the victim/family? probationary period? reporting to the District Education Officer?)
- ❖ Once the definitions, reporting system and reprimands are agreed upon, the head teacher should ensure that it is written down and disseminated to all staff, students, student teachers, parents, and community members.

ACTIVITY: to introduce these actions/strategies to your Student Teachers, do the following:

- 1) Share this unit with your Student Teachers so that they have an understanding of the different types of sexual harassment that can occur.
- 2) If your school has developed a sexual harassment policy, please share it with your Student Teachers and make sure they are fully oriented on it.

REFLECTION: If you are reading in a group, discuss your answers to the following questions:

- 1) Which parts of this unit did you find important/interesting, disagree with or find unclear?
- 2) If your school does not yet have a sexual harassment policy, what can you do to initiate the process?

Unit 12: Gender Responsive School Management

Why gender responsive school management is important: Gender responsiveness extends beyond what happens in the classroom. As teachers attempt to change their classroom practice, head teachers must also change the broader school environment (which includes policies, protocols, resources, all teachers and parents) to become more gender responsive. School management sets the tone and vision – if head teachers have zero tolerance for unfair treatment of female students and staff, the rest of the school will follow. Units 10 and 11 discussed how head teachers are central to the development of gender responsive practices, protocols and policies. The checklist below lists additional actions that head teachers can take to ensure gender responsiveness at their school.

Gender Responsive Competency	Actions/Strategies:
9. Head Teacher ensures that school management is gender responsive	The Head Teacher ensures that:
	1) mentors read this Handbook, follow the guidelines for gender responsive teaching practice, and review it annually, particularly when new Student Teachers begin their teaching practice
	2) other staff teachers are encouraged to read this handbook as well; and the head teacher conducts spot checks to ensure that teachers are being gender responsive
	3) all school infrastructure (especially toilets) are gender responsive (reviewed annually); if not, strategies/budgets are developed for improvements
	4) all school practices, protocols and policies are gender responsive (reviewed annually); if not, revisions are initiated to improve the situation
	5) female staff have equal opportunities for appointments and leadership positions (reviewed annually); if not, opportunities should be created to enhance gender balance
	6) female student attendance and achievement is monitored- if there are disparities between females/males, strategies are used to close the gaps
7) teachers/SMC sensitise parents and the community about the need to support girls' education	

Guidelines for implementing the actions/strategies:

Many of the above actions and strategies regard the broader context of the school and community, which is why the head teacher is central to making sure they are implemented. On a consistent basis, the head teacher should monitor the following:

- 1) **Teaching Practice Mentors:** to make sure they have read this Handbook and are implementing a gender responsive Teaching Practice with student teachers
- 2) **Teachers:** to make sure they are reading this Handbook as well, in order to make their classes more gender responsive
- 3) **Infrastructure:** to make sure toilets, classrooms, desks/chairs are responsive to female students' needs
- 4) **Protocols and policies:** to make sure they do not reinforce traditional gender roles or sexual harassment
- 5) **Leadership:** to make sure that there is gender balance in the school's senior management and decision-making
- 6) **Pupils:** to make sure that teachers follow up with parents where there are problems with attendance and/or achievement
- 7) **Community:** to make sure that heads themselves, as well as teachers and the school management committee sensitise parents and community leaders to the importance of supporting girls education and reducing unfair treatment both in the school and home

ACTIVITY: In order to introduce these actions/strategies to your Student Teachers, do the following:

- 1) Share this unit with your Student Teachers so that they have an understanding of the different steps that are needed to enhance the gender responsiveness of school management.
- 2) Have your Student Teachers think of different ways that the head teacher, teachers and SMC can sensitise parents and the community on the need to support girls' education and reduce unfair treatment at school and in the home. Share the most interesting ideas with your head teacher.

REFLECTION: If you are reading in a group, discuss your answers to the following questions:

- 1) Which parts of this unit did you find important/interesting, disagree with or find unclear?
- 2) Which actions or strategies do you think will be helpful or unhelpful? Is there anything that you would change or adapt for your context/school?

