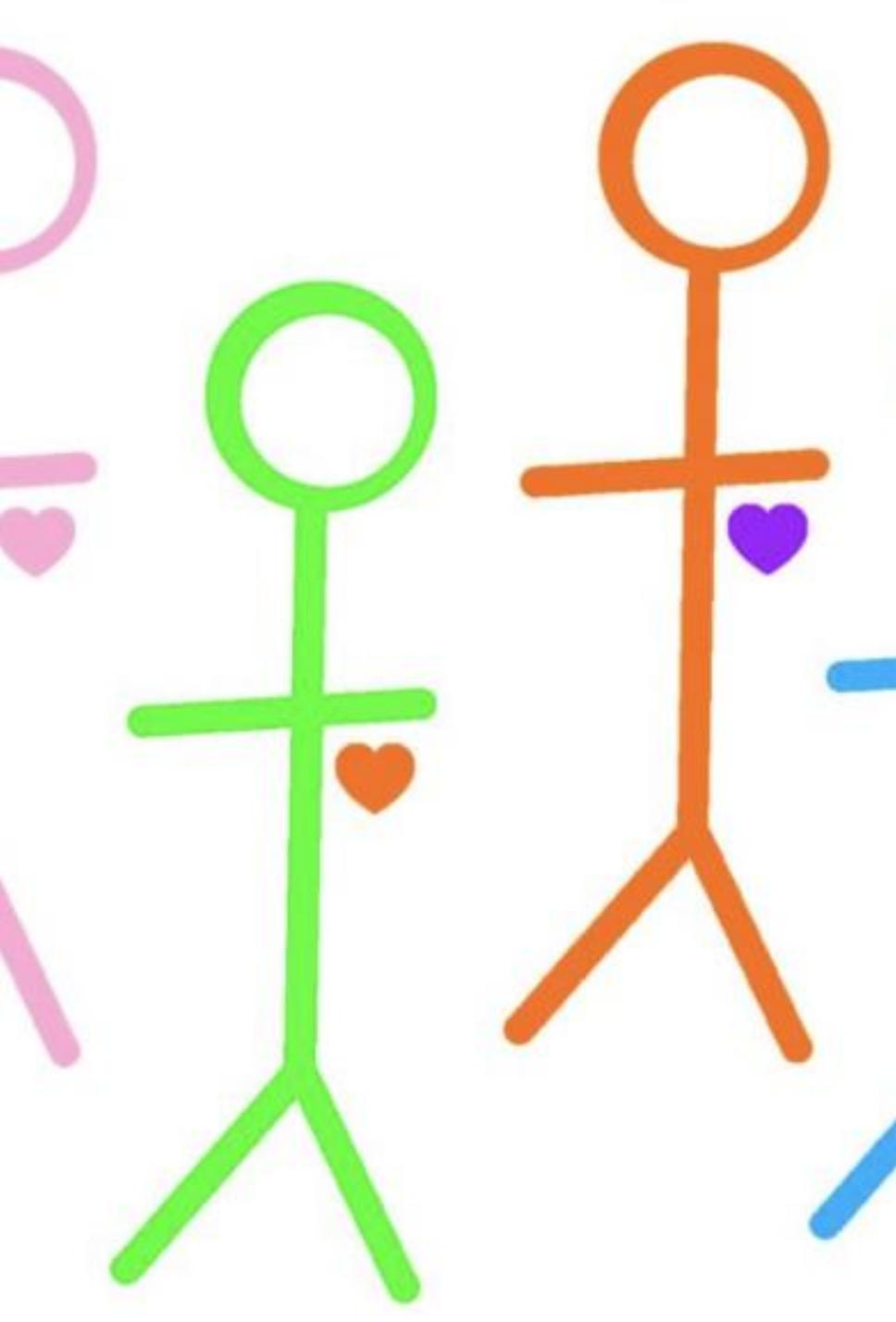
The background features three interlocking keys. The leftmost key is green, the middle one is blue, and the rightmost one is purple. They are arranged in a way that they appear to be connected and interlocking, symbolizing unity or a shared path. The keys are rendered with a 3D effect, showing their shafts and bit ends.

Can I make my teaching more gender inclusive – and why?

Monica Gorman



Gender is a social construction

a cultural manifestation, where men and women are socialised to adopt different identities, expectations, beliefs about appropriate behaviour, public and private roles in relationships and society as a whole.

- *There are many different gender identities, including **male**, **female**, transgender, gender neutral, **non-binary**, **agender**, **pangender**, **genderqueer**, two-spirit, third gender, and all, none or a combination of these.*

GENDER DIFFERENCES:

YOU CAN BE ANYTHING YOU WANT TO BE WHEN YOU GROW UP... AN ENGINEER, FIREFIGHTER, ASTRONAUT, PILOT...



YOU CAN BE ANYTHING YOU WANT TO BE WHEN YOU GROW UP... A BLONDE, BRUNETTE...



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SEX IS WHAT YOU'RE BORN WITH,
GENDER IS WHAT YOU'RE GIVEN



Gender roles



This encompasses the whole range of behaviours, responsibilities, tasks, in public or private life, related to or associated with being male or female

Gender roles are dynamic and contested and change from one generation to the next

Gender as a culturally, fluid understanding of how boys and girls identify as individuals and as learners and how they differentially interact with subjects, subject knowledge and skills, as well as how these are taught and assessed.

