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Teaching Gender Equity

A TOOLKIT FOR TEACHING
GENDER EQUITY UNITS
OF COMPETENCY

August 2020

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About Women's Health Victoria

Women's Health Victoria (WHV) is a state-wide women's health promotion, advocacy and support service. WHV works collaboratively with women, health professionals, policy makers and community organisations to influence systems, policies and services to be more gender equitable to support better outcomes for women.

As a state-wide body, WHV works with the nine regional and two state-wide services that make up Victorian Women's Health Program. WHV is a member of Gender Equity Victoria (GEN VIC), the Victorian peak body for gender equity, women's health and the prevention of violence against women.

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Foreword

Gender inequality is a recognised social issue in Australia, as evidenced by the plethora of national, state and local strategies, plans and legal instruments developed to address it at its core. The Royal Commission into Family Violence (Victoria) also uncovered that family violence is a gendered crime, as 75 per cent of victims are women (Safe and Strong: A Victorian Gender Equality Strategy, Victorian Government, 2018).

With the investment and impetus in Victoria following the release of both Safe and Strong, Victoria's gender equality strategy, and Free from Violence, Victoria's prevention strategy, there is significant need to expand the gender equity and prevention of violence against women workforces and ensure these workforces are appropriately skilled and qualified.

To meet this need the Victorian Government, through the Department of Education and Training, funded Women's Health Victoria (WHV) in conjunction with a group of thought leaders to develop an accredited Course in Gender Equity.

In looking at what was required to develop and deliver the Course in Gender Equity, it was identified very early in the process that it would not be enough just to develop the course, but that we would also need to identify the teaching practice that would support delivery of the course. Furthermore, trainer competency would need to be developed to deliver this new course to such a broad audience.

To inform the development of trainer competency, Monash University conducted research into the pedagogical approaches required to teach gender equity, producing a report which articulated a teaching framework to support practice - *Supporting gender equity education: a research project to inform gender equity units* (Clemans, Subban, Gleeson & Komarzynski, 2019).

This toolkit draws on the evidence base, as identified by the Monash University research, and provides a practical guide to inform and build teaching practice.

Women's Health Victoria recognises the support of the Gender Equity Training Project consortia members – RMIT University, ACEVic, Women with Disabilities Victoria, Monash University, Knox City Council, Coonara Community House, Yarrowonga Neighbourhood House, and the external participants who contributed to the formal consultation process in the development of the Course in Gender Equity and this toolkit. Refer to Women's Health Victoria's website for further details www.whv.org.au/our-focus/gender-equity.

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1. The purpose of the toolkit

This toolkit has been devised to support the teaching and learning of gender equity units of competency. It draws on an applied research report *Supporting gender equity education: a research project to inform gender equity units* (Clemans, Subban, Gleeson & Komarzynski, 2019) that informed the design of the units of competency. It translates the key ideas from this research and highlights practical things to consider and do in preparation for teaching gender equity units of competency.

The need for this toolkit relates to the distinctive orientation of the gender equity units of competency. The units are oriented toward teaching people about why gender equity matters, about the behaviours and practices that uphold gender equity, and how to develop one's ability to reflect on and evaluate the norms, practices and structures that reaffirm gender inequality. As such, the aim of those teaching gender equity units of competency is not to advocate for gender equity but to educate to support gender equitable practice in the workplace. To do this, teaching and learning practices need to be purposeful, they need to change learners' 'head[s], heart[s] and hand [s]' (Singleton, 2015).



The complexity in this work is that the learners who will take up these units will be varied. Some will have no workplace experience to draw on in order to understand how gender equity flourishes or is constrained within workplaces, while others might have extensive experience. Some will be more familiar with gender equity issues while others will have little or no experience. Some will see gender equity as central to their work while others will struggle to see its primary relevance. This potentially presents a differentiated group of learners and demands that the teaching and learning practices that support the achievement of the competencies are thoughtfully and intentionally designed. This toolkit is designed to support educators to achieve this.

2. A guide to the toolkit

The toolkit utilises consistent features to enhance the translation of the research and theory into practical elements for teaching and learning.

It is divided into two parts:

Part One of the toolkit provides an overview of the theories which support the teaching of gender equity.

Each section unpacks the theoretical frame and provides ideas for translating them into practice as follows:

Background

This section provides a brief summary of the theory which informed that particular section.

Discussion

This section unpacks the theoretical and research elements, drawing on teaching and learning features within a learning environment.

Practice

This section provides illustrations and examples to facilitate teaching and learning using a gender equity lens.

Part Two of the toolkit presents ideas for supporting teaching.

Each section digs deeper into aspects of teaching practice that may be helpful to address the mix of learners and the positioning of the educator. It also focuses on practice elements and offers examples to facilitate the teaching of the gender equity units of competency.

3. Introducing the framework for this toolkit

The toolkit has been guided and informed by a model formulated in the research paper *Supporting gender equity education: a research project to inform gender equity units of competency* (Clemans, Subban, Gleeson & Komarzynski, 2019). The model refers to multiple theories and underlying ideas, articulated in Figure 1 below. This model, which will appear throughout the toolkit, acts as a guide to inform the teaching and learning of the gender equity units. Based on a range of theoretical approaches, the model draws together a framework which emphasises the learner’s journey toward increasing their competence around gender equity practice based on transformative thinking.



Figure 1: A framework to guide design and teaching of gender equity accredited units of competency

The first circle recognises the socio-ecological environment in which both the learners and the gender equity units are situated.

This requires the application of a systems lens to understand the complexity and inter-relationships of environmental influences that shape individuals’ propensities to develop and/or change their gender equity-related competence.

The second circle draws in four practice perspectives to optimise teaching and learning about gender equity.

1. The Integrated Behavioural Model outlines perspectives on how to achieve behavioural change through teaching and learning practice.
2. The Theory of Social Cognition outlines a framework for teaching practice which seeks to increase engagement with desired behaviours. Learners are challenged to go through an internal process that consciously informs their practice.
3. Perspective Transformation and Critical Reflection outline principles of practice that build a critically reflective orientation in individuals and groups and which propel people to transform their perspectives or their actions.
4. An Intersectional Framework for educational practice recognises the interplay of personal identity and social disadvantage.


The third circle identifies the need for a teaching practice which draws on the principles of values-based learning to enable gender equity competence to be achieved.

This requires a teaching approach that reframes vocational competence based on a rich understanding of values-based learning. Such reframing promises educational practice with greater possibility for achieving the positive change around gender equity that the design and delivery of the gender equity units of competency seek to influence.

It is proposed that the combination of the ideas in the outer three circles should influence the educational practices represented in the inner fourth circle.

These ideas strongly position educators to guide adult learners to question gender norms, practices and structures which are experienced individually and socially, to encourage learners to reflect on personal and professional values and biases and, by so doing, to increase learners’ gender equity competence and practice.

Educators who seek to transform perspectives



should consider how certain mindsets may be ingrained and, as such, their teaching practices need to encourage learners to re-frame their thought processes regarding gender equity.

It is worth examining the dynamic of power, and the key drivers which educators use to motivate their work in a learning setting. Additionally, the ability to share and construct narratives becomes an important way to encourage learners to transform their perspectives. The use of Problem-Based Learning (PBL) is a valuable strategy to challenge learners, by placing them into unfamiliar contexts, and creating scenarios that challenge thinking and require application of the newly acquired principles around gender equity. This capacity building can be enhanced through pedagogical approaches that challenge thinking, requiring learners to confront established mindsets and attitudes regarding gender equity. In teaching the gender equity units of competency, educators should be cognisant of learners as individuals, with unique experiences and learning needs, and should respond to these accordingly through inclusive practice.

It is important to note that no single circle or aspect is more important than any other. They all contribute an aspect that is worthy of consideration. However, teaching practice for gender equity is based on all and, in fact, should become more than the sum of all aspects. At the start of all sections in Part One and at the start of Part Two, we present the coloured circle or aspect being referred to in the model to remind the reader which part of the model is under discussion. The other parts of the model are greyed out during the focused exploration of the individual aspect.

4. Part One: Theories to support teaching

Part One of the toolkit provides an overview of the theories which support the teaching of gender equity.

Each section will unpack the theoretical frame and provides ideas for translating them into practice:

- providing a brief summary of the theory which informed that particular section.
- unpacking the theoretical and research elements, drawing on teaching and learning features within a learning environment.
- providing illustrations and examples to facilitate teaching and learning using a gender equity lens.

4.1 Establishing the learning environment

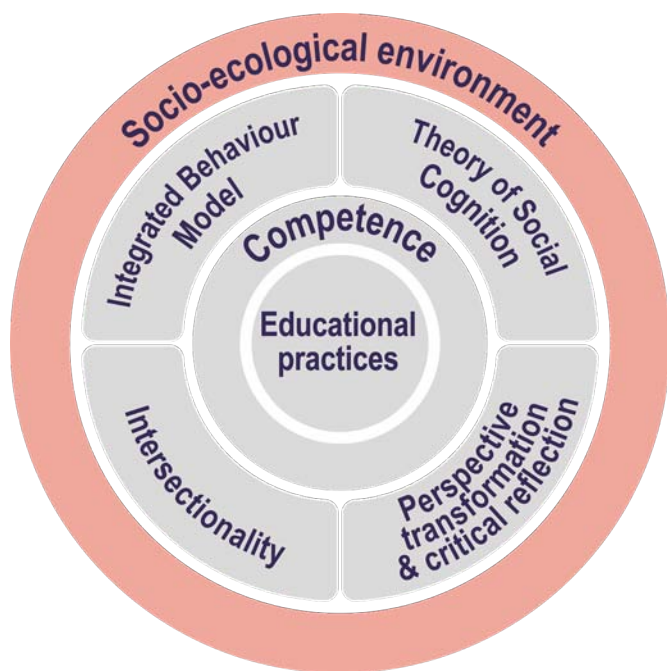


Figure 2: A framework to guide design and teaching of gender equity accredited units of competency - *Socio-ecological environment*

Background

Bronfenbrenner's Ecological Systems Model (Bronfenbrenner & Morris, 2006) informs educators of a need to be mindful of the learning environment and the contextual factors which may influence it.

Discussion

Bronfenbrenner (1977, 1979), a systems theorist, considers an individual's ecological environment "as a nested arrangement of structures, each contained within the next" (1977, p. 514). These structures

were termed as a microsystem, a mesosystem, an exosystem and a macrosystem.

- The microsystem refers to an individual's immediate surroundings or relationships, such as their relationships with family members, friends or any influential individual.
- The mesosystem incorporates those relationships between different microsystems and could draw on wider relationships facilitated by the microsystem, such as community relationships, associations with social groups, or acquaintances engendered through business or work partnerships.
- The exosystem includes structures which indirectly influence how individuals experience the world and could include their neighbourhoods, their extended social groups, or professional organisations to which they subscribe.
- The macrosystem refers to the wider social and cultural norms that govern an individual's life interactions, on a broader or universal scale, such as their beliefs and values, which may align with a particular religious and/or national system.

Educators feature within the learners' microsystems, and can therefore be powerful influencers of their behaviour and thinking (Bronfenbrenner & Morris, 2006). The interaction among learners, and between the educator and the learner, occupies a central role within this microsystem, and has the potential to impact on the learning outcome. This is a dynamic process, as learners engage with the learning environment and the learning resources through the lens of their own personal and professional experiences. External to these factors are the social, cultural and political policies, rules, norms and governance, over which the learner has limited control, but which may impact on the learner's experience of gender, privilege and discrimination.

It is necessary to consider the factors which influence learners in both their microsystems and their macrosystems. The creation of a nurturing, but challenging, learning environment will facilitate positive learning experiences as learners identify and reflect on inherent beliefs while being confronted by new ways of thinking. The learning environment should contain triggers and challenges

that prompt thinking and confront established ideas, so that new attitudes and behaviours are produced which align with equitable gender practices.

Practice

To effect change and a transformation of the learners' existing mental models and perspectives, an educator would seek to adopt a proactive stance, intentionally becoming aware of the environment of the classroom and the external factors which impact on learning. More explicitly, learners are influenced by past experiences, the social circles they occupy, their cultural background, their value systems, and the rules that govern their behaviour.