Part II: Gender Responsive Teaching Practice

When student teachers are out on their teaching practice, they can become very vulnerable, particularly females who are on their own. There are many instances where female Student Teachers are sexually harassed, intimidated or taken advantage of by staff or community members, and it is up to Lead Mentors and Mentors to ensure their safety. The following checklist outlines six gender responsive competencies (and related actions/strategies) that will ensure that Lead Mentors and Mentors enhance the safety and positive experience of Student Teachers during their teaching practice (this checklist is a revised version of Annex 5 in the T-TEL Teaching Practice Mentor Handbook). Some of the competencies below can be found in Part One of this Handbook, which indicates their importance. Others are new and focus on what Mentors should do in order to ensure that the Teaching Practice is truly gender responsive. Similar to Part One, the checklist can be also used as a scorecard for assessments, and the units on the following pages discuss each competency and provide guidelines for implementation.

Gender Responsive competency for Mentors	Specific action/strategy to assess:	Not achieved	Partially achieved	Half achieved	Fully achieved
		0	1	2	3
1. The Mentor helps to secure gender responsive accommodation for female Student Teachers (aim for a score of 14-15)	The Mentor: 1) meets with their Student Teacher before teaching practice begins to ensure that they have safe accommodation				
	2) ensures that their Student Teacher <u>does not</u> have to live with a teacher, mentor or member of staff				
	3) ensures that if their Student Teacher lives in a community member's house, the community member is vetted and is aware of the school sexual harassment policy				
	4) ensures that their Student Teacher's accommodation is close to the school and is safe at night (adequate lighting, security guards/watchmen), particularly for females				
	5) tries to ensure that pairs of female Student Teachers find accommodation together				
2. The Mentor ensures gender responsive treatment of Student Teachers at the school	The Mentor: 1) ensures that female and male Student Teachers are treated equally by staff, community and students				
	2) ensures that their, and other teachers' daily behaviour does not reinforce traditional gender roles (e.g., only female Student Teachers run errands or clean up)				
	3) monitors female Student Teachers' relationships with staff/community to make sure they are free from bullying, intimidation and abuse				

(aim for a score of 19-21)	4) ensures that female and male Student Teachers have equal access to school resources and teaching/learning materials				
	5) encourages/supports female Student Teachers to teach subjects like maths and science				
	6) encourages female Student Teachers to take leadership roles during teaching practice				
	7) supports and makes allowances for female Student Teachers who have to balance family responsibilities (such as marriage, pregnancy, child-care)				
3. The Mentor provides gender responsive support to Student Teacher well-being (aim for a score of 14-15)	The Mentor:				
	1) monitors female Student Teachers' day to day well-being (both physical and psychological)				
	2) takes action to address female Student Teachers' problems/needs				
	3) makes sure that female Student Teachers feel comfortable/secure				
	4) builds confidence in Student Teachers (especially females) by praising good work				
5) ensures that female teacher toilets have water and rubbish/hygiene bins and that female Student Teachers are allowed to use these					
4. The Mentor demonstrates gender responsive practices while team teaching with Student Teachers (aim for a score of 21-24)	The Mentor shows the Student Teacher how to:				
	1) understand 'gender issues' and why they are important (Unit 1-3)				
	2) use gender responsive pedagogy in class (Unit 4)				
	3) use gender responsive language and interaction (Unit 5)				
	4) use gender responsive teaching and learning materials (Unit 6)				
	5) challenge traditional gender roles (Unit 7)				
	6) use gender responsive planning (Unit 8)				
	7) manage sexual maturation in a gender responsive way (Unit 9)				
8) ensure that school practices/protocols are gender responsive (Unit 10)					
5. The Lead Mentor ensures that a sexual harassment policy is implemented (aim for a score of 10-12)	The Lead Mentor:				
	1) ensures that the school has implemented a Sexual Harassment Policy (Unit 11)				
	2) ensures that the policy has been disseminated to all staff, students, parents and community members				
	3) ensures that all Student Teachers have been oriented on the policy and know who they should talk to first if they experience sexual harassment				
4) monitors female Student Teachers' relationships with school staff and community members to make sure they are free from sexual harassment					
6. The Mentor and Lead Mentor improve the	1) The Mentor completes the Gender Responsive Mentoring Scorecard after every teaching practice and reflects on how they can improve next time				
	2) The Lead Mentor has all Student Teachers anonymously appraise				

school's gender responsive mentoring practices (aim for a score of 10-12)	their Mentors using the Gender Responsive Mentoring Scorecard at the end of their teaching practice				
	3) The Lead Mentor reviews the Student Teachers' appraisals of their Mentors and identifies areas that need improvement				
	4) The Lead Mentor facilitates discussion with Mentors to choose/prioritise actions for areas that need improvement				

