Abstracts: Gender and Education Association Conference 2015

## Thursday 25 June

**9.00-11.00 (William Morris Lecture Theatre)**

Gender, social justice and education: North and South

Gender Agendas: Resisting the conceptual simplification of gender in international education policy and research.

**Convened by Charlotte Nussey**

This symposium questions the space which gender holds as a political construct in shaping international education policy and research agendas. Gender is firmly on the international agenda, an integral part of the international development lexicon in both the MDG and the post-2015 EFA and SDG (Sustainable Development Goals) frameworks, and is a key term for accessing research funding. But as a construct many commentators acknowledge that it is increasingly slippery, and can often become disassociated from feminist activism and work towards social justice on the ground.

The symposium brings together four interconnected papers drawn from international qualitative research into gender and education. These papers raise questions around ways that gender agendas in policy shape what 'gender' can mean, and the various ways that it can be co-opted or deployed with or against the grain of feminist concerns. Education gender policies often 'target' women and girls, focusing on goals of increasing access and participation; responsibility for equality thus becomes located with women and girls, which obscures structures of inequality, violence and misogyny, and can open the field for co-optation. However, these processes can also produce fertile ground for new subject positions and resistances. This symposium will question which forms of gender research or policy and programming might sink or swim in current climates, and how different actors are led into reproducing, constraining and/or resisting 'gender agendas'.

**Keywords:** gender agenda; international education; subjectivity; discourse; marginalisation; social justice

**Gender-without-feminism agendas: The discursive positioning of gender in international academic feminism**

**Emily F. Henderson, UCL, Institute of Education**

There are ongoing debates in academic feminism about the notion of ‘gender without feminism’ (Pereira, 2012; Henderson, forthcoming), where the concept of gender is used in both research and policy as an apolitical construct. Although ‘gender’ is the term that alludes to the mainstreaming of feminist concerns in the international education policy arena, ‘gender’ is also the term that is held as responsible for the emptying out of the feminist agenda. As such, so-called gender researchers often have an ambivalent relationship with the term that designates their field. The conceptual work that gender can do is therefore limited both by the simplification of the term for policy and mainstream research purposes *and* the disengagement from signification work by academic feminists. Drawing on empirical material from interview and ethnographic research conducted at three national women’s studies conferences (India, UK, US), this paper analyses the discursive positioning of gender within feminist academic research.

**Emily F. Henderson** is a doctoral candidate at the UCL Institute of Education, funded by the ESRC. She is researching manifestations and interpretations of gender in international Higher Education. Emily has published a number of journal articles on feminism and gender in Higher Education. Her first book, *Gender pedagogy: Teaching, Learning and Tracing Gender in Higher Education*, appears in the Palgrave ‘Gender and Education’ series in 2015.

**Troubling one size fits all solutions to gender violence in schools**

**Jenny Parkes, UCL, Institute of Education**

This paper will critique the de-contextualising imperatives of the quest for one-size-fits all solutions to concerns about gender and violence. While welcoming the global policy concerns to understand ‘what works’ to address gender based violence in and around schools, current attempts to measure, monitor and evaluate tend to distill acts of and responses to violence from the contexts in which they are produced, and, in the process, from the connections with gender identities and performances in specific settings. Through reflecting on empirical data from surveys and focus groups with girls in Kenya, Ghana and Mozambique, I will discuss how the different types of data produce different understandings about gender violence. My analysis signals the need to understand how changing material and discursive contexts influence the dynamics of gender, sex and violence and I will conclude by considering the implications for educational interventions.

**Jenny Parkes** is a Reader in Education at the UCL Institute of Education. Her research is concerned with gender violence and young people, and she has coordinated studies in Kenya, Ghana, Mozambique, South Africa and the UK. Her edited book *Gender Violence in Poverty Contexts: the Educational Challenge* will be published by Routledge in early 2015.

