

# Gender Equality Self-Assessment Tool for Teachers

## Scientific Preview: Understanding Gender Dynamics in Education

Gender dynamics in the classroom have a profound impact on educational outcomes, not only in terms of academic achievement but also in shaping students' attitudes toward themselves and their abilities. Research has consistently shown that implicit biases and unequal treatment based on gender can negatively affect students' confidence, particularly in subjects like mathematics and science where stereotypes about gender differences in ability persist. For example, studies like those by Sadker & Zittleman (2009) reveal that teachers often unconsciously give boys more attention and provide them with more critical feedback, while girls receive praise for compliance or effort without skill-specific input. This difference in treatment leads to a disparity in learning opportunities and reinforces gender stereotypes that affect future academic and career choices.

Another crucial aspect identified in research by Good, Aronson, and Inzlicht (2003) is the role of diverse role models in mitigating stereotype threat. When students, particularly those from underrepresented gender groups, see individuals like themselves succeeding in various fields, their confidence and interest in those subjects increase. Such representation challenges internalized stereotypes and broadens students' perspectives on what they can achieve.

Similarly, classroom environments that promote gender inclusivity have been linked to improved student engagement and higher self-esteem across all genders. Ensuring that educational materials reflect gender diversity and challenging traditional roles encourages students to participate more fully, regardless of their gender. A study by Moss-Racusin et al. (2012) highlighted the importance of inclusive teaching practices, showing that teachers who actively use gender-neutral language and engage in balanced participation see more equitable outcomes for all students.

The **Gender Equality Self-Assessment Tool** provided here is designed to help teachers recognize their own practices that may either contribute to or mitigate these biases. By using this tool, teachers can systematically evaluate their approach, ensuring that all students receive the same opportunities to learn, participate, and feel valued within the classroom. The goal is to provide educators with a structured way to reflect on their daily practices, make conscious changes, and ultimately foster a more equitable educational experience.

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### Instructions:

- This tool consists of a checklist with statements related to different aspects of classroom practices.
  - Read each statement carefully and mark **YES**, **NO**, or **SOMETIMES** based on your teaching experiences.
  - Reflect on areas where you answer **NO** or **SOMETIMES** to identify potential issues and opportunities for improvement.
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## **Part 1: Classroom Interactions**

1. I provide equal opportunities for boys, girls, and non-binary students to participate during discussions.  
**YES / NO / SOMETIMES**
2. When asking questions in class, I ensure that I do not unconsciously favor one gender over others.  
**YES / NO / SOMETIMES**
3. I use a random selection method (e.g., drawing names) to give every student a chance to participate.  
**YES / NO / SOMETIMES**
4. I notice and address when boys or girls dominate classroom activities to ensure balanced participation.  
**YES / NO / SOMETIMES**
5. I provide detailed, constructive feedback that focuses on skills and content equally for all students, regardless of gender.  
**YES / NO / SOMETIMES**

## **Part 2: Instructional Materials and Content**

6. The materials I use in my classroom (e.g., textbooks, videos, posters) present a balanced representation of all genders in different roles.  
**YES / NO / SOMETIMES**
7. I introduce diverse role models from various genders, cultures, and backgrounds when teaching all subjects.  
**YES / NO / SOMETIMES**
8. I actively seek out stories and resources that highlight the achievements of underrepresented genders in fields like science, technology, engineering, and mathematics (STEM).  
**YES / NO / SOMETIMES**
9. I make sure that the narratives in my instructional materials do not reinforce gender stereotypes.  
**YES / NO / SOMETIMES**
10. During lessons, I mention both male and female leaders and contributors to show that all genders can succeed in any field.  
**YES / NO / SOMETIMES**

## **Part 3: Classroom Management and Discipline**

11. When dealing with behavioral issues, I apply discipline strategies equally, regardless of the student's gender.  
**YES / NO / SOMETIMES**
12. I challenge gender-specific behaviors or stereotypes that arise in my classroom (e.g., girls should be quiet, boys can be assertive).  
**YES / NO / SOMETIMES**
13. I provide leadership opportunities to all students, rotating roles regularly so that everyone has a chance to lead, regardless of gender.  
**YES / NO / SOMETIMES**