Guidelines for using this Gender Responsive Mentoring Scorecard:

Mentors and Lead Mentors: should use this Scorecard for self-assessment after every teaching practice. Please reflect on steps that you can take to improve for next time.

Student Teachers: should use this Scorecard to appraise their Mentor and Lead Mentor at the end of their teaching practice. The appraisal will be anonymous and should be handed in to the College of Education Teaching Practice Coordinator.

REFLECTION: If you are reading in a group, discuss your answers to the following questions:

- 1) Which parts of this unit did you find important/interesting, disagree with or find unclear?
- 2) Which actions or strategies do you think will be most helpful? Is there anything missing?
- 3) Which actions or strategies will be most difficult to implement? What can everyone do together to address the challenges?

A note on certification

As discussed in the introduction, once Mentors and Lead Mentors have successfully completed all Units in this book and their associated activities, they can apply for certification via their DGEO or CS. They will conduct assessments of Mentors and Lead Mentors based on the 'Gender Responsive Checklist for Teachers and Head Teachers' on page 14, and this 'Gender Responsive Mentoring Scorecard'. The DGEO or CS will look at Mentor and Student Teacher assessments and make judgements based on these. Mentors will be judged on competencies 1-4 (and part of 6) and Lead Mentors will be judged on competencies 5-6. Those who achieve a satisfactory score on the assessments will receive a Certificate for Gender Responsive Teaching and Mentoring.

Unit 13: Gender Responsive Accommodation for Student Teachers

Why gender responsive accommodation is important: The level of support that Student Teachers/Student Teachers receive when going on off-campus teaching practice varies from school to school. The checklist below aims to standardise the support given to Student Teachers, particularly with regard to accommodation. Finding safe accommodation (particularly for females) is extremely important as it affects the Student Teacher's well-being and performance during teaching practice. Although Teaching Practice Coordinators (TPC), Head Teachers and Circuit Supervisors (CS) are primarily responsible for finding accommodation for Student Teachers, Mentors should follow the checklist below in order to double check that the accommodation is safe, secure and gender responsive.

Gender Responsive competency for Mentors	Actions/Strategies:
1. The Mentor helps to secure gender responsive accommodation for female Student Teachers	The Mentor: 1) meets with their Student Teachers before teaching practice begins to ensure that they have safe accommodation
	2) ensures that their Student Teachers <u>do not</u> have to live with a teacher, mentor, or member of staff
	3) ensures that if their Student Teachers live in a community member's house, the community member is vetted and is aware of the school sexual harassment policy
	4) ensures that their Student Teachers' accommodation is close to the school and is safe at night (adequate lighting, security guards/watchmen), particularly for females
	5) tries to ensure that pairs of female Student Teachers find accommodation together
	6) goes to the head teacher, Circuit Supervisor, and Teaching Practice Coordinator if any of the above criteria for safe accommodation are not met

Guidelines for implementing the actions/strategies:

Before Teaching Practice begins, Mentors should meet with their Student Teacher to not only give them an orientation to the school and community, but to also ensure that their accommodation is safe and secure. Mentors should talk to their Student Teachers (both female and male) and ask the questions in the left-hand column, and use the information in the right-hand column as guidance on what to do.

