Building Gender Equity in Nontraditional Careers: A Focus on Mindset

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Name

Role

School

CWEALF
CONNECTICUT WOMEN'S EDUCATION AND LEGAL FUND

Why equity matters in CTE

Root causes of inequities in nontraditional fields

- Education
- Career information
- Family
- Internal/individual
- Societal

Scientists estimate that we are exposed to as many as **11 million** pieces of information at any one time and yet our brains can only functionally deal with 40 or so.

Self-Assessment Time

What is one thing that you wrote that you think would influence your perceptions in a school setting?

Microaggressions
in high school

Microaggressions =

Everyday verbal, nonverbal and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.

Priming

Priming =

External stimuli subconsciously prompt individuals to recognize, and conform to, negative stereotypes

Addressing Unconscious Bias in the Classroom

1. Build an awareness of one's own biases without shaming or blaming
2. Develop an awareness of the shared psychological basis for UB
3. Evaluate individuals based on their own unique attributes and not through their group membership
4. Consider data in the classroom: Who do you call on, and how often? How do you seat students, or group them? Are you treating everybody the same when it comes to homework?
5. Encourage empathy and perspective-taking
6. Build partnerships and teams that reduce out-group status

"Failure is an opportunity to grow"

GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try new things"

"Failure is the limit of my abilities"

FIXED MINDSET

"I'm either good at it or I'm not"

"My abilities are unchanging"

"I don't like to be challenged"

"I can either do it, or I can't"

"My potential is predetermined"

"When I'm frustrated, I give up"

"Feedback and criticism are personal"

"I stick to what I know"

Mindsets cause differences in student behavior and outcomes by shaping:

- Student goals (whether they are eager to learn or whether they care more about looking smart)
- Student beliefs about effort (whether effort is required to grow or whether effort signals a lack of talent)
- Student attributions for setbacks (whether a setback is viewed as a need to work harder and find new strategies or whether it means the student is "dumb")
- Student learning strategies (whether students work harder or whether they give up, cheat, or become defensive)

Growth Mindset for Educator Teams

www.mindsetkit.org

- About Growth Mindset
- Teaching a Growth Mindset
- Praise the Process, not the Person
- Celebrate Mistakes

Sign up with CWEALF for:

- One-on-one consultation on strategies for non-traditional recruitment and retention
- Workshops for teachers/guidance counselors on strategies/techniques
- Career awareness panels @ your school with community professionals in non-traditional fields

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