Leadership

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| Category | Level | Key Question | Emerging | Working towards | Developing practice | Embedded practice |
| Charter Mark (CM) Development | School/kindergarten | To what extent is Gender Equality (GE) part of the long-term vision of the school/kindergarten? | Discuss GE and how it relates to the long-term vision of school/kindergarten as a school/kindergarten leadership.  Identify organisations that can support the school/kindergarten  Find case studies of good practice.  Identify members of a Working Group. | Establish a GE Working Group in the school/kindergarten.  Appoint a GE Co-ordinator.  Organise staff Develop a GE policy and ensure it encompasses all areas of GECM audit.  Have discussions between Senior Leadership/GE Co-ordinator and school/kindergarten governors. Build and develop student leadership. | Ensure that everyone recognises GE as part of their role – link to staff training.  Amend the Gender Equality (GE) policy. | Ensure that all staff take responsibility for promoting GE as part of their role.  Ensure that GE is integrated into all school/kindergarten policies.  Carry out surveys to check that staff and students are confident that any gender could do any role in the school/kindergarten.  Ensure GE is part of the long-term strategy and vision of the school/kindergarten (in the vision statement, the development plan, on the website and brochures of the school/kindergarten).  Establish a process of annual review of GE policy. |
|  | School/kindergarten staff and teaching | To what extent are staff involved in GE development? | Encourage staff to discuss how GE relates to their teaching and status as role models.  Encourage staff to support school/kindergarten actions. | Staff support school/kindergarten actions. | Staff support school/kindergarten actions. | Staff support school/kindergarten actions.  Staff share learning with other educators and networks. |
|  | Students and Learning | To what extent are students involved in GE work? | Seek students’ views on GE issues in a sensitive manner. | Involve students in auditing school/kindergarten practices. | Support students to actively raise awareness with their peers and school/kindergarten staff. | Support students to be part of ongoing review processes of GE in school/kindergarten.  Enable student-led projects to influence change in other school/kindergartens and the community. |
| Staffing | School/kindergarten | To what extent is GE taken into account when recruiting, retaining and promoting school/kindergarten staff? | Capture data for staff: gender ratio, balance for roles in different levels in school/kindergartens and leadership/senior staff.  Look for examples of good practice in other school/kindergartens.  Find organisations that can support / mentor the school/kindergarten / staff. | Review data and procedures, including pay differentials and gender representation in different levels of leadership/management.  Ensure all staff have a good understanding of any Equalities legislation.  Create an action plan as appropriate. | Implement action plan.  Liaise with other school/kindergartens and organisations to develop good practice.  Engage and get support from school/kindergarten community. | Positively promote GE with regard to recruitment, retention, promotion and opportunities for staff development.  Share learning and expertise with other school/kindergartens. |
| CPD/  Training | School/kindergarten | To what extent does the school/kindergarten support staff in receiving up to date GE CPD? | Provide staff briefings to introduce GE.  Create space for staff to discuss issues in an open manner.  Link GE to issues of equality of opportunity, aspiration for all and UN Sustainable Development Goal (SDG) 5 on GE. | Ensure GE Co-ordinator has accessed training and planned how to share this with teaching staff.  Audit learning needs of staff to inform training plan.  Develop staff handbook (induction for new staff and guidance for temporary/supply staff) | Support GE Co-ordinator to implement training plan, including annual budget for development, implementation and review.  Ensure training includes relation of gender to intersectionalities in relation to ethnicity, class, LGBTQ+, disability etc.  Put plans in place for training of new staff, supply and trainee teachers.  Re-audit learning needs to measure understanding after the training. | Train all teaching and non-teaching staff.  Regularly update all staff on GE issues.  Establish regular review mechanism.  Engage in CPD with other school/kindergartens and educational institutions. |
|  | School/kindergarten staff and teaching | To what extent are school/kindergarten staff trained in current GE practice? | Identify members of staff who are interested in GE / engaged in good practice.  Research good practice in GE in education, including training available (online and face-to-face). | Encourage staff to support GE Coordinator in development of staff training and sharing good practice.  Support staff who want to access GE training / obtain qualifications in GE. | Create school/kindergarten learning community to share good practice in GE. | Encourage staff to share learning beyond their own school/kindergarten. |
| School/  kindergarten Policies | School/kindergarten | To what extent is GE represented in school/kindergarten policies? | Discuss school/kindergarten policies and how they relate to GE.  Seek examples of good practice. | Develop a GE policy.  Review all policies for how they relate to GE. | Amend all policies in the light of overall GE policy.  Share GE policy with parents/carers and wider community. | Ensure ongoing review of GE policy and all school/kindergarten policies relating to GE.  Involve students, parents/carers and wider community in reviewing process. |
|  | School/kindergarten staff and teaching | To what extent are staff involved in the development of gender equality in school/kindergarten policies? | Encourage staff to discuss school/kindergarten policies and how they relate to GE.  Encourage staff to assist with identifying good practice. | Ensure staff assist with development of school/kindergarten GE policy.  Staff review all policies for how they relate to GE.  Create a child-friendly policy. | Ensure staff amend all policies in the light of overall GE policy. | Ensure staff are part of ongoing GE policy reviews. |
|  | Students and Learning | To what extent are students involved in the development of GE in school/kindergarten policies? | Enable students to discuss school/kindergarten policies and how they relate to GE.  Enable students to assist with identifying good practice. | Involve students in development of school/kindergarten GE policy.  Involve students in review of all policies for how they relate to GE. | Amend all policies in the light of overall GE policy with help of students. | Involve students in ongoing GE policy reviews. |