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## Enabling Visibility –Strengthening Science Identity: Insights from Teacher Education for Gender-Sensitive Physics Teaching

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How can physics education be designed to increase the visibility of women physicists and support the development of a positive science identity among female students? In a higher education seminar for (prospective) physics teachers, theoretical foundations, teaching materials, and didactic strategies were explored and reflected upon with a focus on gender equity in physics. This poster presents the structure and core content of the seminar, showcases selected teaching resources, and highlights key reflections and perspectives shared by the participants. Central themes include the role of representation, the challenge of breaking down stereotypes, and practical ideas for classroom implementation. The poster aims to demonstrate the potential of teacher education for fostering a more inclusive and diversity-aware physics classroom –and invites further discussion on how to support science identity development for all learners.

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