The educator must therefore be aware of the factors which may influence shifting attitudes, perceptions, responses and behaviours in the learning setting. Educators should:

- Reflect on immediate subtleties, such as learners' circumstances, which may shape reaction and response.
- Demonstrate an awareness of background factors and learner demographics and how these may influence behaviour.
- Consider the community and society within which a learner functions, contemplating the features which may impact on attitudes, behaviours and belief systems.
- Recognise institutional and legal norms which may directly and indirectly contribute to how perceptions are formed.
- Be cognisant of the wider national and international policies and trends beyond the local setting which may shape learners' views.

As educators become more aware of the factors influencing learners, they will become more aware of the issues that may impact on learners or where learners may hold strong or conflicting views.

These views are the product of the micro-, meso- and macrosystems in which learners are located or the exosystem which indirectly may influence the learner. Efforts on the part of the educator to understand these systems surrounding the learner cohort will prepare the educator to address potential factors which could impact on their learning journey and the unease that some may experience as they

engage with the teaching and learning content.

This is not easy to predict, and educators should proactively prepare for resistance to the content. Preparation can include having a range of examples, scenarios and supporting evidence and contexts, deconstructing them to provide appropriate responses for any resistance that may arise in the classroom. Guidelines on preparing to handle resistance in a learning environment are discussed below.

To guide practice, consider:

1. What are the social norms around the learner which impact on the formation of their attitudes and the execution of their behaviours?
2. Have particular teaching strategies been considered to accommodate those learners who may resist or challenge the norms being discussed?
3. Are the expected gender equity behaviours and attitudes being appropriately modelled within the microsystem of the learning context?
4. How can teaching strategies be cognisant of the microsystems, mesosystems, exosystem and macrosystems, which influence learner beliefs and interaction?

Examples of the use of Bronfenbrenner's Ecological Model in a learning setting include connecting learners' interests and needs with the content you are using so that they can 'find themselves' in it.

- Strategies such as group tasks and role plays allow learners to position themselves in the learning (and challenge their individual norms) and allow educators to become aware of the range of individual dynamics which are at work within the learner group.
- Use the learning group as a "microsystem" to facilitate individual and group reflection.
- Draw on the learning environment as a mesosystem to create real-world contexts so that learners can experience the dynamic of their personal positions.
- Create opportunities to reflect on both immediate and broader social and cultural norms which directly and indirectly impact on the social ecology of the learner.

4.2 Applying an intersectional approach to learning about gender equity



Figure 3: A framework to guide design and teaching of gender equity accredited units of competency - Intersectionality

Background

Throughout the units of competency, there is reference made to applying ‘an intersectional approach’. The use of this term conveys a feminist approach, where intersectionality is a conceptual tool for exploring how systems of power interact and contribute to a person’s experience of advantage and disadvantage that arise from the power they are able to exercise and enact. The concept is credited to Kimberle Crenshaw (2016) who likened intersectionality to a road intersection.

...the roads are identities, like race and gender, and the cars on the road are policies affecting those identities... [we need] to see things in terms of their intersections in order to explain them more effectively.
(Gao, 2018).

Discussion

Intersectionality is based upon the idea that individuals have aspects to their personal identities (e.g. race, gender, sexuality) that impact and are impacted by their interactions with social structures and belief systems. Tefera, Powers and Fischman (2018, p. viii) noted that “an intersectional approach is fundamentally oriented toward analyzing the relationships of power and inequality within a social setting and how these

shape individual and group identities”.

This means an intersectional approach is useful in understanding the ways in which personal identity and social disadvantage coexist. It helps to make multiple aspects of disadvantage transparent, for example, experiencing life both as a woman and as a person of colour. In recent years, the intersectional approach has been extended to encompass the experience of social inclusiveness and exclusiveness quite broadly. This has resulted in a comprehensive list of social systems of oppression being used to identify and study disadvantage, for example sexism, racism, colonialism, ableism, classism, homophobia, transphobia and religious discrimination.

Practice

Intersectionality influences the way gender equity is understood in the units of competency as it talks to how discrimination is experienced differently, both between and within genders, and as it relates to the individual’s personal identity. Intersectionality makes transparent the ways multiple facets of identity increase disadvantage (or advantage) for a particular population grouping. The educator therefore needs to be open to the different views that will be held within the learner cohort, which have evolved due to the intersecting influences in their lives.

Intersectionality can be applied effectively by educators when they are attentive to experiences and instances of difference, disadvantage and social inequity within the learner cohort. For example, this can be seen when an educator uses “an intersectional education lens [and] takes various social, historical and political processes into consideration in order to best understand how to support the wide range of experiences of diverse students” (Ontario Institute for Studies in Education, 2015).

To guide practice, educators can apply intersectional theory to teaching practice in three ways:

1. As a framework to guide analysis of how individuals experience social structures.
2. As a tool for encouraging reflectiveness by learners on how issues of power and inequity relate to social structures.
3. As a prompt to initiate perspective change in learners. This perspective change can lead to personal transformation and engagement with political activism and social change projects.

Educators can use the following approaches to develop an awareness and understanding of intersectionality among learners:

- Support learners to use critical reflection to become more self-aware.
- Create a safe space for the articulation of views and an acceptance of divergent views, supported by an agreed strategy for managing these.
- Provide opportunities for learners to re-examine and adjust the way in which they engage with people, recognising the different challenges that people and groups of people may experience.

- Provide opportunities for learners to increase their understanding of themselves and empathy for others via the reflective process so they can understand that everyone can and does experience privilege and discrimination on the basis of their social identity at some point in their lives.

Below are suggestions for educational approaches that align with intersectionality:

Purpose of Approach	Educators can:
To explore the complex aspects of personal identity	Speak about their own multifaceted identities and those of family members and others as relevant, and invite learners to follow suit, to encourage similar accounts among learners.
To recognise the prevalence of difference within social structures	Observe and discuss how difference may play out in the learning environment – for example, notice and/ or comment on the patterns that may emerge around who regularly speaks and who is regularly silent among the group.
To introduce concepts of power, privilege and inequity and explore personal experience of these	Enable group discussions about the meanings of how power and privilege may have played out in learners' lives and their observations of this in the lives of others.
To examine social and institutional practices that reinforce the attachment of social problems to particular identity groups	Enable learners to identify and analyse structural practices in society that perpetuate the experience of inequality, for example, the way in which private or public school and systems could perpetuate advantage or disadvantage.

Table 1: Intersectional Approaches (Adapted from suggestions by Jones & Wijeyesinghe, 2011; Skelton, 2019).

It should be noted that encouraging individuals to talk about what they observe in others or to speak on behalf of others carries a risk of stereotyping certain behaviours and actions. This should be monitored carefully in the classroom.

To support learners to recognise identity groupings within structures, Cole (2009) suggests the following three questions can be used to guide an intersectional inquiry:

- Who is included in the social structure being studied?
- Where is inequality evident?
- What are the identity similarities amongst those individuals affected by inequality?

Instead of identifying a single difference such as gender or race, an approach guided by these three questions will enable structural forms of inequity to be located. For example, is inequality experienced by groups characterised by shared multiple identities, such as those belonging to a particular gender who are also from low socio-educational backgrounds?

This intersectional approach to gender equity work helps to locate particular forms of gender-related disadvantage within and across the diverse structures that constitute contemporary workplaces. This diversity includes but is not limited to: industry setting, type of internal management and/or lines of authority, demographic characteristics of employees (by gender, age, education levels, language competencies, ableness), methods of work, geographic location, and flexibility regarding work location and times, family responsibilities, religious observances, health and wellbeing issues.

.. the core tenets of intersectionality provide a guiding framework, but not a recipe for application to teaching practice.

Adopting an intersectional framework encourages educators to rethink existing practices and ask the question, how might teaching look different if an intersectional approach is taken?

(Jones & Wijeyesinghe, 2011, p. 19).

Applying an intersectional lens to teaching practice, an educator may choose to disclose their own experiences or prompt learners to do so. Educators should stay attentive to the possibility of distress associated with conversations and interactions which include experiences of oppression and disadvantage. This may cause distress which could be expressed through sharing of lived experience, resistance, backlash or choosing not to engage with the ideas. These responses will require consideration by the educator as to how personal and peer interactions may best be handled relating to disclosures of a personal nature. Consideration of setting up safe learning environments and the handling of such discussions is important. To learn more about creating a safe learning environment, see **Part Two - Ideas to support teaching: Creating a safe space for learning.**

4.3 Teaching to change behaviour: Integrated Behaviour Model



Figure 4: A framework to guide design and teaching of gender equity accredited units of competency - Integrated Behaviour Model

Background

Understanding when, how and why behaviour change occurs allows the educator to gain a sense of how to create longer term changes with regard to learner attitudes, intentions and behaviours. This has implications for the learning experiences that educators might create for learners.

An Integrated Behaviour Model suggests that individuals' behavioural intentions are dictated by three key factors:

1. **Individuals' attitudes towards targeted behaviours** that are influenced by their emotional responses to the idea of performing them, as well as their perceptions of the consequences or outcomes of performing such behaviours. This will determine and/or predict whether new or changed behaviours are adopted.
2. **Individuals' behavioural intentions** that are influenced by others, including role modelling of behaviours from others, past experiences of role models and behavioural contexts, and expectations (perceived or real) from others behaving in particular ways.
3. **Individuals' confidence in their abilities to change** and/or adopt behaviour, and their perceptions of the degrees to which various environmental or contextual factors make it easy or difficult to adopt/change behaviours.

From a teaching perspective, learners will therefore have strong intentions to adopt or change behaviour if they feel positively about targeted behaviours and foresee positive outcomes or recognition from performing such behaviours. These positive

behaviours may endure if they perceive positive support from others when changing their behaviours or when they are expected to behave differently and are encouraged to do so. Once they feel confident in their abilities to change/adopt behaviours and feel that the environment or situation in which they are seeking to change their behaviour is conducive to such change, these behaviours are likely to persist.

Discussion

The three behavioural intentions identified in the IBM need to be considered when using pedagogical approaches that seek to teach in order to create behavioural change in the learner. Within the context of gender equity teaching, learners will experience content and learning activities to facilitate behavioural change. This may occur through critical reflection on their own position of power, privilege, and the deeply held norms to challenge and transform their understanding of gender.

Learners' growing awareness of themselves and how their own intersectional location affects their interaction with other people, and with gender norms, practices and structures that are limiting or promoting gender equity, may act as triggers to instigate attitudinal and behavioural changes within themselves.

These behavioural intentions can be evidenced in the learner in the following ways:

Behavioural Intentions	What an educator might expect to see as learners' skills and knowledge grow:
Attitudinal change	Learners demonstrate a positive attitude to the practices and ideas under discussion or recognise how adoption of those practices and ideas is affirmed by others.
Behavioural change	Learners appear to be processing new modes of thinking and making changes, they discuss or write about being motivated by role models who adopt particular practices. They change their views on social norms and adjust their attitude and outlook as a result.
Personal agency	Based on positive attitudes, learners appear to grow in confidence to perform targeted behaviours. They are willing to practice them in a safe space within the learning context and attest to transfer of these practices beyond this setting.

Table 2: Identifying behavioural shift in actions

Practice

The literature on behavioural change identifies the following practical approaches to encourage an environment for change:

- Reminding individuals to enact certain behaviours (Brandimante, Einstein, & McDaniel, 1996).
- Not allowing the passage of time to erode behavioural intent (Albarracin, Johnson, Fishbein, & Muellerleile, 2001; Sheeran & Orbell, 1998).
- Checking up on the environmental constraints that might discourage the adoption of change (Montano and Kasprzyk, 2008).
- Monitoring learners' individual and actual and/or perceived knowledge and skills to perform certain behaviours (Ajzen, 1991, 2005; Stodolska, 2005; Triandis, 1980).

In addition to the attention paid to the practices above, subsequent recognition of individuals who display gender-appropriate habits is a valuable practice. It encourages others to develop automatic positive gender-related responses, competence and action.

Some teaching practices that may be used to encourage behaviour change include:

- Set up learners to self-monitor or observe their behaviours and their perceptions of their skill changes or increases, and request learners to report on these.
- Create opportunities for rehearsal and practice of behaviours through role play.
- Provide conditions in which feedback is provided on behaviours and behavioural changes. This could be through peer feedback or educator feedback.
- Reset prejudices by creating opportunities for different groups to work with counter-stereotypical images that go against conventional norms and assumptions about gender.
- Create opportunities for learners to persuade and influence each other or take on different perspectives through case studies and roles.
- Provide images and imagery which retrain conventional thought patterns.
- Provide goal setting tasks which include plans for implementation.