WHICH WORDS WOULD YOU USE TO DESCRIBE MASCULINITY AND FEMININITY?



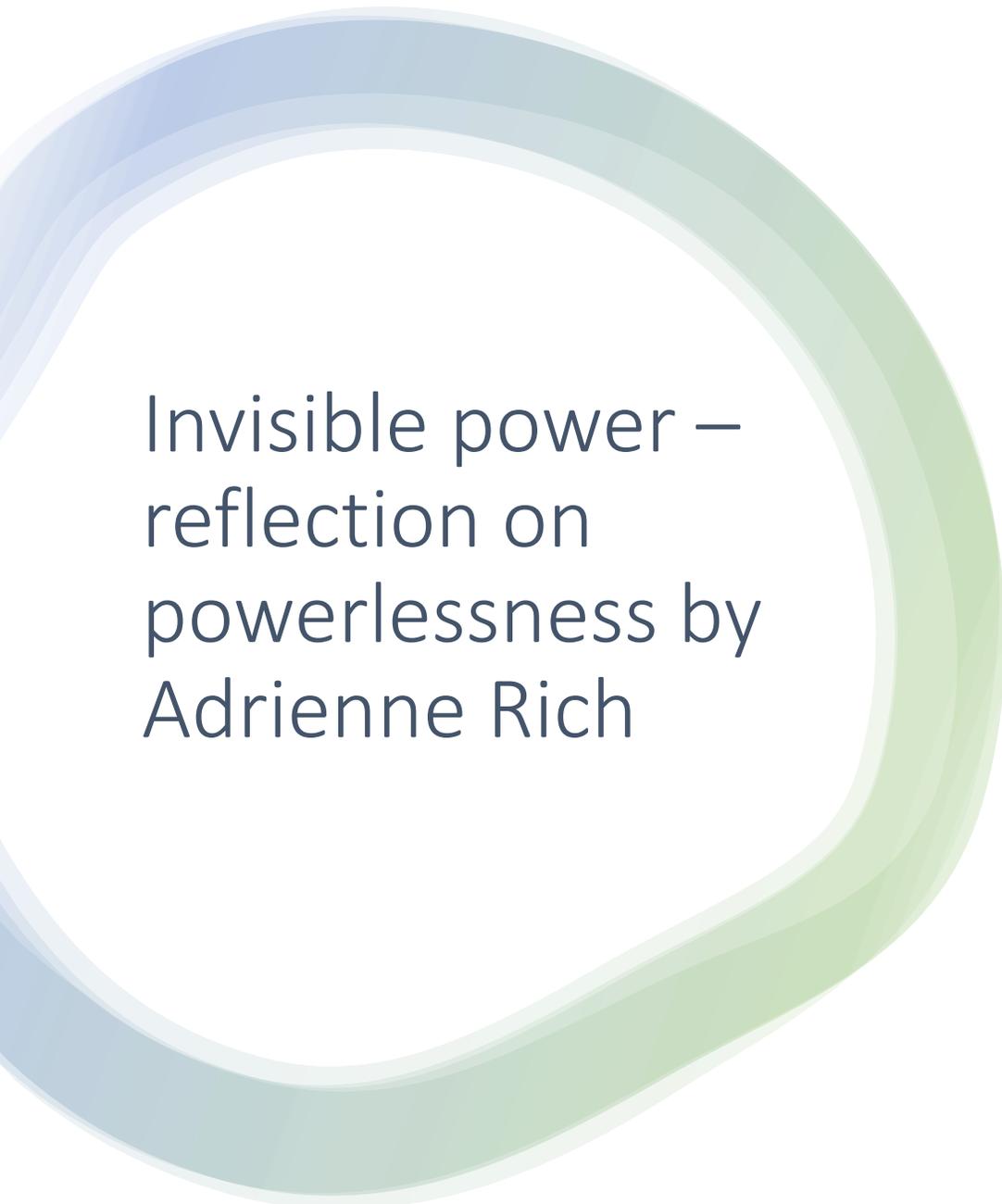
In The Annual Bullying Survey 2015, 19% of respondents said that they experienced bullying because of attitudes towards their perceived levels of masculinity and femininity.

What does it mean to be male and female?

Gender stereotypes can enable and disable us within relationships, education and the workplace.

Towards being more 'gender inclusive'

- Be Reflective and Be Objective. Do your best to offer more **gender-neutral** responses to students. ...
- Use Project-Based Learning.
- Don't just correct stereotyped beliefs—challenge them. ...
- Watch **your** language. ...
- If you're not sure what to call a person, it's best to ask the person what they would like to be called...
- Review assignment marks to see if you have 'unconsciously' marked male and female students differently



Invisible power –
reflection on
powerlessness by
Adrienne Rich

‘When those who have the power to name and to socially construct reality choose not to see you or hear you....when someone with the authority of a teacher, say, describes the world and you are not in it, there is a moment of psychic disequilibrium, as if you looked in the mirror and saw nothing. It takes some strength of soul—and not just individual strength but collective understanding—to resist this void, this non-being, into which you are thrust, and to stand up, demanding to be seen and heard.’

**“The eye sees
only what the
mind is
prepared to
comprehend”**

Henri Bergson
French philosopher,
Nobel Prize In Literature