**A fragile position? Resistance in the performances of gendered 'marginalisation' by rural South African women**

**Charlotte Nussey, UCL, Institute of Education**

Women in South Africa might be seen to hold fragile and sometimes contradictory social positions: black women in South Africa are more likely than men to be illiterate (GHS 2009), be HIV positive, and be subject to extremely high levels of gendered violence (Jewkes et al., 2010). Yet as there is increasing recognition of the intersectional feminisation of racialised poverty and inequality in South Africa, women are often 'targeted' in programmatic interventions and social protection programmes such as child support grants (Patel, 2012). This paper engages with extensive qualitative fieldwork conducted with 'illiterate' rural women in South Africa from 2012-2014. In this paper I question the performance of the fragile subject position of being a marginalised woman intersectionally, exploring how 'marginalised' operated both as an troubling signifier that at times offered protection but at others was performed and resisted in ways that imbued the position with new meanings.

**Charlotte Nussey** is a doctoral candidate at the UCL Institute of Education, funded through a Bloomsbury scholarship. Her doctoral research looks at performances of gender and violence in an adult education intervention in rural KwaZulu-Natal, South Africa. A chapter she has written on adult education has been published in the volume *Education and International Development: Practice, Policy and Research*, edited by Tristan McCowan & Elaine Unterhalter.

**The multipolar dimensions of gender and girls’ schooling: contradictions and contestations**

**Elaine Unterhalter, UCL, Institute of Education**

This paper seeks to identify the emergence of a multipolar space regarding international development in the last ten years that stands between agendas associated with human rights and basic needs, security, the environmental agenda, and responses to the 2008 financial crisis. In this environment, gender and schooling, notably issues associated with girls’ access to school, have come to occupy a particular resonant space, signaling both an end to all development ills, and the dissolution of differences between, for example, the state and the private sector, equality oriented NGOs and those linked with profit. The paper discusses struggles over key terms associated with this process –empowerment, efficiency and effectiveness – with gender issues in education operating both as a social justice project *and* to sanction or sanitise relations of commodification, exploitation or continued inequalities. The paper reflects on the implications for international Declarations on Education for All and the Sustainable development Goals.

**Elaine Unterhalter** is Professor of Education & International Development at the UCL Institute of Education. She has written a number of books, chapters and journal articles on gender, education and international development, and has coordinated research projects on gender and schooling in South Africa, Kenya, Tanzania, Nigeria and Ghana.

**9.00-11.00 (Gilbert Scott Lecture Theatre)**

Pedagogy, Power and the Curriculum

***Extending the Reach of Critical Pedagogy***

**Widening Participation in BA Developmental Psychology Courses:**

**A Theory-based Intervention**

**Michalis Kontopodis, Marta Jackowska & Christine Becker-Hardt**

**University of Roehampton, University of Roehampton and Free University Berlin**

Traditionally students entering Higher Education (HE) in countries such as UK were a homogenous group largely consisting of white, middle-class young adults. The cultural, ethnic and socio-economic characteristics of HE students in UK have changed dramatically, but the curriculum of undergraduate studies in Education & Psychology remains dominated and informed by theories and research conducted by white and predominately male scholars. Since May ‘68 critical psychologists have studied and deconstructed the theory and history of psychology in this regard and suggested alternative ways of teaching as well as of doing psychology. Taking all this under consideration, first year education students were asked, as part of their developmental psychology module, to reflect on the histories, contexts and limitations of classic developmental psychological theories as well as to learn about Mariane Hedegaard’s Cultural-Historic Approach to Children’s Development of Multiple Cultural Identities. In turn, two focus groups were conducted as to explore the students’ attitudes towards these topics and approach, as well as their perceptions of what should be included in the developmental psychology curriculum in general. The purposive sample consisted of students from diverse ethnic and cultural backgrounds, and included mature students, some of whom were parents. The questions were open with a minimal probing from the interviewer as to avoid leading questions and to facilitate a debate between the focus groups’ participants. The qualitative analysis of the group discussions reveals the students’ implicit understandings on culture, gender and identity and their (potential) relevance for teaching and learning about child development. It thus re-opens the discussion about widening participation in developmental psychology BA courses.

**Keywords**: identity, teaching psychology, case study, critical developmental theories

**Dr. Michalis Kontopodis**’s background comprises psychology, educational science and cultural anthropology. He accomplished his PhD at the Free University Berlin and is currently a Senior Lecturer in Education Studies at the Faculty of Education, University of Roehampton in London. His book "Neoliberalism, Pedagogy and Human Development" has recently been published as a paperback (second edition) with Routledge. For detailed information and access to publications, visit: <http://mkontopodis.wordpress.com/>

**Dr. Marta Jackowska** has a PhD in Health Psychology from University College London. She is a Lecturer in Psychology at the School of Psychology, University of Roehampton. Dr Jackowska's interests primarily concern the psychological aspects of sleep but she is also interested in exploring different approaches to teaching and learning psychology in Higher Education.

