

Gender Equity Tip Sheet

Behaviors of the Nonbiased Educator

Attitude — takes the idea of equality seriously; for example, does not denigrate men or women or joke about their abilities, roles, characteristics, and so forth.

Language — uses nonsexist language.

Generalizations — avoids generalizations that refer to gender; for example, “you drive like a woman” or “you think like a man.”

Facts — uses accurate, factual knowledge about the current economic and legal status of women and men.

Comparisons — avoids comparisons of teachers or students based on gender; for example, would not say, “women cannot discipline students as well as men can,” or “the girls are working harder than the boys.”

Values — reinforces the expression of values from teachers and students so that both males and females can express assertiveness or gentleness.

Model — acts as a model of nonsexist behavior by performing activities traditionally thought to be done by the other sex; for example, males offer coffee and refreshments at meetings; females conduct maintenance inspections, or move tables and chairs.

Careers — publicly acknowledges the appropriateness of a wide range of career choices, interests and roles for both sexes.

Student Activities — recommends all school activities to both boys and girls; does not expect girls to have typically feminine interests and boys to have typically masculine interests.

Recognition of Achievement — gives equal attention to the academic and extracurricular achievements of both sexes; for example, recognizes the athletic achievements or community service of both girls and boys.

Academic Expectations — has the same expectations for academic achievement for boys as for girls; for example, does not expect girls usually to excel in verbal skills and boys usually to excel in mathematics.

Expression of Emotions — permits females and males to show their emotions without regard to gender so long as such behavior is within school rules.

Nonsexist Student Behavior — Requires student of both sexes to treat each other as equals; for example, does not allow sexist remarks by students to go unchallenged.

Behavior Expectations/Student Discipline — expects the same behavior from all students and reinforces the standards for discipline without regard to sex; for example, does not treat girls who are fighting differently than boys who are fighting.

Student Duties — assigns boys and girls to school duties and responsibilities on the basis of ability rather than gender; for example, both sexes help in the office, deliver messages, or carry equipment or supplies.

Source: Adapted from Cooperative Educational Service Agency for the Wisconsin Model for Sex Equity in Career and Vocational Education, Wisconsin Department of Public Information