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Inclusive Teaching

Tips for Teachers

These tips were developed from our research into gender and behaviour patterns. We recognise that there are variants and these behaviours are not the experience of all individuals. Inclusive teaching is therefore intended to support all students.

1



Use everyday **language**

Low confidence learners can be intimidated by technical jargon. Avoid it and make sure that you only introduce technical language or equations once the context is understood.

6



Allow time for pair or group **discussions**

Give time for students to discuss answers to challenging questions before asking them to share ideas with the class.

2



Avoid asking for **volunteers**

Some groups may be more likely to raise their hands, call out answers and volunteer to take part in activities. Other techniques, such as individual whiteboards or selecting students at random, can broaden the range of students participating.

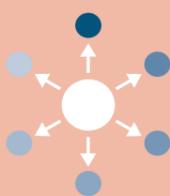
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Challenge **discriminatory language**

School should be welcoming to everyone. Always treat sexist language as unacceptable, and tackle the attitudes behind it.

3



Assign roles for **practical work**

Certain students are more likely to dominate the active roles while others may take on more passive roles, like writing. To avoid this, you can assign roles or use single-sex groups for practical and group activities.

8



Monitor your interactions with different genders

You might be surprised at the ratio of different genders asking or answering questions in your class. Keep a note yourself or ask a colleague or student to observe one of your lessons and keep count.

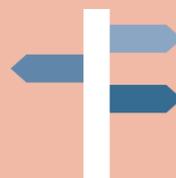
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Use **examples** that show how your subject links to their experience

This is useful for all students, but research shows that girls in particular tend to appreciate context and seeing the bigger picture.

9



Regularly refer to a range of **careers** that use skills from your subject

Girls are more likely to consider their future career when choosing their options. Emphasise the transferable skills that studying your subject helps to develop.

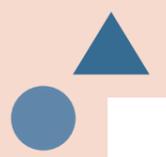
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Use **gender-neutral** contexts whenever possible

Try to avoid using examples that focus on stereotypically male or female hobbies or interests.

10



Ensure that your students are exposed to a diverse **range of role models** in your subject

Be wary of giving your students the impression that only some people can do your subject. Emphasise that everyone can do it, irrespective of their background.

Find out more at iop.org/genderbalance