Educators should model different ways of thinking and acting and present learners with many opportunities to present their views and challenge other opinions collaboratively and constructively as a form of reflective behavioural modification. Educators should be mindful of the potential for learner resistance, even to appropriate role modelling.

To learn more about creating a safe learning environment, see **Part Two - Ideas to support teaching: Creating a safe space for learning.**

4.4 Teaching to influence behaviour: theory of social cognition



Figure 5: A framework to guide design and teaching of gender equity accredited units of competency - Theory of Social Cognition

Background

Bandura (1989), in his work involving observational learning, identified that there are dominant factors which influence how the individual learner acquires any new behaviour. These new behaviours should align with social and cultural settings, and in the context of gender equity, will demonstrate equitable practice. More specifically, new behaviours will embrace justice and fairness, demonstrating an awareness of intersectionality and impartiality in interaction with other human beings. Among these are the influence of observing others, which can be achieved when learners experience modelled behaviours.

Modelled behaviour impacts directly on how people acquire new behaviours. The impact is enhanced if the individual who models the behaviour is highly regarded by the one observing the behaviour. Furthermore, observed behaviours which are rewarded and applauded tend to be imitated quicker, and the likelihood of the behaviour being repeated is increased. These observed behaviours may be repeated if the individual modelling the behaviour shares a similar set of values as the observer.

Discussion

When learning about gender equity, existing learner behaviours may be unconsciously challenged as they interact with others and with educators. Internally, each learner is aware of the functions their behaviour serves. As they interact with significant others in the learning environment, they may be prompted to alter these behaviours as they perceive the outcomes of other behaviours enacted by their peers, educators and individuals exposed to them during the learning process.

From a teaching perspective, a new behaviour acquired by a learner is likely to be repeated if:

- The behaviour rewards them internally
- It aligns with their developing value system
- The behaviour is supported by contextual factors and it has relevance to them
- The modelling of the behaviour is acceptable and noteworthy

Through the teaching of gender equity, learners will engage with a range of values and norms which may impact upon their existing understanding. As they interact with and encounter others who present them with options for altering their established behaviours, it is likely that changes to their behaviour will occur, both consciously and subconsciously. These changes, facilitated by contextual factors within the learning environment, are often internal and occur without the learner being aware of them.

In applying this theory to gender equity learning, educators should be aware that their individual interaction, patterns and behaviours that are demonstrated in the classroom are likely to impact

on the perceptions of their learners. In the light of this, educator behaviours, interaction and articulated ideas should be intentional and well-considered as these are likely to influence how learners view expected behaviours and actions.

Learners will formulate their own thoughts about gender equity based on what they see around them.

Practice

Changed behaviours will emerge if the individual is encouraged by internal motivation. However, there are external forces that are at play here, too. Bandura's (1986) model of triadic reciprocal determinism below shows how behaviour, environmental factors and inner forces interact to influence the reproduction of behaviour.

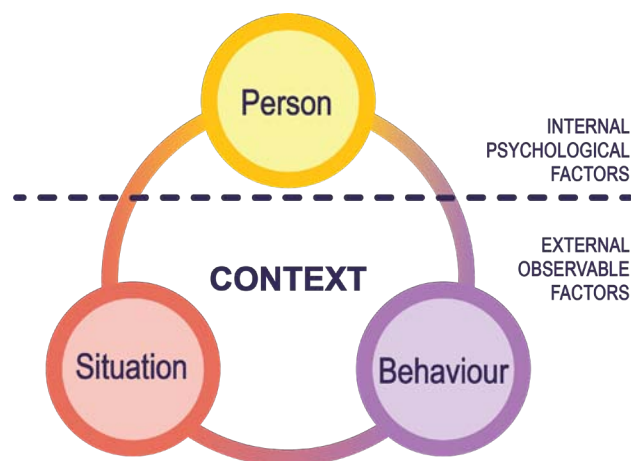


Figure 6: Bandura's model of reciprocal determinism

Bandura's (1986) model references the individual and the environment or situation in which they operate and the target behaviour.

- Behaviour, one element in the triad, is the product of external stimuli (the learning situation), and internal cognitive processes (the person).
- The environment (situation – another element in the triad) could be viewed literally, intellectually and psychologically, and could include other learners, facilitators and educators.
- This means that how the educator sets up the learning situation or environment (the use of space, the groupings of learners to facilitate interaction, the establishment of a safe learning community) as part of the work of facilitating learning, is instrumental in achieving changed behaviour – the final element in the triad.

The teaching approach must challenge thinking by reconstructing established ideas and reformulating processes. This interplay then enables the target behaviour to be learnt. Valuable modelling and contextual elements are required to achieve this. Individual learning of behaviour should be both active and interactive.

In translating this theoretical concept into practice, educators should become aware of the direct influences between all enacted behaviours in the learning environment, how learners respond to these, and how the learning environment can be deliberately constructed to impact on learner behaviours.

More explicitly, educators should become purposeful in their choices of individuals who are used as representations of the target behaviours, and even become mindful of their own responses and interaction. For example, invited speakers, individuals used in video/film excerpts, and examples used within learning sessions should be intentionally selected and used to exhibit the behaviours expected of learners.

All learning dynamics that play out in the classroom impact on the learning outcome, through educator-learner action, interaction and demonstration of beliefs. Educators should therefore be considered in how they respond to or interact with learners as here, too, norms are being displayed.

Educators should ensure that the target behaviours being sought are direct products of what they do and how they have constructed their learning environments. In practice, educators should consider all teaching resources and approaches (including word choices) as integral to the learning journey, used to influence learners' thinking, demonstrating appropriate behaviours, and seeking in return the required changed behaviours from the learner.

Modelling behaviour is an important part of teaching new behaviours.

It is worthwhile to note that much of what the learners absorb and learn about gender equity relies on what the educator says and does. As a social model, and an authority figure, the educator's intentional behaviour, responses and language choices may need to adopt a deliberate focus so that they appropriately model behaviours.

Exposing learners to appropriate and strong models will reinforce newly acquired behaviours.

As noted above, all behaviours taught within an education program are only likely to be repeated, imitated and replicated by learners if they prove to be intrinsically rewarding, align with the individual's own values, are modelled appropriately, and offer a degree of intrinsic or extrinsic reward.

Learners act, depending on what they learn from their learning environments, from watching modelled behaviours and from acting out these behaviours themselves. Educators therefore should:

- Consistently demonstrate and role model the desired behaviours
- Reward/recognise learners for demonstrating required behaviours
- Ensure group discussions and small group work is conducted in a manner which demonstrates and recognises the required behaviours
- Enable learners to become role models of the expected behaviours within the learning environment

As an educator you should therefore consider the following:

- The use of explicit and intentional actions and words to position the targeted behaviours and catch the attention of the learners. These could be facilitated through the use of videos, invited speakers, anecdotes, and language choices that are used deliberately within the learning situation
- The use of role models who exhibit the targeted behaviours, who will be seen as 'acceptable' to and noteworthy for the learners, for example in guest speakers or videos
- Connecting the targeted behaviours with the values learners hold about gender equity. For example, short video excerpts which reveal how intentional behaviours produce certain outcomes, aligned with a particular value system, will be an effective means of demonstrating how behaviour and outcomes are linked
- Enabling peers, facilitators and other parties connected to the learning environment to reward learners who demonstrate the targeted behaviours in the classroom.

This may be facilitated through group work and deliberate engagement with other learners, mentors or instructors to offer learners exposure to a range of acceptable behaviours

that individuals have difficulty changing their worldviews because of unconscious habits of the mind:

‘... particular points of view can become so ingrained that it takes a powerful human catalyst, a forceful argument or... a disorienting dilemma to shake them.’
(Christie et al., 2015, p. 11).

4.5 Teaching to transform perspectives: perspective transformation and critical reflection



Figure 7: A framework to guide design and teaching of gender equity accredited units of competency - *Perspective transformation and critical reflection*

Mezirow (2000) proposed four types of learning. The simplest is an instrumental learning type that utilises only the learner’s existing frames of reference and meaning perspectives. A second learning type sees the learner applying new frames of reference; a third incorporates new thinking styles and therefore change to previous habits of mind (somewhat transformative); and a fourth involves change in points of view held by the learner (the most transformative). While these four learning types are discrete, they also represent points on a continuum of transformational learning outcomes, as shown below.

From a learning perspective, moving along this continuum requires the learner to learn the skill of critical self-reflection. Critical self-reflection is fundamental to transformative learning theory and is defined as ‘the ongoing process of consciously or unconsciously reviewing and evaluating assumptions to clarify the meaning of experiences both individually and collectively’ (Nerstrom, 2014, p. 327). Critical self-reflection contributes to building an awareness about oneself and one’s social context and is the principal tool in the achievement of perspective transformation.

Background

Mezirow (2000) is well known for what is called Transformative Learning Theory. Mezirow claimed



Figure 8: Representation of Mezirow’s (2000) four types of learning, reflecting the revised theory of Transformative Learning (Kitchenham, 2008, p. 120)

Discussion

Mezirow (1995) describes how transformational learning occurs across ten stages. While the sequence can vary, all ten stages lead towards, and produce, perspective transformation in the individual:

MEZIROW'S STAGES OF TRANSFORMATIVE LEARNING (MEZIROW, 1995, P. 50)

1. A disorienting dilemma (a life event that triggers the learning journey)
2. Self-examination with feelings of guilt or shame
3. A critical assessment of assumptions
4. Recognition that one's discontent and process of transformation are shared and that others have negotiated a similar change
5. Exploration of options for new roles, relationships, and actions
6. Planning of a course of action
7. Acquisition of knowledge and skills for implementing one's plans
8. Provisionally trying out new roles
9. Building of competence and self-confidence in new roles and relationships
10. A reintegration into one's life on the basis of conditions dictated by one's new perspective

Table 3: Stages of transformational learning (Mezirow, 1995, p. 50)

Mezirow's (1995) understanding of the relationship between critical self-reflection and perspective transformation is illustrated below. This diagram shows the different transformational outcomes achievable with three types of reflection:

1. That which considers new subject content using only the learner's existing frames of meaning or understandings
2. That which recognises alternative frames of meaning or understandings
3. That which recognises and embraces deep perceptual shifts in ways of thinking about subject content

