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Specifically, the English Classroom

Throughout Canada

* Ontario = Grade 3 & 6 testing in math and reading showed, "...persistent and glaring discrepancies in achievements and attitudes between boys and girls." (O'Neill, 2000)
* British Columbia = standardized testing indicates that girls outperform boys at all levels of reading and writing
* Alberta = testing shows that girls, "...significantly outperform boys on reading and writing tests, while almost matching them in math and science." (O'Neill, 2000)

Gender Inequality in the Classroom:

Andre

Ian

Jordan

Wafiyyah

**Critical Literacy Classroom Activities:**

* Venn diagram to compare characteristics in traditional & cotemporary fairy tales
* Compare jobs in literature & follow-up with discussions of real life
* Compare literature aimed at different sexes & then write a journal entry on the features of both

**Key Issues:**

* Under representation of female authors
	+ 5 out of 82 texts
* Gender stereotypes
	+ Male characters outnumber female
	+ Stereotypical roles and occupations (e.g. indoor vs. outdoor)
* ‘So, we learn differently?’
	+ Neurologically vs. environment
	+ Earlier onset of vocab for girls & effective communication skills at a younger age.
	+ Preferences of genre
		- Girls = human dynamics vs. Boys = engagement & excitement
		- Girls prefer narrative fiction
		- Boys prefer wider variety of genres & a broader range of topics
* ‘We read differently?’
	+ Read for different purposes
		- Utilitarian vs. Intrinsic Pleasure
* Communicate messages that justify social inequalities
	+ Cultural values that transmit ideologies
	+ Gender representations are often sexist, especially gender asymmetry in children’s literature
* We aim to conform to the stereotypes presented to us
* Teachers must….
	+ Provide skills to deconstruct text
		- Identify unjust messages & justify inequitable power relationships
	+ Consider the purpose of the text
	+ Examine representation
	+ Analyze methods
	+ Consider the power of language use

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Our Research Suggests…… Our Research Suggests……

What Can We Do?