Questions	Response/action
1) Do you feel comfortable in your accommodation?	If the answer is no, ask why. See what you can do to address the problem.
2) Are you staying in a room in a house? If so, whose house?	If the answer is yes, make sure they are not staying with a teacher, mentor or member of staff. If they are staying with a

	community member, ask the Head Teacher if that person has been sensitised to the school Sexual Harassment policy.
3) Do you feel comfortable staying with this person and/or family?	If the answer is no, ask why. See if you can request different accommodation for the Student Teacher.
4) Is your accommodation safe at night? Is there adequate lighting and security?	If the answer is no, talk to the Head Teacher and see if there is anything that can be done to address the problem. If not, request different accommodation for the Student Teacher, particularly if she is female.
5) For female Student Teachers only: Are you staying alone in this accommodation or is there another female Student Teacher with you?	If the female is staying alone, ask her if she would feel more comfortable if another female Student Teacher was staying with her. If so, see if you can arrange this with the Head Teacher.

Although the Mentor is not responsible for finding the accommodation for Student Teachers, it is the Mentor's responsibility to double check and make sure that the accommodation is gender responsive. After asking the above questions to your Student Teacher, assess whether the criteria for safety are met. If not, go to your head teacher, Circuit Supervisor, and Teaching Practice Coordinator to request different accommodation or come up with solutions that address any problems.

REFLECTION: If you are reading in a group, discuss your answers to the following questions:

- 1) Which parts of this unit did you find important/interesting, disagree with, or find unclear?
- 2) Which actions or strategies do you think will be most helpful? Is there anything missing?
- 3) Is there anything that you would change or adapt for your context/school?

Unit 14: Gender Responsive Treatment of Student Teachers

Why gender responsive treatment is important: There are many subtle and unconscious ways that Student Teachers (especially females) can be treated unfairly during Teaching Practice. Mentors need to monitor their own behaviour as well as the behaviour of staff towards Student Teachers. Mentors should follow the checklist below in order to ensure the fair and equal treatment of their Student Teachers.

Gender Responsive competency for Mentors	Actions/Strategies:
2. The Mentor ensures gender responsive treatment of Student Teachers at the school	The Mentor:
	1) ensures that female and male Student Teachers are treated equally by staff, community, and students
	2) ensures that their, and other teachers' daily behaviour does not reinforce traditional gender roles (e.g., only female Student Teachers run errands or clean up)
	3) monitors female Student Teachers' relationships with staff/community to make sure they are free from bullying, intimidation, and abuses
	4) ensures that female and male Student Teachers have equal access to school resources and teaching/learning materials
	5) encourages/supports female Student Teachers to teach subjects like maths and science
	6) encourages female Student Teachers to take leadership roles during teaching practice
7) supports and makes allowances for female Student Teachers who have to balance family responsibilities (such as marriage, pregnancy, child-care)	

Guidelines for implementing the actions/strategies:

- ❖ All of the above strategies require Mentors to pay attention to their behaviour (verbal and non-verbal), as well as the behaviour of staff and community members towards their Student Teachers, particularly females. Unfair treatment and reinforcing traditional gender roles should not be tolerated, and such behaviour can have negative effects on female Student Teachers' performance.
- ❖ Mentors should also monitor for other forms of negative behaviour towards their Student Teacher, such as bullying or intimidation from other staff or community members.
- ❖ Throughout the Teaching Practice, Mentors should also actively build the confidence of female Student Teachers. This includes building their confidence to teach subjects like maths and science, as well as encouraging female Student Teachers to take leadership roles.
- ❖ Some female Student Teachers may have extra responsibilities, such as child care. Mentors should be understanding and supportive when this is the case.

REFLECTION: If you are reading in a group, discuss your answers to the following questions:

- 1) Which parts of this unit did you find important/interesting, disagree with or find unclear?
- 2) Which actions or strategies do you think will be most helpful? Is there anything missing?
- 4) Is there anything that you would change or adapt for your context/school?

Unit 15: Gender Responsive Support for Student Teacher Well-Being

Why support for Student Teacher well-being is important: When a Student Teacher is young and on their own during Teaching Practice, they need as much support as possible to feel comfortable and secure. If they do not feel secure, they will not perform well and it is likely they will not enter the teaching profession with a positive attitude. In order to prevent this, Mentors should follow the checklist below to ensure that they enhance Student Teacher well-being as much as possible during Teaching Practice.