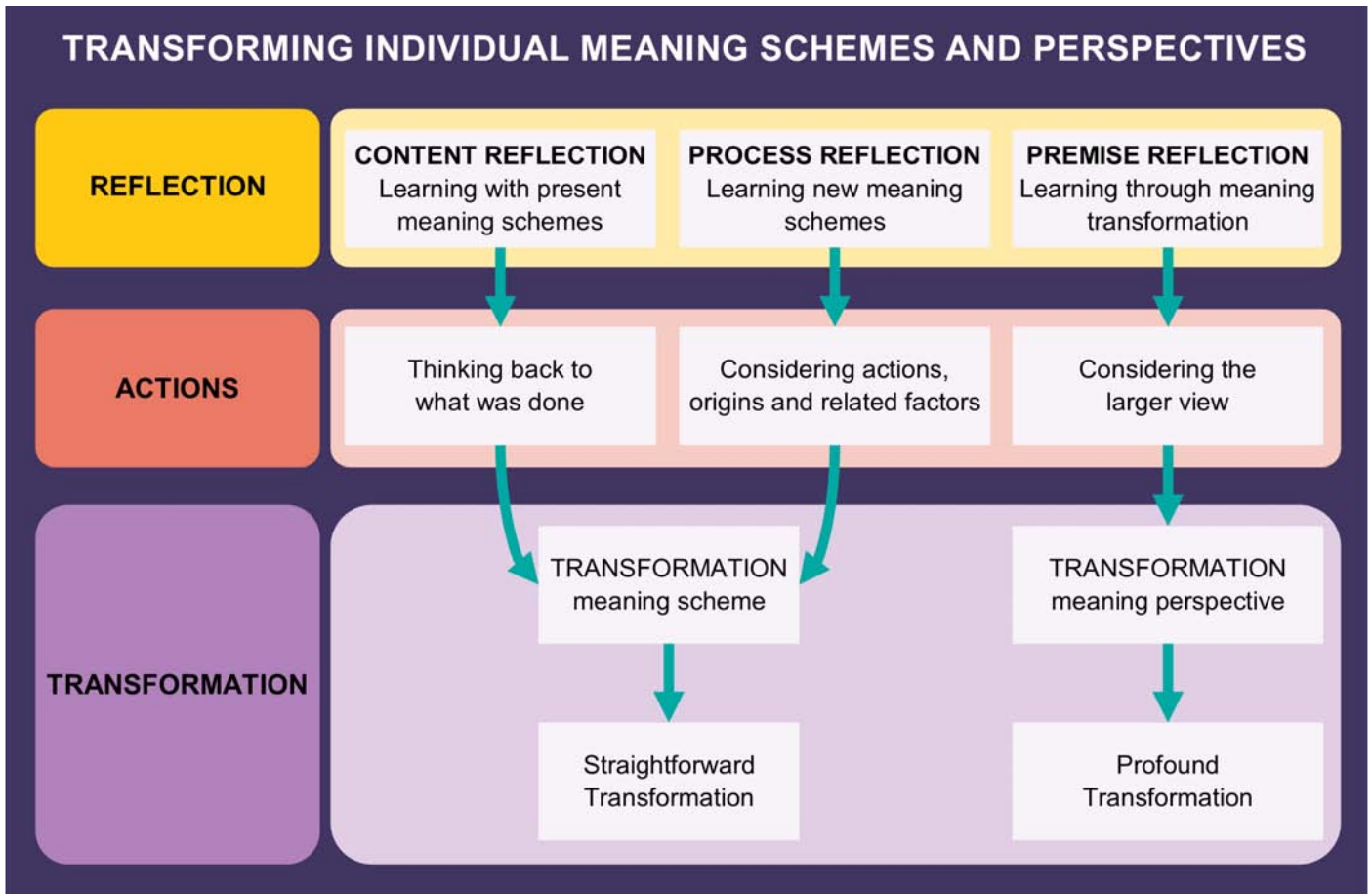


Figure 9: Representation of the three types of reflection, their related actions, transformations and depths of change (Mezirow, 1995, cited in Kitchenham, 2008, p. 115)

Another model of reflection draws from the work of Paulo Freire (2005). The focus here is oriented toward critical reflection. It incorporates learner self-reflection, as described above, but it places a greater emphasis upon building learner competence to participate in social action and social change projects. Freire's concept of critical pedagogy challenges educators to disrupt the status quo and equips learners to critique those prevailing powerful ideologies and structures and produce reflective, agentic citizens who can shape the world and their own lives (Aronowitz, 2009; Giroux, 2010; Rodd & Sanders, 2018).

What this means is that Freire's concept of critical pedagogy is both a framework for educational change and an instrument of social change. It proposes that learners can develop the personal and collective agency (power to act) to create social change if they are equipped with two capacities: critical reflectiveness (ability to evaluate assumptions and clarify meanings) and critical consciousness (awareness and understanding of the social and political power structures of their world).

Practice

A widely used transformative learning strategy is to trigger a disorienting dilemma and encourage learners to critically reflect upon and analyse their personal responses and those of the group. Meyers (2008, pp. 220-222) suggests that to implement perspective transformation in a learning setting an educator must:

- "Create a safe and inviting learning environment" (p. 220)
- "Encourage learners to reflect on their experiences, beliefs and biases" (p. 220)
- "Use teaching strategies that promote learner participation and engagement" (p. 221), such as group discussion work
- "Pose real-world problems that address societal inequalities" (p. 222), with the assistance of selected texts and visual teaching aids
- "Encourage action-orientated solutions" (p. 222)

This approach requires educators to be prepared to respond to the learners should resistance, backlash or disclosures occur. This approach, and any resulting responses, could trigger a range of emotions for learners, and educators must have a plan in place which enables them to respond appropriately to reduce risk or harm to themselves or their learners.

Supporting the needs of individual learners and provision of access to educational and support services is a regulatory requirement for RTOs (see clause 1.7 of the Standards for Registered Training Organisations, 2015). In addition to these, there are approaches an educator can use to prepare for a range of learner responses and to support learners through these. To learn more about this, see **Part Two - Ideas to support teaching: Teaching through discomfort** and **Creating a safe space for learning**.

A useful method of creating a disorienting dilemma, as it relates to gender equity teaching and learning, could be to look at the values, norms and stereotypes that are culturally embedded and ask the group to talk for and against the subject. The reflection process that learners will go through when seeking to reconcile gender equity values, norms and stereotypes with their own values and norms is illustrated below.

Educators can apply Freire’s concept of critical pedagogy through teaching practices that:

1. Enable learners to share their experiences and ideas (as opposed to a reliance upon the educator transmitting these to learners). For example, encourage learners to work in groups to discuss issues, to tell their own stories taken from their own life experiences or their understandings of the lives of others.
2. Use discussion, debate, story-sharing, reflective activities, and deconstruction of the ways the ‘classroom’ replicates wider social conditions. Use visual imagery, videos and texts that relate to the particular issues under discussion, stimulate deeper awareness through prompt questions, and encourage reflective work to develop critical consciousness in learners.
3. Encourage learners to move discussions in the direction of their own agency. For example, discuss how the structural contexts can be changed and the identified problematic social issues can be transformed.

In the case of such dialogic work with learners, the educator needs to be prepared to constructively respond to the learners insofar as personal accounts and perspectives may elicit disclosures of various kinds and/or trigger emotional responses from learners. These possibilities can be anticipated prior to practice and enacted during and after learning to support learners. To learn more about this, see **Part Two - Ideas to support teaching: Teaching through discomfort**.

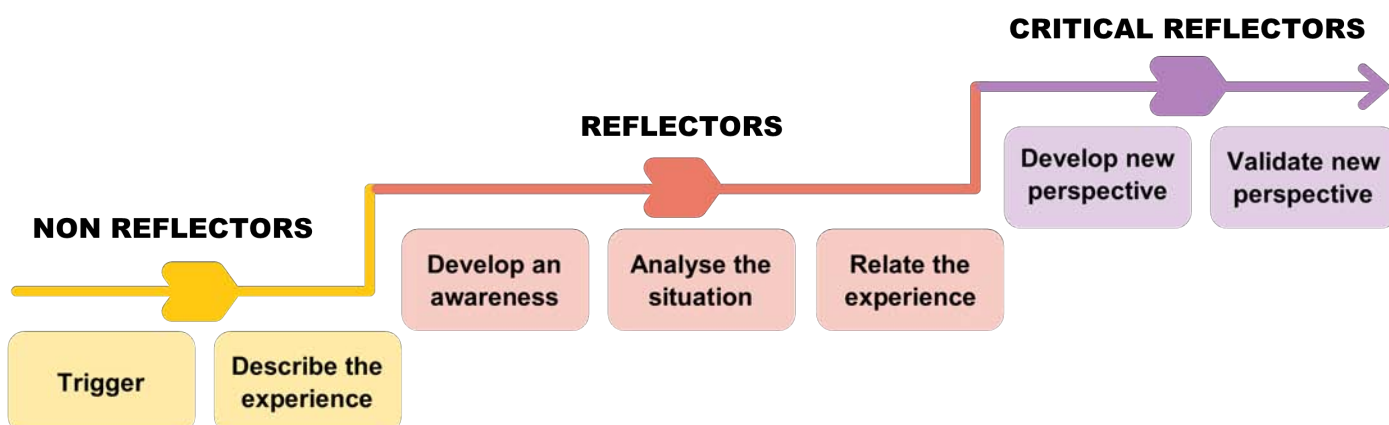


Figure 10: A basic model of reflection (Asadoorian, Schönwetter, & Lavigne, 2011, p. 474)

4.6 Teaching to increase competence around gender equity



Figure 11: A framework to guide design and teaching of gender equity accredited units of competency - *Competence*

Background

Within accredited training, competence is defined as “the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments” (Australian Skills Quality Authority, 2017, p. 41).

Completion of one or more gender equity units of competency is intended to increase the gender equity-related knowledge, skills, attitudes and beliefs of learners so that they can understand gender equity in familiar and unfamiliar contexts and apply strategies to understand, analyse and promote gender equity. Ideally, if the learning outcomes of the units of competency are achieved, individuals’ gender equity-related competence should increase.

Discussion

In order to increase gender equity readiness through learning, educators should work with learners in a way that transforms their ‘heads, hearts and hands’, supporting a richer view of competence. Such a view recognises that gender equity readiness is aligned to gender equity values as much as it relies on required

knowledge and skills. To achieve this among learners, educators should seek to build learners’ understanding, skills and practices and provide opportunities for learners to reflect on their values.

To realise a rich view of competence means educators must create learning experiences which:

- Build the technical and procedural knowledge of learners while they expose learners to theories and perspectives
- Ask learners to challenge their own views/values and respect others’ values and attitudes
- Develop learners’ understanding of social, cultural and economic contexts that interplay with gender equity work

An Integrated Competence Model (ICM) reflects such richness. It draws on the work of Baartman and de Bruijn (2011) and sees competence as both a tangible suite of attitudes, skills, knowledge, values and behaviours, as well as a learning or development process.

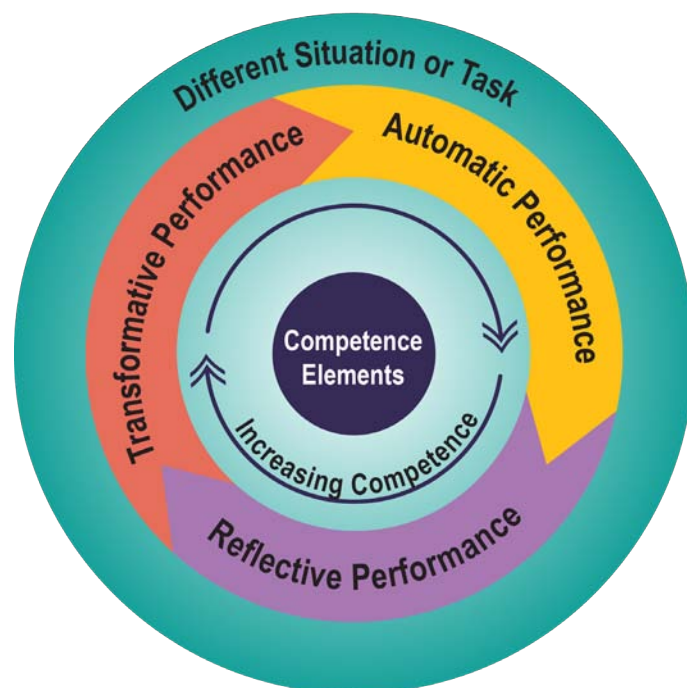


Figure 12: Integrated Competence Model in which to situate gender equity-related competence

The model highlights that as individuals face different gender-related contexts, they will need to draw on both existing and new competencies to demonstrate increased gender equity readiness. The model:

1. Allows for the idea that an individual's competence can increase, change or develop, as well as be measured and/or applied differentially for greatest effect in different situations and contexts

2. Proposes three ways in which an individual can draw upon their competence to deal with or perform in different gender-related situations: (i) **automatically** or subconsciously, (ii) conscious action **with reflection**, or (iii) adoption of **new mental models and behaviours**

These relate to three dimensions of performance which underpin competence, namely: automatic, reflective and transformative performance.