14. My seating arrangements are not determined by gender but are designed to encourage mixed-gender collaboration.  
**YES / NO / SOMETIMES**
15. I do not segregate students by gender during activities unless absolutely necessary.  
**YES / NO / SOMETIMES**

#### **Part 4: Encouraging Non-Stereotypical Participation**

16. I actively encourage students of all genders to pursue subjects and activities traditionally dominated by one gender (e.g., boys in dance, girls in engineering).  
**YES / NO / SOMETIMES**
17. I celebrate and support interests that fall outside of traditional gender expectations.  
**YES / NO / SOMETIMES**
18. I provide all students with equal opportunities to participate in STEM-related activities.  
**YES / NO / SOMETIMES**
19. I make sure that classroom discussions on careers include equal focus on both men and women in leadership and skilled roles.  
**YES / NO / SOMETIMES**
20. I make a conscious effort to counteract stereotypes when students express interests in non-traditional subjects.  
**YES / NO / SOMETIMES**

#### **Part 5: Classroom Environment and Language**

21. I use inclusive language that avoids unnecessary gender distinctions (e.g., using "students" instead of "boys and girls").  
**YES / NO / SOMETIMES**
22. I ensure that the classroom environment (e.g., posters, displays) reflects a balanced representation of all genders.  
**YES / NO / SOMETIMES**
23. I use students' preferred pronouns and ensure that they feel respected in my classroom.  
**YES / NO / SOMETIMES**
24. I challenge gendered comments or jokes that arise in the classroom, helping students understand why they are inappropriate.  
**YES / NO / SOMETIMES**
25. I provide spaces in my classroom for all students to express their thoughts and ideas without fear of judgment based on their gender.  
**YES / NO / SOMETIMES**

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## Reflection and Evaluation:

After completing the checklist, tally the number of responses for each category (YES, NO, SOMETIMES):

- **Mostly YES:** You are doing a great job at promoting gender equality in your classroom! Continue reflecting on your practices to ensure consistent improvement, but overall, your actions are contributing positively to an inclusive learning environment.
- **Mostly SOMETIMES:** You are on the right track but there are areas that need more consistent attention. Focus on the questions you answered with “SOMETIMES” and consider how you can move these towards a firm “YES.” Implementing strategies like conscious participation tracking or more diverse material inclusion can help.
- **Mostly NO:** There is significant room for improvement. Your answers indicate that gender biases might be affecting your classroom environment. Start by selecting a few areas for immediate change, such as using inclusive language or ensuring equal participation during discussions. Seeking out professional development opportunities related to gender equity can provide you with the tools needed to create a more balanced and inclusive classroom.

## Next Steps:

1. **Professional Development:** Attend workshops or training programs focused on unconscious bias and gender equity in education. Training will help develop your awareness and provide practical methods to improve classroom inclusivity.
2. **Peer Observation:** Partner with a colleague for classroom observations. Have them specifically observe gender-related interactions and provide feedback on areas where unconscious biases may be occurring.
3. **Student Feedback:** Conduct anonymous student surveys to gather their perceptions of gender fairness in the classroom. Understanding students' views may highlight blind spots and reveal areas that need more attention.
4. **Self-Reflection Journal:** Maintain a journal dedicated to gender equality reflections. Note down daily or weekly observations about participation, interactions, and assigned roles. Use these reflections to recognize recurring patterns and make changes where needed.

## Conclusion

By using this tool to self-assess and improve your teaching practices, you contribute to a more equitable and inclusive classroom environment. The goal of promoting gender equality in education is not only to support the academic success of all students but also to foster an environment where each individual feels valued, respected, and capable of achieving their goals without the constraints of gender stereotypes. Teachers play a crucial role in breaking down these barriers, and your dedication to reflection and growth makes a significant difference in the lives of your students.

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