Gender Responsive competency for Mentors	Actions/Strategies:
3. The Mentor provides gender responsive support to Student Teacher well-being	The Mentor:
	1) monitors female Student Teachers' day to day well-being (both physical and psychological)
	2) takes action to address female Student Teachers' problems/needs
	3) makes sure that female Student Teachers feel comfortable/secure
	1) builds confidence Student Teachers (especially females) by praising good work
	4) ensures that female teacher toilets have water and rubbish/hygiene bins and that female Student Teachers can use these

Guidelines for implementing the actions/strategies:

- ❖ All of the above strategies require Mentors to pay attention to their Student Teachers physical and psychological well-being on a daily basis. At the beginning of the Teaching Practice, let your Student Teacher know that she/he should come to you with any problems or challenges, particularly if they feel stress or are not feeling well.
- ❖ Then on a regular basis throughout the semester, check-in with your Student Teacher and ask how they are. You can explicitly ask if they are experiencing any problems and whether they are feeling comfortable and secure. If there are any problems, see what you can do to try to address or fix the problem. As discussed in Unit 9, be aware of any problems or discomfort that female Student Teachers may experience when menstruating.
- ❖ Throughout the Teaching Practice, Mentors should also actively build the confidence of Student Teachers (particularly females) through offering praise if they have done a good job. As discussed in Unit 2, after 12+ years of being treated unfairly, many females have a low level of confidence. As a Mentor, you can address this by actively providing praise and recognition when/if it is due.

- ❖ Toilet facilities are very important for female staff and Student Teacher well-being. Mentors and Lead Mentors should ensure that female teacher toilets have water and rubbish/hygiene bins for sanitary napkins or tissues. Student Teachers, particularly females, should also have access to these toilets.

REFLECTION: If you are reading in a group, discuss your answers to the following questions:

- 1) Which parts of this unit did you find important/interesting, disagree with or find unclear?
- 2) Which actions or strategies do you think will be most helpful? Is there anything missing?
- 3) Is there anything that you would change or adapt for your context/school

Unit 16: Demonstrating Gender Responsive Teaching

Why demonstrating gender responsive teaching is important: Units 1-10 of this handbook provided strategies that Mentors can use to ensure that their classroom teaching is gender responsive. These Units also discussed how to introduce these strategies to Student Teachers during Teaching Practice. The checklist below is a reminder to Mentors to review these Units, and to introduce certain gender responsive competencies to their Student Teachers.

Gender Responsive competency for Mentors	Actions/Strategies:
4. The Mentor demonstrates gender responsive practices while team teaching with Student Teachers	The Mentor shows the Student Teacher how to:
	1) understand what 'gender issues' are and why they are important (Unit 1-3)
	2) use gender responsive pedagogy in class (Unit 4)
	3) use gender responsive language and interaction (Unit 5)
	4) use gender responsive teaching and learning materials (Unit 6)
	5) challenge traditional gender roles (Unit 7)
	6) use gender responsive planning (Unit 8)
	7) manage sexual maturation in a gender responsive way (Unit 9)
8) ensure that school practices and protocols are gender responsive (Unit 10)	

Guidelines for implementing the actions/strategies:

At the beginning of the Teaching Practice, the Mentor should let the Student Teacher know that they will be going over several topics/Units from this Handbook over the course of the semester. Then at the end of the semester, Mentors and Student Teachers should complete the scorecard below to determine how and to what extent they were able to cover all of the activities included in Units 1-10. Only tick the box if both parties are satisfied.

Gender Handbook Units to complete	Mentor explained the concepts + strategies	Student Teacher also read the entire unit	Mentor and Student Teacher did activities	Student Teacher is confident in this topic
1) understanding 'gender issues' are and why they are important (Unit 1-3)				
2) using gender responsive pedagogy in class (Unit 4)				
3) using gender responsive language and interaction (Unit 5)				
4) using gender responsive teaching and learning materials (Unit 6)				
5) challenging traditional gender roles (Unit 7)				

6) using gender responsive planning (Unit 8)				
7) managing sexual maturation in a gender responsive way (Unit 9)				
8) ensuring school practices/protocols are gender responsive (Unit 10)				

REFLECTION: If you are reading in a group, discuss your answers to the following questions:

- 1) Which parts of this unit did you find important/interesting, disagree with or find unclear?
- 2) Do you think the scorecard will be helpful? Why or why not?