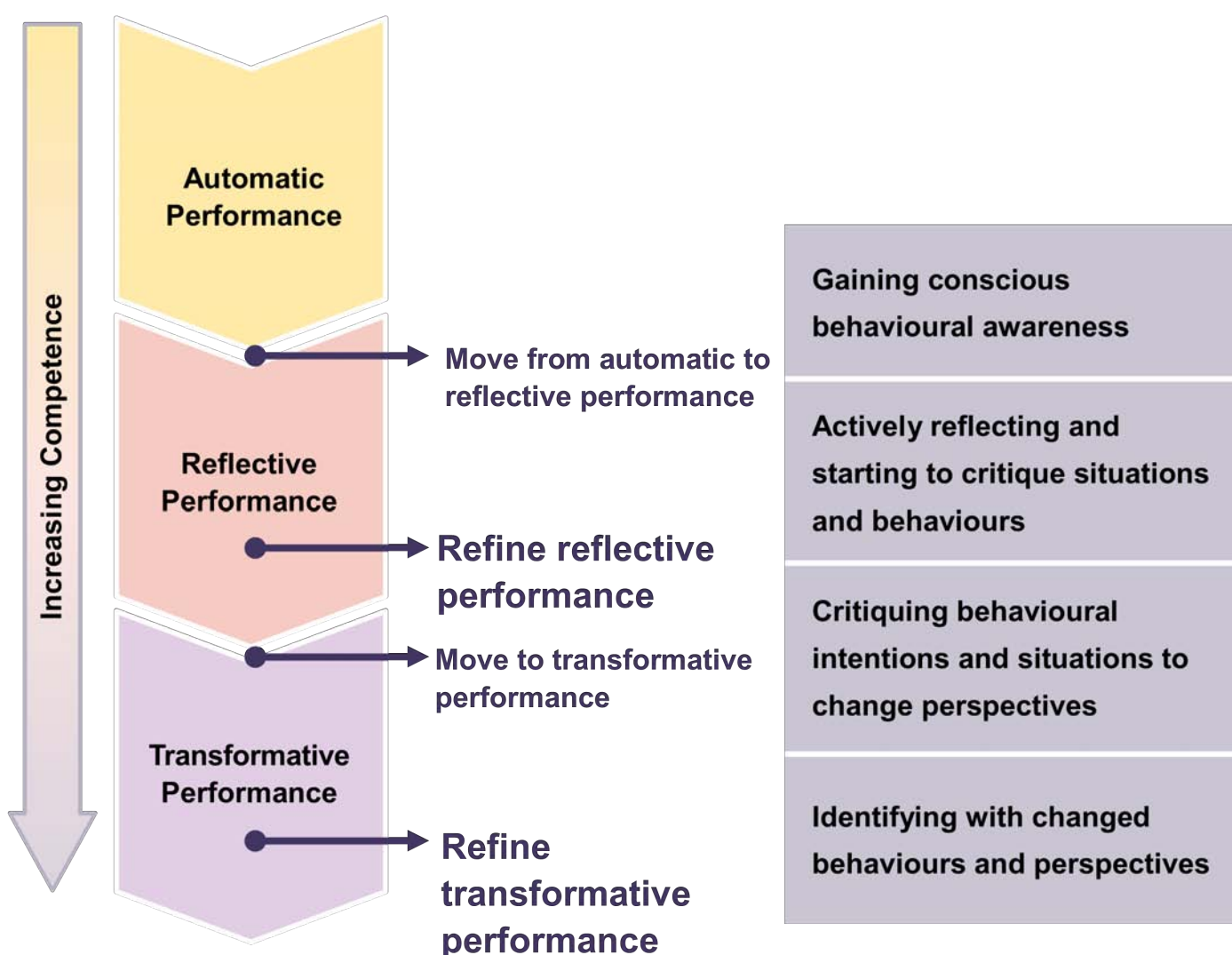


Figure 13: Three dimensions of competence and the objectives of each

But what kind of performance is required when?

As individuals engage in situations and tasks which become more complex, less practised and/or challenging, they will shift from performing habitually or subconsciously to being alert and aware in the situation, to practising different behaviours or being open to transforming perspectives and behaviours. Therefore, as situations and tasks change, individuals will need to become more flexible, shifting from automatic action, in which no reflection takes place, to being more conscious and reflective of situations and identifying with changed behaviours and perspectives. This movement in level of competence and application of new knowledge and skills needs to be considered within the teaching context.

Practice

To help learners move across these three dimensions of performance:

1. Learners need to have opportunities to increase their awareness, flexibility and open-mindedness

as they apply their learning to new situations where tasks become more complex, less practised and challenging.

2. Learner engagement in reflective practice becomes more critical as such situations and tasks change.
3. Learners' new skills, knowledge and behaviours need to become part of their new identities e.g. an alignment of values and way of thinking with a gender lens in place.

As this happens, educators will notice learners doing the following (below).

There are a range of teaching approaches that an educator can use with learners to encourage their movement from automatic to reflective and through to transformative competence. These are suggested in **Table 8** at the end of this toolkit.

Dimensions of performance	What an educator might expect to see in learners
<p>Automatic</p> <p>Automatic performance is subconscious, drawn from habitual practices.</p>	<p>Learners use gender inclusive and/or gender appropriate language, attitudes or behaviours when thinking through work-related examples or case studies. They may question inequitable practices and quickly recognise biased or prejudicial practices or approaches. This should be a sustained response and practised consistently.</p>
<p>Reflective</p> <p>During reflective performance, new knowledge, skills and attitudes are developed as a result of both practice and reflection. When individuals have time to think, actions are planned and more deliberate, and there is consideration of conscious reflection and monitoring, integration of individuals' competence with the situation is greater and contributes to greater individual competence development.</p>	<p>Learners display a reflective orientation as they consider their own experience and the experience of others in the learning, workplace or social context. They are able to describe experiences and identify their existing gender equity knowledge, skills and attitudes that might assist in or suit particular situations. They recognise how lived experience is shaped by norms and values. In some situations, educators may see the learner identify potential action as a result of the reflection - actions they may take or action that should be taken by others.</p>
<p>Transformative</p> <p>Transformative performance occurs when existing competence is deemed by an individual as inadequate in a situation and existing mental models or perspectives are therefore changed or transformed (Baartman & de Bruijn, 2011; Eraut, 1994). The process of change is driven by the individuals' critical and reflective capacities.</p>	<p>Learners identify potential action or practices that can be put in place or the educator may hear the learner report on actions or practices they have put in place. This could be in response to a learning task that has been provided to them for analysis or it may be reported in general discussion. These actions would have been taken in response to critical reflection of how entrenched norms, values and practices set up particular work practices and entrench prejudice and bias. Learners can independently recognise areas for action and transformation.</p>

Table 4: Dimensions of performance

5. Part Two: Ideas to support teaching



Figure 14: A framework to guide design and teaching of gender equity accredited units of competency - Educational practices

*“Consciously, we teach what we know; unconsciously, we teach who we are”
(Hamacheck, 1999, p. 209)*

It is especially important to be aware of these when teaching the gender equity units of competency due to the intertwining nature of gender equity knowledge, skills, values and practice.

Motivations for educating can be described as teaching:

- In order to improve learners’ efficiency
- In order to develop learners’ self-development
- In order to improve organisational efficiency through enhancing learners to become more reflective
- In order to develop learners to critically reflect and engage in social change
- So that learners understand more deeply about the concurrent experiences of power and powerlessness

Part Two of the toolkit presents ideas to support teaching. It focuses on practice elements and offers examples to guide the teaching of the gender equity units of competency. It offers a way for educators to think about the motivations which drive their practice. It highlights the importance of creating safe and inclusive spaces for learning and suggests approaches that may help to achieve this.

This section also presents ideas for how to create productive conversations among learners and support them to generate powerful reflections. It acknowledges that values-based teaching may create feelings of discomfort among learners and presents a range of resources to support an educator to address forms of learner resistance and, importantly, to practice their own self-care.

5.1 The educator’s positioning

It is important that educators are aware of what drives them – what motivates them to create learning experiences for their learners, the processes that they employ to create learning, and how their teaching purpose and teaching practice align.

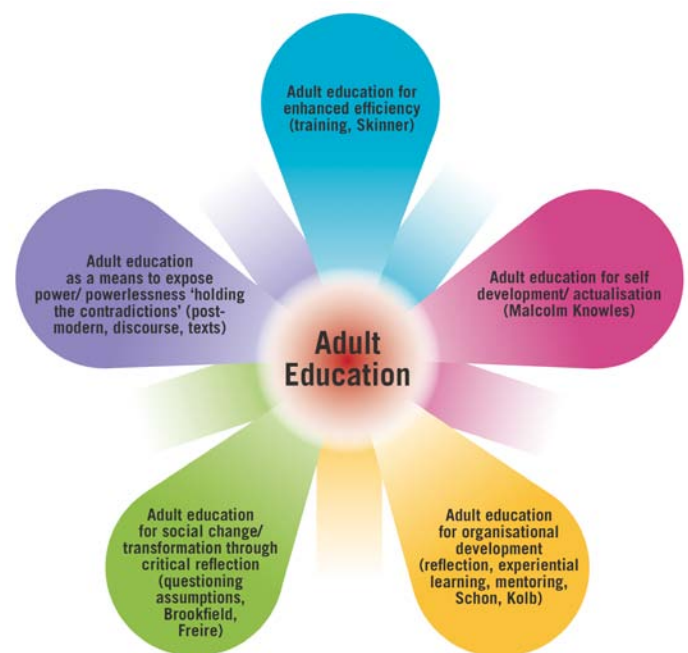


Figure 15: Visual representation of the purposes of adult education (Clemans, A., 2019)

Consideration of the purpose of the education is particularly important for educators teaching gender equity. Teaching gender equity requires both educator and learner to become reflective about, and aware of, their own biases and assumptions and the values that underpin their practice. Teaching gender equity also necessitates awareness of the complex ways in which power and privilege can be used to rectify or reinforce the inequities across and within genders.

Educators themselves hold a level of power based on their perceived position of authority, and the knowledge and expertise they hold in the subject they teach. Being aware of this and how this power as an educator is displayed is critical. As identified in the gender equity units of competency, educators need to identify and acknowledge their own position of power in relation to the learner and be ethical and responsible in the use of that power.

5.2 Creating a safe space for learning

Teaching practice that enables robust dialogue and challenges the learners' understanding of a given subject is a common teaching approach. When teaching gender equity, challenging ways of thinking is a particularly important part of the learning journey. Using dialogue and narrative when teaching gender equity enables learners to challenge norms, values and stereotypes that may influence the learners' gender equity understanding.

When applying these teaching approaches, it is vital that educators build a safe space for learning, for sharing ideas, and for honest and open dialogue, which will enable learners to reconcile changing perspectives as new knowledge is introduced.

Some strategies that educators can use to do this include:

- Build community so that learners may learn to speak openly and with respect without fear of retribution.
- Be accessible to learners, in person or by email, encourage learners to share their thinking with you.
- Be clear in understanding what personal narratives you, as an educator, are willing to

share with the learner group and which ones you are not. Gender equity, identity, experiences of power and oppression are all sensitive conversations.

- Respect learners' right to share or not share personal narrative with the learner group.
- Practise patience with learners' growing understanding.
- Challenge learners, with clear boundaries and expectations.
- Remain present at all times.

It is best to start an education program with learners by establishing constructive protocols and practices for ways of working together, for example:

- Start with introductions – ensure you can see learners' names and that they can see each other's for every session.
- Create a social contract with the class – define joint agreed expectations in the learning environment for respecting difference, active listening and tolerance of difference.
- Set discussion ground rules, which might include things such as:
 - Always use a respectful tone.
 - Use inclusive languages and images.
 - No interrupting or yelling.
 - No name-calling or other character attacks.
 - Ask questions when you do not understand; do not assume you know what others are thinking.
 - Try to see the issue from the other person's perspective before stating your opinion.
 - Maintain confidentiality.
 - Be aware of your 'talk-time' in sessions and ensure no single person dominates the dialogue, extending invitations for everyone to participate.

(adapted from Centre for Teaching, 2019).

These suggestions underline the importance of setting up the learning community – to ensure learners know each other’s names and that the educator can refer to learners by their names and to create a social contract with learners in order to set up a safe and respectful environment for learning.

Having learners identify the ‘terms’ of the contract will help to create their ‘buy-in’. It is helpful to affirm learners who ask questions or engage respectfully in conversation and who share or tolerate different views as a way of encouraging such learner behaviours.

5.3 Model and practise transformative conversations

Transformative conversations are exchanges that invite the participants into an interactive dialogue for the purpose of gaining deeper understanding.

Transformative learning, which can lead to transformative practice, occurs when learners are able to:

- Develop critical awareness of actions
- Incorporate new ways of working or thinking with existing skills, knowledge, attitudes and behaviour
- Critically reflect on actions
- Adopt new skills, knowledge and behaviour and demonstrate changed mental models

These changes are reflected in dialogue which demonstrates learners’ consciousness of, and reflection on, situations and their identification with changed behaviours and perspectives. This indicates a shift from automatic performance or modes of thinking to transformative performance and modes of thinking. Small group or paired conversations that challenge learners to shift their modes of thinking are a means by which this transformation can be encouraged, supported and evidenced.

