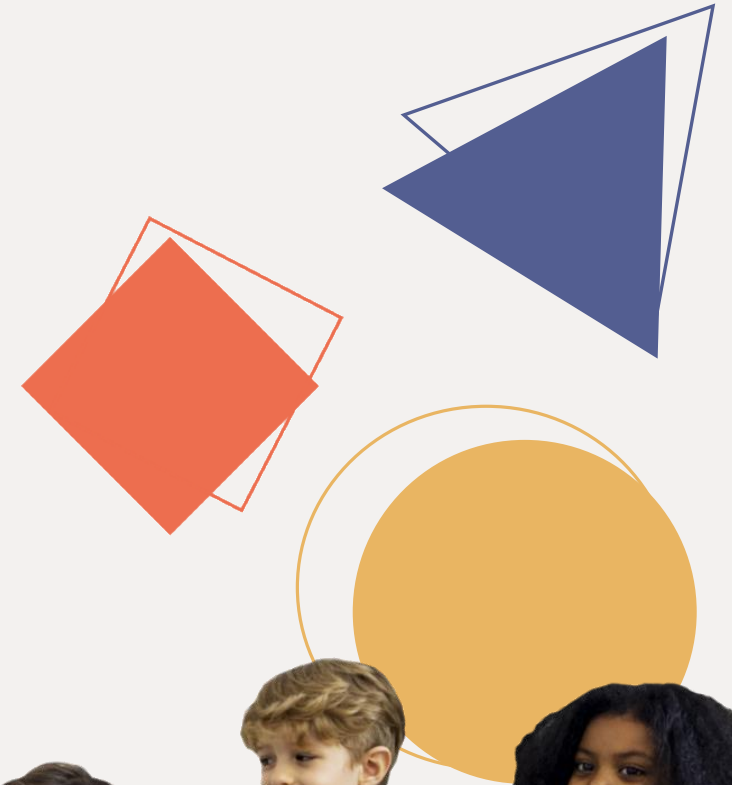


The pattern of classroom interactions can unintentionally reinforce messages of expected and accepted behaviours.



- Boys are more likely to shout out and so get more air time.
- Teacher punishes an entire class for the actions of a minority.
- Girls are often used as a behaviour management strategy.

- Ideas about what children are ‘good’ at, and subsequently what paths are open to them, are embedded at an early age.

- The phrase “typical boy writer” becomes an excuse for low achievement.
- Extra curricular clubs conform to gender stereotypes.
- Children can be selected for extra-curricular activities based upon strengths and confidence.

**Many texts uphold
traditional stereotypes.**

- Non-fiction texts often portray scientists as men in white lab coats, reinforcing stereotypes.
- Fiction texts: Heroes are usually male. Women and girls often need saving.

- There is a surprising amount of sexist language and behaviour used in society and this can be picked up and imitated by young children.

- “Don’t be such a girl.”
- “Can I get two strong boys to help carry some books?”
- “Man up.”

Cultural change will only be achieved if all members of the school community are involved, including parents and carers.

Text taken from a primary school homework handout:

‘Please find attached some tricky words, words we can’t sound out. ... the children will find it very useful to know these words by sight.

Try making another set and play pairs, snap or hunt the tricky word around the house. Boys particularly like the latter because it’s physical and competitive especially if you use a timer.

See if you can spot tricky words when you’re out and about or when you’re reading books together.’

Teaching materials and displays can reinforce gender stereotypes.

- Images used in displays often conform to gender stereotypes.
- Presentations and resources can include stereotypes and stereotypical language.