Unit 17: Ensuring Protection from Sexual Harassment

Why protection from Sexual Harassment is important: When a female Student Teacher is young and on her own during Teaching Practice, she is very vulnerable to sexual harassment from staff at the school or from community members. That is why developing and implementing a school sexual harassment policy is extremely important (which was discussed in Unit 11). It is the Lead Mentor's responsibility to protect Student Teachers, so they should follow the checklist below to ensure that sexual harassment during Teaching Practice does not occur.

Gender Responsive competency for Mentors	Actions/Strategies:
5. The Lead Mentor ensures that a sexual harassment policy is implemented	The Lead Mentor:
	1) ensures that the school has implemented a Sexual Harassment Policy (Unit 11)
	2) ensures that the policy has been disseminated to all staff, students, parents, and community members
	3) ensures that all Student Teachers have been oriented on the policy and know who they should talk to first if they experience sexual harassment
	4) monitors female Student Teachers' relationships with school staff and community members to make sure they are free from sexual harassment

Guidelines for implementing the actions/strategies

- ❖ As discussed in Unit 11, the school staff should agree on the types of sexual harassment that should be prevented, and a transparent reporting system should be determined. For example, the staff could nominate the Guidance Counsellor or an appropriate female teacher to act as the first point for reporting.
- ❖ This focal person would then assess the situation (they should determine if there is evidence; what type of harassment occurred; and to what extent it occurred), provide counselling to the victim, and report the case to the school management committee (SMC). The SMC should listen to the case and the focal person's assessment. If both parties believe that the perpetrator is at fault, they can then bring the perpetrator in for discussion.
- ❖ The perpetrator will likely deny wrongdoing, but if there is sufficient evidence of harassment, they should undergo disciplinary measures. The SMC should discuss and determine what those disciplinary measures should be (e.g., apology to the victim/family? probationary period? reporting to the District Education Officer?)

- ❖ Once the definitions, reporting system and reprimands are agreed upon, the head teacher should ensure that they are written down and disseminated to all staff, pupils, student teachers, parents, and community members.
- ❖ Mentors should ensure that Student Teachers are well-oriented to this policy and that they do additional monitoring (through discussions with their Student Teacher) during the semester to make sure they are not experiencing any sexual harassment.

REFLECTION: If you are reading in a group, discuss your answers to the following questions:

- 1) Which parts of this unit did you find important/interesting, disagree with or find unclear?
- 2) If your school does not yet have a sexual harassment policy, what can you do to initiate the process?

Unit 18: Improving Gender Responsive Mentoring

Why we should constantly try to improve our gender responsive mentoring: Teaching Practice Mentors and Lead Mentors are extremely important in shaping and strengthening the next generation of teachers who graduate from the Colleges of Education. Being a Mentor is a privilege as only the best and most experienced teachers are chosen for this role. That is why Mentors should take their role and responsibilities very seriously and constantly aim to improve their practice. The checklist below will help Lead Mentors and Mentors reflect on their work, as well as ensure that they improve their practice year on year.

Gender Responsive competency for Mentors	Actions/Strategies:
6. The Mentor and Lead Mentor improve the school's gender responsive mentoring practices	1) The Mentor completes the Gender Responsive Mentoring Scorecard after every teaching practice and reflects on how they can improve next time (Annex 2)
	2) The Lead Mentor has all Student Teachers anonymously appraise their Mentors using the Gender Responsive Mentoring Scorecard at the end of their teaching practice
	3) The Lead Mentor reviews the Student Teachers' appraisals of their Mentors and identifies areas that need improvement
	4) The Lead Mentor facilitates discussion with Mentors to choose/prioritise actions for areas that need improvement

Guidelines for implementing the actions/strategies

- ❖ In Annex 2 there is a scorecard that outlines all the six competencies (and related actions/strategies) for Teaching Practice Mentors. Mentors should fill in the scorecard that is in their handbook with pencil, and erase their answers every time they sit down to do another self-evaluation.
- ❖ Head teachers/Lead Mentors should photocopy these scorecards to distribute to Student Teachers to fill out at the end of their Teaching Practice.
- ❖ After looking over the Student Teachers' anonymous assessments, the head teacher should list the areas that need improvement most, and then have a meeting with the school's Mentors to discuss these findings. As a group, the Mentors should decide on actions for areas that need improvement.
- ❖ Head Teachers/Lead Mentors should also share these findings with their College Teaching Practice Coordinators so that they can keep abreast of the progress being made at their partner schools.