Such dialogue can be encouraged in a learning environment to draw learners into engaging with each other to deepen understanding and promote transformational change. For these to be powerful, it is important to provide learners with the steps so that they learn to participate in such conversations, as a way to practise them. It is also important to create time for feedback on how the steps were practised in the group.

The Women’s Information Referral Exchange (WIRE, N.D.) outlines five steps to having a transformative conversation about gender equity:

1. **Listen** – transformative conversations need to be meaningful and should demonstrate respect. They should build trust by demonstrating a willingness to hear and discuss views and values that may be different to one’s own and reflect on own perspectives and their origins.
2. **Acknowledge** – transformative conversations start by validating individual perspectives, creating an environment where learners can have open discussion by first understanding and clarifying different perspectives and how these perspectives influence actions. Second, by recognising the value of individual contribution to dialogue, individuals can go beyond differences to reach deeper levels of understanding of the subject.
3. **Affirm shared values** – transformative conversations seek to identify areas of shared values. Gender equity is a values-based subject. Acknowledging where there is alignment in values will allow learners to progress conversations and build understanding in the learner group.
4. **Reinforce gender equity** – where gender equity values and principles are challenged, transformative conversations should always come back to the evidence base. This kind of dialogue is often easier where shared values and trust have been established. See **Part Two - Ideas to support teaching: Teaching through discomfort**.
5. **Expand and connect** – this final step aims to take the conversation outside of the immediate environment, so that it may be informed by a bigger picture. In a learning setting, this can include feedback from individual reflection, pair or small group activities, to a whole group reflection, sharing views on a given subject, challenging modes of thinking, and seeking to define transformational perspectives.

Making opportunities to set up transformative conversations in a learning setting or to notice transformative conversations that may ensue through gender equity teaching and learning is an important strategy for creating transformational change in the learner. This can include recognition of learners’ demonstration of one or more of the steps listed above that comprise such conversations.

5.4 Using narrative

“When given the opportunity to talk about their experiences and relationships, people will therefore often produce descriptive responses in the form of a story” (Riessmann, 1993, cited in Lawler, 2002).

Narratives can be a powerful teaching tool (Lawler, 2002; Mishler, 1999; Polkinghorne, 1988) through which learners may engage with lived experience. Narrative offers a means of re-examining and re-interpreting experiences. It also provides the opportunity to connect new concepts with lived experience and social context of the learner. Learning activities that seek to increase awareness of the complicated nature of gender equity, especially through an intersectional lens, are likely to generate many personal stories told by learners.

There is a large body of research confirming how, when given the opportunity to talk about their experiences, people will often produce descriptive responses in the form of a story. This is because self-understanding in humans is commonly achieved using a story format, in which events, relationships and emotional experiences are recalled as having a sequential plotline and often include one or more ‘episodes’ in chronological format (Creswell, 2012). These stories, referred to as personal narratives, describe and interpret the lived experience along with the social context of the person producing them.

It should be highlighted that learner experiences and engagement with narrative is subjective, as individuals attempt to find an answer for “what happened” and “what it means” (Didion, 1961, cited in Kramp, 2004, p. 107], allowing the narrator to personally create and re-create the experience and find alignment with new learnings. “Epiphanies” (Denzin, 1989, p. 22) or turning points provide the storyteller with a means of processing their experiences, and in some contexts, understanding the dynamics of their individual narratives.

Facilitating learning through narrative

Using narrative within teaching practice can be a valuable approach:

1. It is a form of reflective practice that encourages learners’ growth in empathetic understanding of the experience of self and others, through

sharing and listening to narratives

2. It forms the first step towards building higher levels of critical awareness and theoretical knowledge about the complex nature of the intersections of gender equity, social relations and power structures
3. It underpins an important part of the learners’ journey from automatic to transformative competence (discussed above) and practice

Some teaching and learning approaches which use the narrative methods include:

- Sharing personal experiences through role play activities, which allow learners to adopt different roles as they share and explore individual narratives. Narratives may also be used when learners share experiences during broader classroom discussions.
- The use of the 5W1H method (Straker D, 2017) (what, where, when, why, who & how) allows learners to report on narratives (case studies) more clinically, facilitating them to step away from the experience to review it through an analytic lens.
- Collectively building a joint narrative with the learners, through dialogue and conversation, to introduce a range of elements which can challenge learners. This can be done by asking different learners to contribute to the development of a narrative, as this relates to the ideas or skills that are being learnt. This method, which can be iterative in nature, as collaboration and conversation changes the dialogue flow, can be a meaningful teaching tool to encourage critical thinking and questions.

As has been discussed above, the use of narrative depends on setting up a safe environment in which learners are invited to share. If such strategies elicit situations in which a learner discloses experiences of violence and discrimination, it is important to know of the specialist services available to help.

WIRE Conversation Kit (N.D., p. 4) advises “[i]t’s not up to you to provide solutions or keep [learners] safe. If they’re in immediate danger, help them to call 000. If the conversation brings up difficult memories for you or anyone else in the room, let people know that they can call WIRE to debrief: 1300 134 130.”

While WIRE is a Victorian state-based organisation, there are national supports also available for sexual assault, domestic and family violence counselling or information. Learners can call the National Sexual Assault, Domestic Family Violence Counselling Service, 1800 RESPECT (1800 737 732). The 1800 RESPECT website also provides a database where learners can search to locate specialist services in their local area. Visit www.1800respect.org.au/services/ for more information.

Further strategies to support learner and educator wellbeing see **Part Two - Ideas to support teaching: Teaching through discomfort.**

5.5 Inclusive practice when teaching with an intersectional lens

The units of competency identify that gender 'intersects', or crosses over, with other social identities including (but not limited to) Indigeneity, ethnicity, age, religion, race, class, sexual orientation and disability. This creates interdependent systems of discrimination and privilege for either an individual or a group and needs to be acknowledged and addressed. An intersectional lens applied to teaching takes these interdependent systems of discrimination and privilege into consideration when developing teaching practices so that all learners are included in, and gain from, the learning process.

Adopting an intersectional lens facilitates opportunities for growth and increased awareness by all as it recognises where the learner is at and what may impact their learning from an intersectional perspective – irrespective of how easily or comfortably an individual understands the need for and upholds gender equity. There are opportunities for change and perspective transformation for all involved in this learning – for the educator and for the learner.

The gender equity units of competency are intended to transform thinking and practice to change gendered norms and beliefs and ultimately gender equity practices and structures in the workplace and wider society. Armed with this purpose, it is important to set up the learning context in a way that is inclusive of all. By the term inclusivity, we mean encouraging participation, assuring safety, and encouraging development of all learners with

consideration given to how intersectionality may create unique and complex barriers to learning content and environments. Such an approach mirrors the key concepts in the gender equity units of competency and the teaching and learning approaches discussed below.

Inclusive teaching practices

In learning environments in which learners are at different stages of awareness and practice around gender equity, differentiated instruction could be skilfully utilised. Some approaches to increase inclusion in teaching are:

- Offer choices, with regard to activities and participation that are reflective of different learning styles.
- Offer the learner a voice in their learning journey to encourage greater learner agency as learners own their learning journey and become more mindful of their personal shifts with regard to gender equity.
- Offer choices, where possible, about whether to work alone, in pairs or in groups. Grouping could be flexible or intentional, to allow for an exchange of ideas and understanding.
- Provide tiered tasks to accommodate readiness and to accelerate learner pace, should learners prefer a faster track.
- Use authentic scenarios and examples to enable learners to affiliate with scenarios.
- Deconstruct new knowledge collectively or through a think-pair-share approach, as another platform for critical thinking, raising learner awareness and understanding of the gender lens.

Viewed through an intersectional lens, teaching gender equity should be done in a way that adapts to suit the social context within which learning occurs. Intersectionality addresses spectrums of power and encourages educators and learners to consider power and privilege as much as they consider oppression and disadvantage in the subject matter and the learning environment. Within this context, teaching approaches which use case studies or role plays compel learners to confront beliefs and attitudes which vary from their own. For example, some role plays may position them as power-constrained while others may position them as authoritative. Further, contextual language choices by the educator may impact on the overall perception created, as educators begin to model, both visually and verbally, appropriate behaviour and attitudes to their learners.

Inclusive facilitation

Strategies to engender inclusion in a learning context encourage a healthy, communal and tolerant spirit that is respectful of all and applies an intersectional approach. Some ideas for this include:

1. Use inclusive and non-gender specific language. For example, a common greeting, “Hey guys” is often used as a generalised greeting but is gendered and some may feel it is exclusive. Educators could also offer the option to ask learners to share their preferred pronouns in the learning environment, as this invites people who identify as non-binary or gender diverse to share their preferences rather than the onus being on them to proactively communicate their preferred pronouns.
2. Counter stereotypes through deliberate visual use and scenarios. For example, females are often aligned with certain careers such as nursing, teaching and caring, while men are often positioned in leadership. Counter these stereotypes by challenging the stereotype and inverting the example, providing an all-inclusive framework for everyone.
3. Design the learning space to accept and include everyone. For example, set up the room so that all can access the space. This conforms with the Disability Standards for Education (2005) which clarify the obligations of education and training providers to ensure that all learners with a disability can access and participate in learning on the same basis. It is also stipulated in Standard 1 of the Standards for Registered Training Providers to support learners appropriately.
4. Set up the learning environment so that learners can see each other and recognise each other’s names.
5. Rotate group work so that learners engage with different groups of learners who provide a range of interests, social context and skills, offering different forms of interactions. Enable diverse views within group work. Value and encourage the sharing of individual stories and experiences that are informed by the learners’ lived experience of diversity.

6. Create opportunities for sharing and encouraging empathy. Role plays which allow learners to adopt a different perspective and to ‘walk in the shoes of another’ may be pivotal with regard to developing an intersectional approach to gender equity. It is important to monitor such activities to ensure stereotypes are not implicitly or explicitly reinforced and therefore do not negatively impact any individual’s learning experience.
7. Identify and celebrate micro-successes. The details count. In this respect, consider a simple strategy such as learners writing down their goals or commitments. Then engage the group to be reflective of daily practices which lead them, even with small steps, toward the target behaviours.

Visit www.education.gov.au/disability-standards-education-2005 for more information on the Disability Standards for Education 2005, and www.asqa.gov.au/standards for more information on the Standards for Registered Training Providers.

Practising in these ways can help to ensure that all learners are included in the learning environment. It is important to be sensitive to the diversity within the learner cohort. What might work as inclusive practice for one learner might not work for another. Such diversity also means that educators should be sensitive to the range of lived experiences and backgrounds that may be present in the learning environment, to consider practices that are culturally sensitive, and to respond to the needs and expectations of all learners in the group, as noted above. For example, learners whose first language is not English may benefit from having assessments conducted verbally, with the assessor recording their answers on their behalf.

5.6 Problem-based learning

Problem-based learning (PBL) is an approach that offers a structured means of addressing a workplace issue. PBL is a small-group, learner-centred approach to teaching and learning. Learners work in small groups and are presented with an unfamiliar problem, scenario or task (Barrows and Tamblyn, 1980). Case studies are a common tool used to facilitate PBL.

PBL can have the potential to situate learners outside of a familiar context as learners will bring different levels and types of experience into the learning environment. PBL can also provide an authentic work context for those who may be pre-service or not currently situated in a workplace.

PBL requires the active participation of the learner. The role of the educator is to provide guidance and support for learning. The learner must engage in self-directed learning and work collaboratively to explore the workplace problem presented. The problem is designed to provide prompts that focus the group towards particular concepts or learning objectives. The emphasis of PBL is to foster application of

knowledge rather than rote learning or memorisation of facts. PBL aims to enable learners to translate knowledge into practice and encourages active participation and development of teamwork skills. Through PBL, group members are assigned roles and work through specified steps to explore the problem. It is important to consider the roles that are appropriate to assign learners who will be working through a problem-based learning activity and how these roles relate to the competencies being developed.

