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Creating a Culture of Girls Engaging with STEM: Beginning Early, Mentoring & Careers Advice

Despite girls performing equally well as boys in STEM learning measures, a complex range of social and cultural influences discourage girls from pursuing STEM, operating from a very early age.

These social and cultural factors operate to influence the construction of girls' gendered identity and, with that, social expectations of their place within STEM. The 2020 version of the Invergowrie STEM Report focuses on three topics that are important to girls in STEM: early childhood and primary education, mentoring and role modelling, and careers advice. For each of these issues, a review of recent initiatives and research internationally was undertaken to identify enablers and barriers. To complement the information in the literature and on websites, we used data from interviews with local stakeholders.

This workshop will provide a summary of the main findings on these three topics and possible ways forward. Participants will have the opportunity to reflect on how spheres of influence play out at their school, how mentoring opportunities can be embedded, and where careers advice might be relevant across a child's schooling.