REFLECTION: If you are reading in a group, discuss your answers to the following questions:

- 1) Which parts of this unit did you find important/interesting, disagree with or find unclear?
- 2) Do you think the scorecard will be helpful? Why or why not?

Annex 1: Non-violent Classroom Management Techniques

Before discussing non-violent classroom management techniques, please complete the following:

- 1) Think back to when you were a pupil in primary school
- 2) Please write down all the different punishments that you received, whether it was caning, smacking, ear pulling, kneeling with hands in the air, push ups, etc.
- 3) Please write down the reason why you received the punishment (if there was no reason, write that too)
- 4) Write down how the punishments made you feel. Please be honest (Was it helpful? Did it make you feel scared, angry or sad?)
- 5) When you are done, discuss your reflections with the group.

What types of punishments did you receive in primary school?	Why did you receive these punishments?	How did the punishments make you feel?

The problem with Corporal Punishment

Research has shown that the effects of corporal punishment on children can be very negative (think back to how you felt when you were a child). For example,

- 1) It causes physical, psychological and emotional harm
- 2) It makes children dislike or fear their teachers, which reduces their capacity to learn
- 3) Children do not learn the 'wrongfulness' of bad behaviour, but learn to avoid punishments instead
- 4) Girls' fear of being punished (combined with fear of humiliation by both teachers and male pupils) often prevents them from participating orally in class. This lack of participation is frequently and wrongly attributed to girls' 'natural' shyness or docility
- 5) Corporal punishment of many low-achieving boys often leads to further classroom rebellion (which leads to further beatings) or truancy/dropping out (in order to avoid more beatings)

Given these problems, teachers are put in a very difficult position as they are often faced with overcrowded classrooms with little support. Many teachers feel like their working environments force them to use corporal punishment. In research conducted with teachers in 2010, it was discovered that many teachers do not like to use caning, but felt like they had no choice. For example, a teacher from a rural school stated,

“I don't like caning because the aim is not to cane them. The aim is to educate them and make them understand. But because of the high concentration of pupils it's very hard to control them in the class, so sometimes I have to use a stick.”

This shows the difficulties that teachers face – knowing that they don't like or shouldn't use corporal punishment; yet feeling that they must use it to control class. Another teacher from an urban school explained,

“The government does not want us to cane, but still we cane even though it is not allowed. We are completely prohibited to cane. But without caning, the kids do not listen.”

Another teacher said:

“I try to let my pupils know that I don't like a pupil who is talking, I don't like a pupil who is walking here and there...maybe I'm teaching maths and you are studying English. You have to listen because at the end of the period I will give you questions, and because you were not listening, you will not answer properly. And that is something that I hate so much. So sometimes I have to cane them.”

This shows how corporal punishment happens when a teacher wants to help his pupils, but they do not let him because they are talking, moving about the classroom, or doing homework for another subject.

All of these quotes demonstrate that although most teachers don't like to cane, many feel 'forced' to use it. Corporal punishment does often provide an easy and immediate way to gain compliance by children, but it can lead to undesirable results in the long run (such as pupil avoidance, resentment and worse behaviour), and teachers don't like to use it and find it physically and emotionally exhausting. But perhaps this is because these teachers do not have any other strategies to make the class quiet, to prevent lateness, to keep children focused, or to discipline children. Maybe if teachers had alternative non-violent strategies at hand, that were proven to be effective, they wouldn't have to rely on using corporal punishment so much.

