

# Teachers Training For Gender Equality

# Teacher Training and Gender Inequality

- Teacher Training must be more self-Reflective, Participatory, and Research oriented. Teachers trainings, whether pre-service or in service need to have a vision of the teacher herself as a learner engaged in inquiry and reflection.
- A systematic study of gender theory should be combined with an engagement with their own position in society vis a vis gender roles. Research skills need to be made part of the initial input given to teachers and research grants need to be provided to teachers to encourage them to channelize their work into research material emerging from within the school to create an active situation of learning and energizing the teacher.

- Substantive support mechanisms need to be developed, for teachers who are enthused to implement new ideas and pedagogies as part of their training, with the objective of nurturing initiative emerging from within the school, rather than perpetuate a top down approach. Mechanisms for enhancing, evaluating and monitoring the quality, regularity and impact of teacher training programmes, especially in the rural areas, must be put in place.

- It has been observed that often unconsciously teachers tend to be gender biased. This may be because; they also come from society, which always discriminates between boys and girls. If the teacher comes from a very conservative society, her/his perception and attitude towards girl students will be different boys. Teachers who themselves were educated in co-education schools and come from less conservative families will have less prejudices towards girl students. This discrimination in the minds and attitudes of the teachers can be removed to some extent, if some elements of gender equality are included in the teacher training courses.

# Importance of Including Gender Equality in Teacher Educational Institutions

1. Gender Equality is a priority on the international agenda.
2. Teachers are central to the education as they play a key role in the transmission of values, knowledge and the development of human potential and skills.
3. Teacher must be trained to avoid negative classroom practice.

### 3. Avoiding Negative Behaviour in Classroom Practices as---

- Calling on boys to answer questions more often than girls
- Assigning gender-based tasks, such as housekeeping tasks to girls and tool-using tasks to boys.
- Rewarding boys right answers and not pursuing girls or vice versa.
- Criticising either of boys or girls for wrong answers given by them.
- Giving more responsibilities to boys than girls. Example: Making boys head of a group or class monitor.

# Importance of Gender Equality in Teacher Educational Institutions

4. Teachers must be trained to avoid making use of textbooks and other learning materials which can reinforce harmful gender stereotypes.
5. Life skills education must be included as a compulsory paper in the teacher training courses.
6. Teachers must be taught about the ill effects of social practices like dowry, neglect of girl's education, abuse of all forms against girls. Which lower the status of girl's child in the society?
7. Teachers must be trained to pay closer attention to gender dynamics in the classroom which helps in better teaching and better learning for both the male and female students.
8. Teachers must be trained not to use examples that include men and women in stereotypical ways.

9. Teachers must be taught to be aware of the nonverbal clues they may be giving to girl students they speak like looking at watch or flipping through papers.

10.as Teachers must be trained to avoid making any students a spokesperson for her/his gender.

11.Teachers must be trained not to single out female students as if they expect that the girl students have difficulty in understanding.

12.Teachers must be trained to make eye contact with both male and female students while asking questions

13.Teachers must be trained to include female experiences in their teaching in more than just stereotypical ways

14.Teachers must be trained to give all students equal attention in advising and mentoring



- A study by Kelley JONES, Cay Evans, Ronalds Byrd and Kathleen Campbell(2000)--- used analysis of videotaped lessons in order to introduce teachers to their own gender-biased behaviour. Requiring in-service programme to address gender bias in the classroom will make teachers more aware of their own behaviours.
- One teachers have recognised their gender– biased behaviours, they need to be provided with resources to help them change. In their study focusing on how the gender effect resource model would affect gender-biased teaching behaviours.

- Specially Departments Of Education should be providing mandatory gender- equity resource modules to in-service teachers. Educators need to be addressed with all preservice teachers, Educators need to be made aware of the bias they are reinforcing in their students through socialisation messages, inequitable division of special education services and unbalanced time and types of attention spent on boys and girls in the classroom.

- Training in gender sensitive and responsive teaching must become an integral and regular part of initial and in-service teacher training, so that teachers will be able to appreciate and respond to the different learning and developmental needs of girls and boys in an inclusive manner. This will better enable teachers to support the development of their full potentials to achieve gender equality in education in the teaching profession. Studies show that countries with higher gender disparities have fewer female teachers.
- The gender training will equip teachers with a changed perspective to provide children an atmosphere of empowerment and not intimidation, where both students and teacher have intrinsic motivation to enjoy the learning process.

*Thank  
you!*