



INITIATOR PLANNING SESSION – Secondary Engagement Worked Example

Initiator level is all about:

- Assessing priorities
- Making informed decisions
- Consulting with others
- Overcoming barriers
- Pinning down timeframes

This document gives you an idea of the thinking and planning required for Initiator level. So you can leave today with concrete ideas about next steps and a head start on Initiator planning.

<p>What will being part of the Gender Action award programme enable you to achieve? What specific cultural changes do you want to enable?</p>	<p>Our aim is to restructure the Year 9 options information evening to provide more balanced information about all subjects, the skills they develop and the careers they lead onto.</p> <p>We hope this will enable students to make more informed decisions with their carers based on evidence rather than making stereotypical choices or those based on 'gut feelings' which may be prone to bias.</p>
<p>Which of the Champion areas might you start with? Have a look at your overview document for a recap!</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Personal Practice: Supporting staff to reflect <input type="checkbox"/> Student voice: Putting children and young people at the heart of change <input type="checkbox"/> Curriculum and learning <input type="checkbox"/> Progression, choices and jobs <input type="checkbox"/> Internal and external communications <input type="checkbox"/> Engagement with parents, carers and the wider school community
<p>What whole school policies and development planning could you audit and what changes could you make? (e.g. Equalities Policy, Behaviour Policy, Uniform Policy)</p>	<p>Equalities policy to include access to all subjects Options booklet – ensure diverse range of children are shown in all subject areas Wall displays in each department are gender balanced Staff CPD on stereotypes and subject choice</p>



	<p>Resources to go on school website for each department with relevant skills and career options and where to find more information e.g. sacu-student.com, Russell group etc. Timetabling – ensure as far as possible that subject blocks are not gendered</p>	
<p>What challenges do you envisage within your school community when working on Gender Action projects? What approaches/messages could mitigate these?</p>	<p>Challenges Additional work for departments to update information about subject. Staff may feel that their subjects are viewed as not as important/academic as others that they will get girls/boys taken away from their subject Staff do not think it is important</p>	<p>Possible approach/message Provide templates and guidelines to follow for each department. Or consider contracting the work out Ensure all departments are represented in the booklet in the same way. Ensure staff are informed from the beginning of the proposed changes and the reasons why changes are being made and that it should be beneficial for all subjects to increase diversity</p>
<p>What evidence will you collect to show that a change has taken place?</p>	<p>Compare numbers of boys and girls in each subject and monitor annually Surveys for pupils in KS3 about subject and careers aspirations and monitor change as they progress through school. Compare with current KS4 students as a control. Audit of wall displays in departments to compare numbers of male and females represented and types of careers shown. Audit of timetabling and subject blocks to see if there are gender differences.</p>	
<p>Who will be involved?</p>	<p>Coordinator to develop guidelines for wall display and template for options booklet Department heads to complete template for their subject in the options booklet. Careers, Information, Advice and Guidance coordinator to add additional careers information to booklet SLT to look at timetabling</p>	



	<p>Staff invited to attend CPD on stereotypes and options Head of Y9 to ensure talk to parents is checked by another member of staff for gendered language and stereotypes. Talk to include information for carers and students about how stereotypes can influence options and aspirations and they should use other information to help them make decisions</p>
<p>How will working towards this award contribute to whole-school/setting change?</p>	<p>By challenging the role of stereotypes in school and in the local community, we hope to increase the confidence and resilience of children to take part in different activities and to be able to challenge stereotypes. As young people often get most of their careers advice from their parents, it is important to make sure they are also informed and aware of the impacts stereotypes can have. We hope this will help to create more balanced subject choice at the end of KS3 which can be further encouraged at the end of KS4.</p>