



Self-audit: Strategies for increasing girls' participation in level 3 mathematics

Strategy	Already do this	Could try this	Not right for us
Arrange for girls to attend an enrichment event aimed at promoting the opportunities provided by level 3 maths.			
Create displays or organise events that promote maths as being a subject for <i>all</i> students. Ensure equal gender representation in displays/resources that provide information about success stories in STEM industries. Try to ensure that a wide range of abilities are represented, so that maths is not perceived as an 'elite' subject.			
Ensure that promotional information about level 3 maths courses makes explicit links to the utility of the subjects for a wide range of future study and career options, including degrees in subjects such as biology, geography and social sciences.			
Persuade colleagues in quantitative subjects to be explicit with students about the benefits of taking a level 3 maths qualification alongside their subject at A level. Complement this by putting up displays in the Maths Department about the maths used in, for example, A level Psychology.			
If using competition as a teaching technique, experiment with team based approaches or competitions that can be completed over an extended time period, rather than focusing on rewarding processing speed. An example might be a competition to design a poster that promotes/explains an area of maths.			
Organise lunchtime or afterschool revision/extension groups. Research suggests that girls often prefer the chance to discuss their ideas away from the pressure of a classroom situation in which confident boys may dominate.			
Set up a peer mentoring/tutoring scheme, where students currently taking mathematical level 3 courses can act as role models to students in younger year groups; approach girls to encourage them to participate.			

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<p>Introduce extension material (or even an additional qualification such as the AQA Level 2 Certificate in Further Mathematics) alongside GCSE courses, to enable GCSE students to experience A level style work. Research suggests that all students, but girls in particular, value the opportunity to evaluate their interest and find out how they might cope with a new course before making a commitment.</p>			
<p>Proactively make contact with parents/carers of girls with the potential to take level 3 maths. Research suggests that girls often lack self-belief and are more likely to respond positively to the encouragement of adults such as teachers and parents.</p>			
<p>Encourage teachers in the Maths Department (and beyond?) to take a test to evaluate their own levels of unconscious bias, to promote self-reflection, inform practice and raise the profile of gender issues. A possible option is a study on implicit association being run by Harvard University (https://implicit.harvard.edu/implicit/takeatest.html).</p>			