

Delivery and Assessment Practice

Monash University, as a strategic partner in the development of the Course in Gender Equity, has been responsible for conducting desktop research into the appropriate pedagogical approaches required to teach a Course in Gender Equity. This research has informed the development of the units along with development of the delivery and assessment practices. This research will also inform the broader teaching practices to be adopted by practitioners in the delivery of the Course in Gender Equity, and will be made available to potential teaching staff.

Four practice perspectives have been identified as appropriate in the delivery of a Course in Gender Equity

1. the Integrated Behavioural Model which outlines perspectives on practice to achieve behavioural change
2. Theory of Social Cognition which outlines a framework for practice so that teaching increases desired behaviours as learners go through an internal process that consciously informs the manner in which people interact
3. Perspective Transformation and Critical Reflection which outlines principles of practice that build a critically reflective orientation in individuals and groups and which propels people to transform perspectives or their actions
4. An Intersectional framework for educational practice that sits at the core of the gender equity units of competency

It is proposed that the combination of these ideas strongly position educators and educational leaders to guide adult learners to question gender norms and practices, experienced individually and socially, and the personal and professional values that influence practice. This approach is seeking to achieve transformation of peoples' 'hands', 'hearts' and 'minds'. By this we mean, gender units of competency rest on transforming participants' practice, values and understanding and, their capacity to achieve this with others whom they may work with – it is a richer form of competency.

These are presented in the following structure:

- A. **Practice contexts** in which educational practice is situated
- B. **Practice perspectives** to inform the teaching, learning and assessment practices that may effectively be used to achieve learning outcomes
- C. **Practice strategies** which present approaches to orient and guide teaching and learning practice

Practices supporting teaching and learning in gender equity

Practice contexts	Understanding what comprises competence Understanding the ecological system which shapes individual interaction
Practice perspectives	Integrated Behaviour Model Theory of Social Cognition Perspective Transformation and Critical Reflection Intersectionality
Practice strategies	Pedagogy of Discomfort Narrative Problem-based Learning Working on and with gender online

These contexts, perspectives and strategies have been used to inform the delivery mode and assessment strategies developed for the Course in Gender Equity.

Source: Clemans, A., Gleeson, J., Komarzynski, L. & Subban, P. (2019) *Supporting Teaching and Learning of Gender Equity Units of Competency*, Monash University, Melbourne