Ensuring 'girl-friendly' learning in the physics classroom – a checklist for teachers of physics

Background

This checklist is a set of questions designed to help teachers of physics to record and extend their own girl-friendly or gender inclusive practice. It summarises some of the different strategies which teachers are using to create more 'girl friendly' learning environments in physics. Teachers report that many of these strategies equally benefit boys' learning. The checklist is aimed primarily at teachers of physics, but it may also be helpful for use in appraisals by line managers, as well as for use by teacher trainers and inspectors.

Check your 'girl-friendly' or gender inclusive practice in schemes of work and individual lessons	I do this routinely	Needs further development
Have you asked your classes what they think physics is, and why physics is useful to study?		
Did you monitor the answers from the girls and boys? Are they different?		
Have you got 'real world' examples to use to introduce each new topic?		
Do you select analogies, examples and themes for assignments that both genders will be able to relate to (e.g. music and health in addition to football and cars)?		
So that work has a clear rationale, do you make a point of following the sequence: applications – principles – applications?		
Do you give examples of careers that use the knowledge and skills developed in the topic?		
Do you draw attention to female role models in the topics you are teaching?		
Do you use a variety of questioning techniques, including a growing proportion of open questions.		
Do you adopt styles of questioning which take account of some girls' stated preferences for time for reflection and discussion?		
In group and project work, do you ensure that roles are rotated so that girls have equal access to equipment?		
In group and project work, do you ensure that roles are rotated so that boys as well as girls do the note-taking and other clerical activities?		
Do you monitor the proportion of time when you interact with boys in comparison with the time spent interacting with girls?		