Alternatives to Corporal Punishment

Complete the following exercise by matching each problem (in the left-hand column) with what you think is the best solution (in the right-hand column). Some problems have multiple solutions, so write all the ones that you think are appropriate. If you have other strategies for each problem, please write those too,

Problem	Classroom management strategy
<p>2) The class is large so it is very difficult to get pupils quiet, listening and ready to learn.</p> <p>Possible solutions: <u> A, B, H </u></p>	<p>A. The teacher can establish a game with pupils by telling them: 'If you see me waiting for the class to be quiet and listen, put up your hand'. All the pupils will start to put up their hands and the last ones (who are talking or not paying attention) will feel embarrassed.</p> <p>B. Children respond very well to positive reinforcement. Take 15 minutes to ask children what they think are good behaviours</p>

Problem	Classroom management strategy
<p>3) When I'm teaching there are always children talking, especially pupils in the back of class that are not paying attention.</p> <p>Possible solutions: _____</p>	<p>and agree as a class on these (like being ready to listen, not doing homework for another class, not playing in class, etc.). Tell them that if they have achieved all of these behaviours in a day, they have a chance to become 'pupil of the day' tomorrow, which means that the next day you will announce the pupil and give them a star or sign to wear (you can make sign with string and paper for this). When choosing the pupil of the day, try to choose pupils who need more encouragement and make pupils feel special and good for behaving well.</p> <p>C. Walk around class while you are teaching and then stop at the child or children who are talking. Then stand next to them and put your hand on their shoulder while you continue to teach. This will make the pupils conscious that you know what they are doing and they will stop talking.</p> <p>D. If pupils in the back of class are not paying attention during class, temporarily switch their seats with those pupils in the front row.</p>
<p>4) There are too many children in class so it is not possible to form groups quickly and quietly.</p> <p>Possible solutions: _____</p>	<p>E. Take 15 minutes out of a lesson to establish a routine to forms groups. Put the children into a grouping that is required (for example, for groups for sharing a book or ability levels), where they should sit in the room, and assign a group leader. Tell the group they can choose their name (like animals, fruits, etc.). Tell the pupils that when you announce that it is 'group time', they have to organise themselves into these groups (the leader is in charge). Tell them it is a race to see which groups get organised first. After the groups are formed, announce the top three winners, write their names on the board and have the class clap for them.</p>
<p>5) There is a child that I have caught cheating, stealing, lying, or doing something particularly bad. What is the best way to discipline them so that they know what they did was wrong?</p> <p>Possible solutions: _____</p>	<p>F. For serious discipline problems, you can try a strategy called 'reflection time': First, talk to the child and ask them why they think what they did was wrong. Make sure they understand why it was a bad choice and make sure there aren't any other problems at home that might have caused them to behave that way. Second, tell them that they will not be able to take a recess break for a certain number of days (determine the number of days depending on what they did). During break the pupil cannot play and instead must sit and reflect (either verbally or in</p>

Problem	Classroom management strategy
	<p>writing) why their behaviour was wrong and what they will do to prevent it in the future.</p> <p>G. Children will be more engaged in your lesson and pay attention if you make it active and interesting. Try to use games to teach lessons – children will pay attention if they are able to play. Also make sure to pick those pupils who are not paying attention to be involved in the game.</p> <p>H. Divide the class into groups (if you have a large class with three rows of desks, create one group per row). Let the pupils name their group. Announce that each group has 100 marks at the start of the lesson and tell pupils that if someone from their group is caught doing an unhelpful behaviour, a point will be deducted from their group’s total. Let the pupils contribute other examples of what they think are ‘unhelpful behaviours’ (for example, when a pupil takes too long to be quiet, talks during the lesson, or does work for another class). Deduct points while you are teaching and at the end of the lesson, announce who is the winning group.</p>
<p>6) There are pupils who come to school late, dirty or without their learning materials. How can I prevent this bad behaviour from happening again?</p> <p>Possible solutions: _____</p>	<p>I. If pupils come late or unprepared to class, first ask them why. If there is a serious problem, try to counsel them. If they do not have a good reason, tell them that they have two more warnings until detention (which means that they will not be able to take their recess break). If they do this for the third time, try ‘reflection time’ (see strategy F).</p>