**Christine Becker-Hardt** is an MA student in Childhood Studies and Children's Rights at FU Berlin and the UCL Institute of Education. She is interested in the influence of curricula on educational inequality in industrialized countries and in the links between habitus and educational participation.

The enactment of power within ‘didactical contracts’ of classroom teaching

**Anna Danielsson, Malena Lidor, Maria Berge Uppsala University, Uppsala University, Umeå University**

This paper reports on an empirical exploration of the constitution of power and knowledge in science and technology classrooms. A deepened examination of the teaching of science and technology is partly motivated by these subjects high status in society, how they are portrayed as crucial both for the individual, in order to function in an increasingly technologically advanced society, and for the society at large, while finding it increasingly difficult to attract interest among the youth . We are interested in how (instances of) teacher-student interaction can be understood as simultaneously contributing to meaning making and producing power relations. The empirical design is based on a purposive sampling of classrooms. The paper draws on three video recorded case studies of physics and technology teaching, with students in the ages 14-17. The analysis is focused on how actions initiated by the teachers (analysed in terms of epistemological moves (Lidar et al. 2006)) and the responses to these actions are functional in constituting a ‘didactical contract’ (Brousseau & Warfield 1999). In our paper we contrast the didactical contracts for the three studied classrooms, and discuss how power relations must be understood as integral to these contracts. Furthermore, a key concern in the analysis is to take the situatedness of the studied classroom seriously, by theoretically and empirically acknowledging that these classrooms are by no means isolated from surrounding structural factors (e.g. gendered disciplinary and societal norms). How to address this concern is something we are keen to discuss during the conference.

**Keywords:** technology education, science education, class-room study, power relations, didactical contract

**Anna T. Danielsson** is Reader in Education at Uppsala University. Her research interests are centred around issues of identity, gender, and power in science education.

**Malena Lidar** is Assistant Professor in Education at Uppsala University. Her research is primarily concerned with issues of teaching and learning in science education, with a focus on the selection of teaching content in relation to standardised assessment.

**Maria Berge** works as a researcher at the Department of Science and Mathematics Education, Umeå University. Her research interests are centred around interactional patterns when learning together in science and technology education.

Teaching about the ‘Pink Holocaust’ in an Icelandic Upper Secondary School Classroom: A Queer Counter-Space?

**Jón Ingvar Kjaran, Ingólfur Ásgeir Jóhannesson**

**University of Iceland**

Studies have shown that the dominant discourse within schools tends to be heteronormative and that LGBTQ students may feel or experience themselves marginalized. Furthermore, textbooks and curricula rarely address LGBTQ issues and topics (see Blackburn 2011; Ferfolja 2007). In Iceland, a new National Curriculum Guide for pre-, compulsory and upper secondary schools was released in 2011. It provides the option to offer queer theory as a resource for teaching about queer topics and potentially as a specific course.

This study is about the ways in which queer studies can provide a queer space, a kind of a counter-space. Our conception of the queer counter-space is drawn from Foucault’s *heterotopia* – the space of the other – which he uses to describe places and spaces that function in non-hegemonic conditions, outside the traditionally normative or dominant institutional spaces of power (Foucault 1984) – and Fraser’s concept of the *counter-publics* (Fraser, 1990).

We use the concepts of heterotopia and counter-publics to explore how queer counter-spaces were formed by teaching about queer history in one upper secondary school in Iceland. The data is drawn from an ethnographic study about a two-week long seminar about the so-called ‘pink holocaust’ was offered to different groups of students during two school terms. Moreover, interviews were taken with gay male students in the first group, who experienced the course as liberating and increasing their safety and the feeling of being included. The course had thus some disruptive effects, in the sense that it queered the hegemonic discourse of gender and sexuality and thus created a queer counter-space.

**Keywords:** LGBTQ youth, queer theory, curriculum, education policy, gender, sexuality.

**Jón Ingvar Kjaran**, researcher/lecturer at the University of Iceland, School of Education. His main fields include in education theory and policy, queer and gender studies within education. He is currently working on a book on LGBTQ youth in Iceland, which will be published at Palgrave Macmillan, in the book series Queer studies and Education.

