

Action plan and reflection

The purpose of this Action Guide has been to provide ideas and tools to make schools more gender-responsive. At the end of the Introduction you drew up an action plan for working through the guide – you defined your three main objectives and planned how you would learn most effectively from the guide.

This final section will help you to:

- Develop a final action plan for what you hope to achieve next
- Review your learning from the Action Guide

Action plan

The first activity asks you to bring together your learning and the thinking and planning you have done as you have worked through the Action Guide. If you completed the action plan at the end of Unit 4 (Activity 4.6.5), you can look back at that and revise what you wrote then. The planning activities from Units 3 and 5 will also contribute to this final plan.

ACTIVITY Planning action

Action What is your task in working to create a more gender-responsive school?

Purpose Why are you doing this? What do you plan to achieve?

Steps What steps can you break your task down into? What are your priorities?

Timeframe How long have you got?

Completion date?

Time (in hours) for task?

Who else will be involved?

E.g.,

- Colleagues
- Headteacher
- School manager/ administrator
- Parents and guardians
- Students
- Others

What are the gaps? What do you need in order to do the task that you don't yet have? E.g.,

- people
- information
- equipment/ resources
- skills
- other

How will you get them?

How will you know if you have succeeded in your task?

Next steps you will take over the next month to get started on the task

Reviewing progress

To follow up your action plan, think of ways in which you can monitor your progress and evaluate and review your work. Questions to consider:

- Why will you review your work? (e.g., to report back, to check progress, to improve)
- When do you need to review progress? (e.g., after 1, 3, 6 and 12 months)
- What will you review? (e.g., what the interim steps are and how you will measure what you have achieved)
- Who else will be involved? (e.g., self-evaluation, colleagues, head teacher)
- How will you carry out the review? (e.g., personal reflection, discussion, more formal evaluation)
- What kind of action do you expect to take as a result of the review? (e.g., revise your plans, decide whether or not to continue).

ACTIVITY Reviewing the action plan

Why?

When?

What?

Who involved?

How?

Diary dates: write the review dates in your diary now.

Action?

Reflection

Finally, here is a chance to reflect on your learning from the Action Guide and how you can apply it to your task. Look back at the Introduction and review your first action plan there.

ACTIVITY Reflecting on learning

What happened?

(What did you hope to get from the Action Guide? Which units did you work through? What did you learn? Did you meet your objectives?)

How did you feel?

(What went well with your learning? What went less well? How did it compare with your expectations?)

What could you have done differently?

(Approached the learning or task in a different way? Organised the timing differently?)

What will you do differently another time?

And finally:

What will you do next to follow up on your learning?

[ACTIVITY REFLECTION]

Things you could do next to follow up on your learning

- Do further work following on from the Action Guide (e.g., further activities, action research, talking to colleagues)
- Look back at the units and see if there are things you intended to do; work through units you left out the first time round.
- Do more investigation; look back and see if there are topics to follow up.
- Get further training and development; what about staff development?
- Fill in the feedback sheet to complete your reflection.

Now you have come to the end of the Action Guide, we hope you will be able to move forward with greater confidence and understanding to fulfil your aims of creating a more gender-responsive school. We wish you every success.

Selected resources

Aikman, S and Unterhalter, E (eds.) (2007) *Practising Gender Equality in Education*, Oxfam, Oxford.

Aikman, S and Unterhalter, E (2005) *Beyond Access: Transforming Policy and Practice for Gender Equality in Education*, Oxfam, Oxford.

Jha, J and Kelleher, F (2006) *Boys' Underachievement in Education*, Commonwealth Secretariat and Commonwealth of Learning, London.

Jha, J and Page, E (eds.) (2009 forthcoming) *Exploring the Bias: Gender and Stereotyping in Secondary Schools*, Commonwealth Secretariat, London.

Subrahmanian, R (2007) *Gender in Primary and Secondary Education: A Handbook for Policy-makers and Other Stakeholders*, New Gender Mainstreaming Series on Development Issues, Commonwealth Secretariat, London.

Unterhalter, E (2006) *Gender, Schooling and Global Social Justice*, Routledge, Oxford.