The process for undertaking the PBL comprises seven steps:

SEVEN STEPS FOR PROBLEM-BASED LEARNING		
1	CLARIFY	The learners read through the problem, then identify and clarify any words, equations or physical concepts that they do not understand.
2	DEFINE	The learners work together to define what they think the problem is.
3	ANALYSE	The learners discuss or 'brainstorm' the problem. At this stage there is no prioritisation or sifting of ideas.
4	REVIEW	Learners now try to arrange their ideas and explanations into tentative solutions.
5	IDENTIFY LEARNING OBJECTIVES	The group reaches a consensus on learning objectives, if necessary with the guidance of the facilitator.
6	SELF-STUDY	Learners individually gather information towards the learning objectives and prepare to share their findings with the rest of the group.
7	REPORT AND SYNTHESISE	The learners come together in their groups and share their results. The facilitator checks that the learning objectives have been met.

Table 5: Seven steps for problem-based learning

Steps 1 – 5 can be undertaken in one session. Step 6 is undertaken independently, and Step 7 can be completed at a second session or later in the same session. Variations of the process can be used, such as providing resources to allow research to be undertaken as part of a longer session, using a shorter timeframe to draw upon existing knowledge, or having a more complex problem that is undertaken across more sessions. The overarching aim of the process should be retained.

PBL should be evidence-informed and learners should be encouraged to consider the ways in which the evidence base responds to the problems at hand and assists in their resolution. Encouraging direct connections between evidence and gender equity practice is important to consolidate learning outcomes.

PBL relies on co-operative learning. The use of group work for PBL can provide additional benefits in developing strong teamwork and better understanding of team dynamics. At the same time, some of the issues experienced by group work may reflect those found within contexts where gender equity is not upheld; for example, this may emerge through dominant participation or non-inclusive forms of communication. It could also result in learners being unable to arrive at consensus of a problem solution, restricting their creativity and making it hard to disengage from groupthink and demonstrate individual competency. The educator will need to monitor this and intervene if required to enable all voices at the table to be heard.

The negotiation and group nature of this work rests on setting up team work well. Encouraging opportunities for reflection during sessions and individual forms of reflection after each session will encourage learners to draw on this learning experience in a meaningful way. To support this, negotiate the boundaries and expectations for teamwork with learners. This could also include discussions among learners about how they will handle different or conflicting views among members. For strategies on this, see **Part Two - Ideas to support teaching: Teaching through discomfort.**

5.7 Teaching through discomfort

Learning and discomfort

Sometimes emotional aspects of course materials (e.g. within personal narrative stories, readings, case studies, audio-visual materials) may trigger in learners a rejection of new ways of interpreting or understanding, and potentially also feelings of fear, anger, defensiveness or grief (Boler, 2004; Boler & Zembylas, 2003; Stenberg, 2011). The teaching content and modes of learning involved in exploring gender equity using an intersectional approach can generate emotion among learners and educators. These emotional responses can be generated by the discomfort experienced by those being confronted by their privilege. For many, the emotional response may arise when their intersectional lens is 'turned on' for the first time and they suddenly realise they belong to a structurally oppressed or privileged group. Discomfort may also be experienced by those with lived experience of discrimination and oppression and by those that may feel unsafe as these issues surface in a group setting with unfamiliar peers.

Employing the personal narrative process as a teaching approach allows for personal reflection; however, it is important to note this does not necessarily "[require] confession, that we must all bare our souls" (Boler, 2004, p. xv). The recommended approach is that the presence of emotion within an educational experience (whether it come from resistance or reluctance) should be recognised and included within critical inquiry processes as a component of the transformative learning experience.

Moving beyond inherited/existing frames of thinking requires both cognitive and emotional work (Boler & Zembylas, 2003). Both educator and learner will become vulnerable to the contradictions and ambiguities inherent in particular and/or new ways of viewing social equity issues (Boler & Zembylas, 2003). Exploring this uncomfortable place where emotion meets critical inquiry is what Boler terms "a pedagogy of discomfort", which "invites us to examine how our modes of seeing have been specifically shaped by the dominant culture of our historical moment" (Boler, 2004, p. xx). Boler's (2004) position is that education is a site for transformation of the self and society.

In applying a pedagogical approach which draws on resistance to change, reflection is a key teaching and learning practice. This approach builds learner awareness of their existing frames of thinking and introduces the opportunity to consider different frames (Stenberg, 2011). In undertaking reflection, the aim is to prompt learners towards considering “how [their] emotional investments determine what [they] choose to see and not see, listen and not listen to, accept or reject” (Stenberg, 2011, p. 361).

Facilitating learning through discomfort

When using an approach that draws on the pedagogy of discomfort educators should:

- Be mindful of the purpose of critical awareness, supporting learners to engage in learning activities that seek to change and challenge their thinking as part of a transformative learning process. For example, this might be done by posing challenging questions, by asking learners to identify the assumptions (theirs or others’) they think sit beneath a practice or scenario or by asking how such a practice or scenario might play out if the workplace context or person were different.
- Encourage learners to dwell within and explore their emotional responses more deeply. This can be done as a learning activity with the intention of locating the meanings behind the attachment of emotion to the particular issue. For example, this might be done by asking learners to reflect on or to name the emotions they feel in response to something, which will draw out the place and type of emotions that influence thinking and actions.
- Encourage learners to recognise and articulate how their existing frames of reference might reflect the status quo and may have arisen from past teachings/modelling about what “to see or not to see” (Bheekie & van Huyssteen, 2015, para 21). For example, this might be done by asking learners to think about how their experiences align with or contest ‘conventional’ ideas or practices and why this might be so.

As mentioned above, creating a safe space for learning and for learner dialogue is important when teaching content that seeks to challenge norms, values and stereotypes that may influence the learners’ gender equity understanding. This means recognising that people can experience privilege and oppression simultaneously, depending on the

specific context or situation. And while learners should be encouraged to openly and honestly examine their norms and values that may reinforce gender inequity, this should not be done at the expense of others in the room who have specific experiences of inequity and discrimination. Checking in with all learners during these discussions can help manage such tensions.

Learner resistance

“With any societal change there will be some resistance so don’t be surprised when this happens.”

(WIRE Conversation Kit, n.d., p. 4)

Learner resistance is endemic to any learning situation. When learning about issues that relate to progressive social change such as gender equity, there is a higher likelihood that learners will hold strong opinions on the subject and for the educator to encounter vulnerability and challenges to the learning content. All of these aspects can emerge as resistance and/or defensiveness or backlash.

A VicHealth report (2018) presents ways to understand resistance and suggests strategies to inform educational practice. It presents a spectrum of resistance which identifies eight forms: Denial, Disavowal, Inaction, Appeasement, Appropriation, Co-option, Repression and Backlash (p.4).

As a way of managing forms of resistance along a spectrum, the report outlines some helpful steps that educators can take, which are detailed in Table 6 over the page.

In the face of resistance, it is best that educators apply an inclusive orientation, drawing on the evidence base that underpins the content, and supporting the new knowledge and skill development from a place that enables learners to be open to new ways of thinking. It is helpful for the educator and learners to see resistance as a process that the learners’ minds are going through to synthesise the new knowledge with that which is already known.

Being prepared to work with resistance also involves setting up a safe space for engaging with challenging ideas.

Steps	Brief explanation
Don't be surprised	Prepare for resistance.
Understand the form	Think about what kind of resistance it is and where it falls on the spectrum named above.
Assess who it is from	Try to understand the context of the learner.
Be willing to listen	Create space for people to express their views.
Focus your efforts on who you can	Understand when to respond and when to leave it alone.
Make sure to monitor	Check in with learners to gain their feedback about their ideas related to or experiences of the learning.
Defend against domination	Understand the forms domination can take (see p.12 of the report).
Put guidelines in	Set up clear guidelines to create a safe teaching space.
Practice self-care	Look after personal wellbeing and seek support when needed.

Table 6: Managing forms of resistance (adapted from VicHealth, 2018, p. 14-15)

One educator describes the work this involves:

In the beginning classes when I am faced with silence or resistance, I use different icebreaker techniques, conversation starters, and articles for discussion... I break the class up into groups, pairing students with other students with whom they are less familiar. I move back and forth between PowerPoint and small group discussion, as I understand that students have diverse learning styles. I am also accessible, making myself available to students for extra help outside of class. I explain to students that this class is more than just an academic exercise. It is about people taking risks, needing to be vulnerable and to share. It is about making connections between field, the texts, and their own lives

(Quiros, Kay & Montijo, 2012, p. 44-45.)

Resources to work through resistance with learners

The Centre for Teaching (2019) identify strategies for educators to use with learners so they may deal with and learn from difficult dialogue:

- When a “hot moment” erupts in the classroom, have everyone take a break and write out what they’re feeling or thinking about the conversation. Such a moment can refer to an instance that causes one or more learners to feel emotionally unsettled. This can allow emotions to cool enough for the discussion to be respectful and constructive.
- Ask that learners try to understand each other’s perspectives before reacting to them. For instance, ask a learner to listen carefully to another point of view, ask questions about it, and restate it before offering his or her own opinion. Ask learners to write or engage in a debate in which they argue for the position with which they most disagree.

The **Five Minute Rule** is a strategy that can be used to allow learners to comprehend and adopt a perspective from a traditionally invisible or marginalised perspective and entertain it respectfully for five minutes.

...someone always asks, “What happens if someone brings up a truly offensive perspective, and I don’t want to treat it as worthy of respect?” ... In my opinion, this is where the authority of the [educator] comes into play. He or she has the authority and the responsibility for setting boundaries in the classroom for the benefit of the whole (Landis, 2008).

An example of using the **Five Minute Rule**:

Ask anyone who feels that a particular point of view is not being taken seriously to raise this with the class and call for a discussion on this.

The class must agree to take five minutes to consider the merits of this perspective, refrain from criticising it and make every effort to believe it. Only those who can speak in support of it can speak, using the questions below as prompts. All critics must remain silent.

- What is interesting or helpful about this view?
- What are some intriguing features that others might not have noticed?
- What would be different if you accepted this view?
- In what sense and under what conditions might this be true?

(Centre for Teaching, 2019)

This approach must be facilitated by educators with clear codes of conduct agreed between the learners. It is good to make space for learners to self-reflect following the discussion as, at this time, learners may need time to reconcile their own views with alternate views that they have just been exposed to.

Responding to resistance

While there is rarely one way of responding to learner resistance, an educator’s response in difficult moments has implications for the learning. The educator’s response can communicate indifference or even hostility; alternatively, it can show awareness of the dynamics of the learning environment, the intent to seek to promote learning even through discomfort, and that learners’ wellbeing is paramount to the learning experience.

The Derek Bok Centre for Teaching and Learning identified the following steps for educators to take in the face of resistance (over the page in Table 7).

Taking these steps will assist the educator to manage the classroom interactions and the learner to understand and reflect on their response to a situation, comment or activity.

