Gender-responsive pedagogy

Sex

The biological differences between men and boys, and women and girls, which are universal and determined at birth

Gender

The social attributes and opportunities associated with being male and female and the relationships between women and men, between girls and boys, between women and between men

What is gender responsive pedagogy (GRP)?

Teaching and learning processes that pay attention to the specific needs of girls and boys.
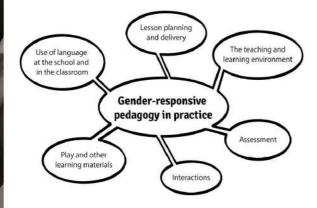
The processes include:

- lesson planning
- teaching
- organising and managing the classroom
- managing other forms of interaction

Why GRP?

- GRP is relevant in teaching and learning processes, and outside the classroom, as it plays a big role in determining learners' access to and retention, participation and performance in school.
- GRP prompts teachers to reflect on their own beliefs about traditional gender roles. It helps teachers to provide equal opportunities for all learners to engage and learn, regardless of their sex, and it provides them with the opportunity to give adequate attention to gender issues in teaching and in all interactions both within and outside of the classroom.
- GRP guides teachers and school leaders to support equality among the sexes, inspires teachers to observe all children and to address individual differences in needs and skills, and promotes inclusive environments and well-being.

GRP and teachers

Use of language at the school and in the classroom — Lesson planning and delivery — The teaching and learning environment — Gender-responsive pedagogy in practice — Play and other learning materials — Interactions — Assessment

GRP and school leaders

The different dimensions of successful school leadership can contribute to a more gender-responsive school environment. These dimensions are:

- Defining gender-responsive vision and values
- Gender-responsive planning and monitoring;
- Distributed leadership to strengthen the school's gender responsiveness;
- Enhancing gender-responsive teaching and learning and strengthening teacher quality
- Enriching the curriculum to be more gender-responsive
- Improving conditions for gender-responsive teaching and learning
- Building gender-responsive relationships within and outside of the school community
- Gender-responsive policy on child safety and protection

Gender-Responsive Pedagogy in **Early Childhood Education**

A toolkit for teachers and school leaders

Gender Responsive Pedagogy

girls should have equal opportunities to education

A TEACHER'S HANDBOOK