**Ingólfur Ásgeir Jóhannesson** is a professor of education at the University of Iceland. His main fields include education policy, curriculum, upper secondary schools, and gender and education.

Parochialism and Patriarchy: Teaching Gender Studies in a

Catholic High School

**Maggie Doyle Ervin**

**Nerinx High School, Missouri**

Problems arise when teaching a college credit gender studies course at a Catholic high school in the United States.  Such dual credit courses are ubiquitous, and they frequently involve the mastery of complex material for the high school students.  This presents challenges, but the challenges are exponentially compounded when teaching material that opposes the religious authority and doctrines of the school. How one contends with viewpoints from feminist theorists such as bell hooks and Judith Butler when confronted with Pope Francis’s statements on “radical feminism” is in question. What unfolds is the navigation of a series of pedagogical tightrope acts. Further difficulties ensue when one considers a lack of tenure for the teachers at many parochial high schools, and the fact that parochial high schools are not bound to the antidiscrimination laws that public high schools enjoy. What then takes place is a microcosmic example of the power dynamics that the discipline seeks to dismantle. Irony abounds.

**Keywords:** pedagogy, high school, parochial, academic freedom, Catholicism, Gender Studies

**Maggie Doyle Ervin** has spent the last 13 years working in education, with a background including a mix of administrative and teaching roles.  Her graduate research focused on Irish Studies, and her research interests lie in exploring representations of female protagonists in Irish fiction, specifically in the novels of Edna O'Brien.  Additionally, she is interested in Gender Studies pedagogy. For the past six years, Maggie has taught at a private, all girls school in Webster Groves, MO, where she currently teaches Irish Women Writers, Gender Studies, U.S. Lit, Creative Writing, and World Literature.

Teaching and Learning about Sex, Gender and Gender-based Violence in South African High Schools: Barriers, Prospects and Possibilities

**Talia Meer and Kelley Moult**

**University of KwaZulu Natal, University of Cape Town**

Research shows that South African youth are sexually active relatively early, and also experience high levels of gender-based violence. However, research also shows that youth are seldom given credible, robust education on these difficult issues. Based on in-depth individual and focus group interviews with teachers, learners and parents about how such education takes place, this paper presents a nuanced account of the barriers to school-based education on sexuality, gender and gender-based violence, in South Africa. Findings show that the school subject area in which these ‘taboo topics’ are covered has low legitimacy among teachers and learners; that teachers’ roles within the rigid school hierarchy and their existing pedagogies are inconsistent with developing rapport with learners necessary for teaching these sensitive topics; that teachers’ willingness to engage on these issues is personality dependent and shaped by their own gendered histories; and that accessible nuanced teaching resources on these topics is lacking. This poses serious challenges for emancipatory feminist teaching on gender, sexuality and violence, which may be stymied by teachers’ own discomfort with these issues, and met with learner 'resistance', where the break with teachers’ traditional and accepted roles and pedagogical approaches is too jarring. This paper contends that comprehensive, plain language teaching resources about gender, sexuality and violence are essential for bridging the gap between teachers and learners and reducing the barriers inherent in putting teachers at the forefront of such teaching in South African schools.

**Keywords:** gender, sexuality, gender-based violence, teachers, schools, South Africa

**Talia Meer** completed a BA in Political Science at the University of KwaZulu Natal, South Africa in 2007, and an MA in Development Studies at Dalhousie University, Canada in 2010. In 2011 she started as researcher at the University of Cape Town’s Gender, Health & Justice Research Unit – an interdisciplinary unit focusing on evidence-informed advocacy at the intersections of gender, the criminal justice and health systems. In the last four years her work has involved public health and criminal justice responses to survivors of sexual assault – including survivors with intellectual and psychosocial disabilities, and sexuality and gender-based violence education. She recently concluded a three-year project that investigated how learners gain information about sexuality, relationships and violence, and co-developed a curriculum to address some of the gaps in information to teenagers in the school context. In 2015 Talia will begin full time doctoral studies at UCT’s Department of Sociology.