Steps	Action
Attend to your own reactions	<p>Take a moment to steady yourself. A couple of deep breaths can be helpful here. Though it may be challenging, holding steady while navigating a difficult moment can help others feel safe, less reactive, and better able to slow down and explore the dynamics at work in the situation. There are likely many different, complicated responses playing out in the room. What are you feeling? Allow yourself a pause; you can even invite everyone in the room to pause along with you. How are others reacting to what is happening? You can offer everyone some time to think, write or even leave the room for a bit. Observe your own reactions to what is happening. Try to distinguish between what you are experiencing, what is actually being said or done, and the various possible interpretations of what is happening. There's a lot going on in this moment! Attending to your reactions is a skill to be practiced.</p>
Understand the situation	<p>It's possible that, in the heat and complexity of the moment, there has been some misunderstanding. Maybe someone has miss-spoken or you've mistaken their meaning. Others in the room may be in the same situation, wondering whether they've heard and understood a comment correctly. It's important to make sure that your understanding of the situation is as accurate as possible and sensitive to the different perspectives present in the room. It may be fitting to ask the person or people involved for further explanation or clarification. If the difficult moment was sparked by a comment, you could try repeating the comment or its logical implications – not as an accusation, but to allow the speaker to clarify their meaning. You might ask: "What makes you say that?" or "Can you say more about what you mean?" Try to discern if there is a learning opportunity here, or perhaps a need for articulating boundaries.</p>
Deepen and nuance your short-term response	<p>Try and separate the utterance, idea or action from the person who articulated or performed it. Hold people accountable for what they say and do; also, recognise that a single offensive or even harmful act doesn't reveal the entirety of someone's character and motives. You can make it clear that a comment or act is unwelcome in the classroom, even while admitting you're not sure precisely why or how it came about.</p> <p>For another, you might acknowledge the various emotional responses in the room as material that can contribute meaningfully to class discussion. Can these responses reveal something interesting about a concept that is being studied or a method being practiced? This move can both validate the different kinds of responses unfolding for individuals in the room and communicate that lived experience is relevant for learning.</p>
Consider your long-term response	<p>Your short-term response to a difficult moment need not be your only response. Do you think the moment requires follow-up action so that future sessions aren't negatively affected? Would it be helpful to check-in with the class or certain individuals either via email or during the next session? If you perceived harm being done or unease being instigated, you may offer to talk with a learner(s) after the session, over email or in-person. You may also consider how chances for feedback and communication of personal experience might be incorporated in the ongoing learning setting. Perhaps invite everyone to write or share exit notes at the end of every class, or you may collect feedback at several points throughout the semester. Regular opportunities to articulate one's experience in a unit can do much toward alleviating the pressure placed on any one emotionally intense moment; they also help cultivate a practice of reflection and self-awareness.</p>

Table 7: Responding to resistance (The Derek Bok Centre for Teaching and Learning, 2019)

Disclosures in a learning environment

When drawing in learners' experiences into discussion about gender equity, educators should feel prepared to handle learners' disclosures related to their experiences of when they or others have either upheld or violated gender equity. This could include disclosures of experiences of gender violence. Our Watch (2017) identifies approaches to handling disclosures which can support educators in their responses to this (p. 4-5). The responses suggested below can guide an educator's responses during these times:

- Believe the person's experience.
- Show empathy.
- Avoid judgement or blame.
- Condemn the use of violence, but not the perpetrator.
- Be open and honest, including about your skills and knowledge.
- Establish whether there is an immediate risk to the safety of the person disclosing, their children or anyone else.
- Provide options for the person to seek specialist support if required (sometimes a person just wants you to know and understand that this has occurred and is not necessarily looking for assistance).
- Enable the victim to be in control of decisions.
- Provide accurate referral information (Our Watch, 2017, pp. 5-6).

Sometimes, having 'sentence starters' can help to prepare an educator in how to respond in difficult situations. Our Watch (2017) provides some helpful sentence stems to support learners who disclose their experiences:

- *Thanks for sharing your experience with me...*
- *That sounds like a terrible experience...*
- *I imagine it has taken a lot of courage for you to share your story with me...*
- *No one should have to experience what you have been through....*
- *It is because of experiences like yours that we are involved in this work...*
- *I don't have any special training in helping people with experiences like yours, but I can give you*

contact details for people who do...

- *I would like to make sure you know where you can get support from trained people; can I provide you with contact details for 1800RESPECT?*
- *What you choose to do with this information is up to you, but I can provide you with contact details for a free specialist service you can contact if you need to.*
- *Do you have contact details for any specialist services? I can provide them to you.*
- *Are you feeling safe at the moment? You can contact the police in an emergency on 000 or 1800RESPECT for specialist information and services.*
- *I want to make sure that you are able to speak to a specialist if you need to; 1800RESPECT is the national sexual assault, domestic and family violence counselling service.*
(Our Watch, 2017, p. 6)

5.8 Teaching online

Teaching online, through digital technologies to support teaching practice, can present challenges for learner engagement from a gender perspective. This includes challenges presented by the learning platform itself, the environment in which the learning takes place, and the roles that learners balance as they engage in this type of learning. When teaching gender equity online, the benefits and barriers to this mode of delivery specific to the learner group needs to be identified and managed to support equitable teaching practices.

The need to transform learners' 'heads, hearts and hands' must stay at the forefront when teaching gender equity online. Transformation requires learners to have the ability to reflect on their practice, values and understanding of gender in a safe online environment. To support this process, educators should create a shared safe online space for learner reflection and interaction, with clear ground rules for engagement and monitoring by the educator.

To ensure that the online learning environment will be successful for all learners, consider:

- Pre-assessment of learners to identify learners' knowledge and skill base.
- Pre-reading to enable learners to enter the online

space with a shared knowledge base.

- Development of online activities and formative assessments which clearly align with learning outcomes, are well-structured, and allow for different learning and communication styles.
- Proactive facilitation of the online space, ensuring the online learning journey is intentional, directed, structured and supported.
- The psychological safety of learners, which includes establishing protocols that set expectations about any behaviour that is concerning, threatening, inappropriate or unacceptable. This includes preparation for how to handle the sharing of inappropriate material or persistent or unwanted content in chat forums.
- Attention to learner voice online, with options for public discussions with the whole group or private discussions if needed, including anonymous posting or questions if needed.
- Online forums or blogs, for learner and learner/educator interaction on specific topics and for reflection, ensuring the learners do not feel isolated or alienated. Power dynamics influenced by gender relations, as well as by other factors such as age, experience and culture, can impact interaction in the space and should be monitored and managed.
- A shared platform for distribution of learning and assessment resources and for learner and learner/educator interaction with the resources.
- A virtual synchronous learning space (e.g. Zoom, Teams, Google Meet) to enable directive, facilitated teaching and learner interaction.

A virtual workplace environment enables learners not yet in the workforce to position the learning within a work context, apply knowledge and skills through simulation, and consider the intersectional and gender dynamics that may arise within a work setting.

When teaching gender equity online, educators should be aware of power dynamics and intersectionality, bearing in mind that some content, shared reference points and postings can trigger uncomfortable responses based on past experiences, along with resistance, backlash or disclosures. The supports available to learners need to be clearly defined when teaching online, as should the guidelines for respectful online engagement and communication that recognises individual rights.

5.9 Educator self-care

As an educator, no matter what the subject, it is important to think about self-care and how an educator's wellbeing is best supported during practice. When teaching gender equity, self-care can take on additional importance as you engage in challenging subject matter with learners and their potential for resistance, backlash and disclosure.

“Go gently with your gender equality work, remember to care for yourself and allow yourself to receive care from others. Talking to allies, having some fun or accessing support from a service like 1800 RESPECT or WIRE are all ways to practise self-care. Conversations like this can be tiring and depending on what you discussed, they can be triggering too. Take care of yourself. Make sure you have a plan for self-care and de-brief as you need.”
(WIRE Conversation Kit, n.d.).

The Centre for Teaching offers some approaches that can support educator wellbeing through practice:

- Think ahead of time about what issues may hit a nerve with you personally, and how you might deal with that. If a difficult dialogue is already taking place, try to stay in touch with your own emotions. Are you feeling embarrassed, threatened or uncomfortable? Being aware of your feelings can help you keep them in check and prevent them from driving your response.
- Don't personalise remarks, and do not respond angrily or punitively to learners whose positions you find offensive. This could increase the intensity of the conflict and pre-empt the learners' learning.
- Don't avoid difficult topics simply because you feel uncomfortable dealing with them; at the same time, don't introduce controversy into the classroom for its own sake. Again, think carefully about how engaging in difficult dialogues contributes to your own learning goals for the class session and for the course as a whole.
- Understand more about the spectrum of resistance and the steps to respond to this. See **Part Two - Ideas to support teaching: Teaching through discomfort.**

(Adapted from Centre for Teaching, 2019)

6. Bringing it together

Teaching the gender equity units of competency necessarily positions educators in a position to confront the complex and historical issues that influence whether gender equity is upheld or violated. The complexity of gender equity become visible when an intersectional approach is applied. This approach highlights the spectrum of power and oppression that exists. It shines a light on those who inhabit positions of privilege and others who experience oppression and it reveals the systems which uphold power and privilege and reinforce the entrenchment of structures and practices that reinforce gender inequality.

This Teaching Toolkit has communicated some of the theories that can support learning to increase competence and to shift perspectives.

Part One provided an overview of the theories which support the teaching of gender equity. Each section unpacked the theoretical frame and provided ideas for translating them into practice.

Part Two presented ideas for supporting teaching, digging deeper into the aspects of education practice that may be helpful to address the mix of learners and the positioning of the educator.

Like the model to support teaching in gender equity attests, there is no one way or one idea alone that is effective. It is a combination that is most powerful, and these often generate more effectiveness than the sum of the parts can offer. Ultimately, the most effective approaches to teaching gender equity are founded in an educator's understanding of learners. Teaching and learning are held in relationship to one another and knowing your learners should influence the approaches that may work well to increase gender equity readiness through learning. As competence grows, learners should move across three dimensions of performance – from automatic to reflective, reflective to transformative and then back to automatic performance.

The tables on the following pages drawn from the research paper Supporting Gender Equity Education: A research project to inform gender equity units of competency (Clemans, Subban, Gleeson & Komarzynski, 2019) provide a range of pedagogical approaches which may be effective in developing competency in learners as they transition from automatic to reflective, reflective to transformative, and then to automatic performance.

Ultimately, the educator should enact practice that is suitable and sensitive to the needs and positions of individual learners. At the same time, the educator should practise self-care within the context of values-based teaching and learning.



Table 8: Teaching and learning ideas which relate to specific dimensions of competency development

	COMPETENCY DEVELOPMENT		
PEDAGOGICAL PRACTICES	AUTOMATIC TO REFLECTIVE Becoming aware of behaviour	REFLECTIVE TO TRANSFORMATIVE Acting on and changing viewpoints, ways of thinking, behaviour	TRANSFORMATIVE AS SOCIAL MODELLING (AUTOMATICALLY MODELLING) Acting on transformed understanding
TEACHING			
Pre and post survey to monitor awareness	•		
Self-appraisal	•		
Role play on skills practise	•		
Reflective journaling with prompts	•	•	
Video diaries	•	•	
Audio diaries	•	•	
Sharing of journal entries		•	
Prompts, triggers, cues	•		
Imagery – words associated	•		
Fraye model	•	•	
Group work	•	•	•
Reflecting on Work Based Scenarios	•	•	
Problem-based learning scenarios	•	•	•
Peer reviews/ observers		•	
Modelling through practice		•	•
Critical analysis of standpoints and viewpoints, language used		•	•
Forced position-taking		•	•
Language usage – critical analysis of imagery		•	
Persuasive writing – texts		•	•
Participation in online forum or blog			•
Peer assessments		•	•
Presenting a case for...			•
Writing an article (for online readers)			•
Critical commentaries		•	•



	COMPETENCY DEVELOPMENT		
PEDAGOGICAL PRACTICES	AUTOMATIC TO REFLECTIVE	REFLECTIVE TO TRANSFORMATIVE	TRANSFORMATIVE AS SOCIAL MODELLING (AUTOMATICALLY MODELLING)
	Becoming aware of behaviour	Acting on and changing viewpoints, ways of thinking, behaviour	Acting on transformed understanding
ASSESSMENT			
Reflective pieces		●	●
Personal reflection		●	●
Short answer questions	●	●	
Case studies		●	●
Questions in response to a problem-based scenario		●	●
Analysing pre-prepared data	●	●	
Quizzes	●	●	
Reviews		●	
Action plans for change		●	●
Poster presentations		●	●
Projects (research/ evidence informed)		●	●
Reports		●	●
Case studies and analysis		●	●
Conducting interviews			●
Oral presentations		●	●
Illustrated manuals			●
Prompts, triggers, cues	●	●	
Self contracts		●	
Selection of targeted behaviour change		●	
Critical analysis of data		●	●
Transforming language usage		●	●
Learning contracts		●	●
Digital technologies to support learning across these dimensions	Penzu Socratic Poll Everywhere Edmodo Kahoot Padlet Survey Monkey Spiral	Quizlet Peergrade iBrainstorm Go Soap Box Dot Storming Coggle	Back Channel Chat Chatzy Concept Board Google Docs

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Teaching Gender Equity: A toolkit for teaching gender equity units of competency

Gender Equity Training Project Toolkit

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Visit whv.org.au/our-focus/gender-equity for full details of the Gender Equity Training project consultation process.

Women's Health Victoria acknowledges and pays our respect to the traditional custodians of the land, the peoples of the Kulin nation. As a state-wide organisation, we also acknowledge the traditional custodians of the lands and waters across Victoria. We pay our respects to them, their culture and their Elders past, present and emerging. We recognise that sovereignty was never ceded and that we are beneficiaries of stolen land and dispossession, which began over 200 years ago and continues today.

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