

Impact case study (REF3)

Implementing specific classroom interventions e.g. auditing learning resources and their impact on gender stereotyping.

Paying attention to gendered dress codes and attitudes towards clothing;

Challenging gendered role models;

Identifying unwitting sexist/gendered language in the classroom/school environment;

Assessing how/whether school spaces are regulated according to gender;

Ensuring greater choice and availability of children's literature and learning resources; and finally

Working in partnership with families to ensure that home and extended family environments are also sensitive to gender stereotyping.

These

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internationally, from New Zealand, Israel, Spain, Belgium, Holland, Hong Kong to Australia. It featured on *Gogglebox Australia*, where the cast initially disregarded the show as 'pc madness' but ultimately praised it. It is being remade in Germany, Spain, Japan and USA.

By drawing upon rigorous research, the documentary effectively captured public attention

the ideas, the positive signs are now up in all classrooms, gender neutral books are in each class, gender equality and talking about gender is now part of our curriculum, the language we use with our children etc. The girls have really benefited from this, they have grown in confidence and feel they can achieve anything, and this is mirrored in their academic

c) Changing Educational Practice: Lifting Limits Pilot Programme

The research that underpinned the documentary, alongside the evidence of impact at school level, inspired a series of programmes and interventions across the country. For example, *Lifting Limits* has used the documentary during INSET sessions with 270 teachers at five primary schools in the London Borough of Camden between September 2018 – July 2019. Interventions and experiments featured in the documentary were introduced in a pilot programme. Data collected pre- and post-pilot demonstrated:

Increased reflection by staff on their own unconscious bias, the messages they give children about what boys and girls can do, language use and the impact of their practices on children. For example, half of the respondents in the post-pilot survey (50%) said they reflect a lot on the messages they give boys and girls about what they can do, up from one third of respondents (29%) in the baseline survey.

Greatly-increased staff confidence to address gender stereotyping and inequality with pupils, colleagues and parents. For example, there was a 60% increase in staff confidence to explain the impacts of gender stereotyping to colleagues (48% in the baseline survey compared with 77% in the post-pilot survey).

A 22% increase in staff perceiving that they have the tools, resources and support they need to be able to address any sexism among pupils (with 74% agreeing with this statement in the baseline compared with 90% in the post-pilot survey).

Changes in attitudes, with staff holding less stereotypical views about gender at the end of the pilot. For example, 78% of staff disagreed with the statement ‘boys and girls are naturally better at different things’ in the post-pilot survey, up from 66% in the baseline, an increase of 18%.

Staff perceive the research-informed INSET presentation and the whole school approach to have been the key aspects which have supported changes in awareness, confidence, reflection and practice.

The Chief Executive Officer of Lifting Limits recounted the importance of the evidence-base underpinning the documentary that informed the approach taken to developing INSET:

“... influential, not just in the academic field, but also in informing practice for educators striving to address gendered inequalities and stereotyping through their practice. In particular, through the documentary, we have found that these clips are accessible to a range of practitioners in a relatable and practical way. At Lifting Limits, we work with primary schools to challenge gender stereotyping and promote gender equality through a whole school approach and the first step for schools joining our programme is staff Inset training. We include several video clips from No More Boys and Girls in our training because they illustrate so clearly and accessibly many of the issues we are looking to address in schools and we find that these clips offer a range of practical steps school staff can take to challenge gender stereotyping in the school environment, prompting reflection for example on language used, classroom organisation and resources made available to children in book corners and dressing up racks.”

d) Changing Educational Practice: teacher training and continuing professional development

A range of schools, including single-sex comprehensives in large metropolitan cities to smaller rural schools in Scotland, have also made use of the BBC documentary and its specific interventions in INSET sessions - to increase staff confidence, bring about changes in attitudes and behaviour, and revise school policy to tackle gender stereotyping. The research and documentary are now widely embedded in a range of teacher training and continuing professional development programmes in various institutional contexts. For