**Kelley Moult** holds a PhD in Justice, Law and Society from the American University in Washington, DC. She holds an MA in Criminal Justice from the George Washington University, and an undergraduate degree in Criminology from the University of Cape Town. Kelley is a founder member of the Gender, Health and Justice Research Unit. She has previously worked at the Institute of Criminology at UCT, George Washington and American Universities in DC, and at the National Institute of Justice, the research arm of the United States Department of Justice. She has been a Fulbright Fellow, and was the recipient of the Neil and Anne Kerwin Dissertation Fellowship. Her areas of interest are feminist criminology, gender-based violence and policy, domestic homicide, and the intersection of traditional and Western justice systems in terms of these issues. At present she works on sexual and reproductive rights, and education for youth in South Africa.

**9.00-11.00 (G070)**

Power in the Academy

Creating Anti-Oppressive Spaces within the Neoliberal Diversity Regime: Doing Critical Pedagogy in University Classrooms”

**Convened by Nicole S Bernhardt**

As educators engaged in critical pedagogy and anti-racist feminism, we propose this symposia to discuss how our teaching practices in higher education are informed by relations of power and difference. The intimate spaces of the classroom can provide students with opportunities to challenge oppressive, hegemonic norms that often inform their engagement with material and their interactions in the classroom. Whereas engaging in these conversations is always risky, it is particularly challenging under current neoliberal diversity regimes which depoliticize difference (Ahmed, 2012; Bilge, 2013; Erel et al., 2003; Ferguson, 2012) and thereby impede engagement in these conversations, while enabling the reproduction of oppressions in our teaching environments. We use intersectionality in our teaching practices as a way to attend to students’ and our own positionality. We treat difference as salient but not epistemologically determinative, and promote classroom communities that do not conflate social location, identity and values (Yuval-Davis, 2010), but instead recognize how differently situated voices may be jointly committed to anti-oppressive education.

In our individual contributions, we describe the specific practices we use within our English-Canadian context to elicit student reflection upon, and discussion of, difference and oppression. Cognizant not only of students’ potential identification within current power relations, but also our own, these practices involve attentiveness to the work of sorting through and challenging taken-for-granted understandings of personal experience (see Berlak, 2005; Chapman, 2013; hooks, 2010; Lagan et al., 2007). We hope this symposia will provide opportunities for critical reflection and discussion about disrupting intersecting systems of oppression in higher education.

**Key words:** critical pedagogy; intersectionality; neoliberalism; anti-oppression; diversity

We are members of the ‘Equity Reading Group,’ which formed after a teaching development workshop at York University, Toronto, Canada. We share an interest in understanding how power and equality operate in the classroom. The Equity Reading Group joins together various disciplines, including Gender, Feminist & Women’s Studies, Political Science and Sociology, to discuss issues of intersecting oppressions as they relate to Higher Education. Our shared understanding of education is informed by anti-racist feminist literatures, in particular bell hook's work on critical pedagogy, and a commitment to fostering democratic and engaged classrooms.

**Intersectionality as Critical Pedagogy**

**Elena Chou, York University, Toronto**

Drawing from the work of bell hooks (1984, 1994, 2010) on critical pedagogy, intersectionality and the potentiality of classrooms as liberatory spaces, I discuss how I use intersectionality as a pedagogical tool to get my students to think critically and reflexively about the various intersecting systems of oppression that shape their lives.  I encourage students to not only share their personal experiences, but more importantly to try to get them to link these experiences as much as possible to concepts and theories from course material in order to provide them with the tools to analyze the power relations – be they socio-economic, political or epistemological - that produce their social world. My role is to help facilitate their own learning and to help them become critical consumers and producers of knowledge in an increasingly neoliberal learning environment.

**Elena Chou** is a Ph.D candidate in the Department of Sociology at York University. Her areas of research interest focus on the intersections between “race” and racialization, identity and representation, cultural studies and media and popular culture, particularly as they pertain to the identity and representation of the Asian diaspora specifically in Canada, but also more generally in white settler and other immigrant receiving societies.

**Storying power and pedagogy**

**Sandra Smele, York University, Toronto**

In her most recent reflections on pedagogy, bell hooks affirms “that there is indeed a place in the learning process for telling one’s personal story” (2010, p. 55). Her support for this practice is not without qualification, however, given the possibility of its reduction to exhibitionist confessional speech. Other anti-racist feminist scholars also point to challenges related to their pedagogies of personal storytelling, including the essentialization of subject positions, student resistance to this ‘non-academic’ practice, and the significant risks oppressed groups face when sharing their stories with passive, disengaged listeners. In this presentation, I discuss how I navigate the pedagogical possibilities of personal storytelling according to the ideal of working towards new relations of power and difference in the classroom. In particular, I focus on the pedagogical and power-disrupting effects of my own engagement in personal storytelling, a practice that hooks recognizes as fundamental to building a learning community.

**Sandra Smele** is a PhD candidate in the Sociology department at York University. Her research follows an ecological epistemology to analyse the experience and relations of those living and working in group homes for adults identified as developmentally disabled.

**The affect of "feeling oppression/privilege": feminist politics of emotion in teaching and learning in neoliberal higher education**

**Pat Breton, York University, Toronto**

With the rise of neoliberalism in western education, critical knowledge production in university classrooms is increasingly depoliticized. Market fundamentalism in universities promotes safe classroom spaces, where dissent and discomfort in learning is less valued and tolerated.  Feminist, anti-racist pedagogies endorse the risky, often emotional work of challenging the intersectional oppressions/privileges of race, class, gender, and sexuality in the classroom and beyond. The visceral responses of students to anti-oppression education in classroom learning often present pedagogical challenges to educators, particularly precariously employed teachers. Drawing from my own teaching experiences within the Canadian educational context, this paper examines affect/emotion in the classroom to argue for the transformational politics of a feminist praxis of emotion in teaching and learning about social injustice.

**Pat Breton** is a PhD Candidate in Gender, Feminist, and Women’s Studies at York University, Toronto Canada. Her research interests are feminist political economy, maternal/child welfare in Ontario and violence against women. Over the last fifteen years, Pat has been involved as an activist in the violence against women sector. Other research interests include feminist anti-oppression pedagogy and emotion/affect in teaching and learning. Her work has been published in the journal  MIRCI (Motherhood Initiative for Research and Community Initiative) and the edited work, “ Mothering in the Age of Neoliberalism”.

**Learning from the Margins – Teaching Anti-racist feminist research**

**Rehanna Siew Sarju, York University, Toronto**

Using an Anti-Racist Feminist (ARF) framework, this paper considers how critical research can be an effective teaching and learning tool in light of neoliberal values of diversity. Specifically, ARF allows for discussions on power and difference, as standpoint theory asks students to consider how their subjectivity and that of others, inform the social world. Participatory Action Research and narratives are two research designs considered in this paper for their ability to grapple with issues of difference, intersectionality, and voice. ARF moreover allows marginalized knowledge to be at the centre of analysis, as students consider how difference operates in various socio-cultural, political, economic, and historical contexts. Thus, to engage with students, educators must grapple with how macro-level processes connect to everyday realties, as the classroom is not only a space in which concepts are learned but a space where we become agents of reinvention and social change.

**Rehanna Siew-Sarju** is a sociology PhD Candidate. Her research focuses on how Canadian immigration policies not only inform the social mobility of undocumented and refugee Trinidadians but also their representation as ‘bogus refugees.’

**To Call out or Not to Call out? Disrupting Intersecting Oppressions within the Classroom**

**Nicole S. Bernhardt, York University, Toronto**

The pressures of neoliberalism within higher education have produced an administrative impetus to “mimic corporate culture” (Giroux, 2014: 17) and appeal to students as consumers. This approach to education stands in stark contrast to community-based pedagogical anti-racist feminist frameworks that understand education as contextualized within broader social struggles to advance anti-oppression. As a precariously employed university educator, I experience this tension when I consider “calling out” students’ unreflective expressions of privilege in the interest of advancing their understandings of intersecting oppression, because this could upset these students-cum-consumers. While I am cognisant of students’ self-esteem during these conversations, I also maintain that we must be willing to risk the students’ discomfort in order to disrupt hegemonic norms. My presentation explores the possibility of treating the classroom as a disruptive and transformative space within higher educational institutions undergoing neoliberal restructuring, and considers the risks therein.

**Nicole S. Bernhardt** a Political Science PhD Candidate at York University, conducting research into the efficacy of systemic equity-driven change efforts within the framework of human rights. Nicole has presented papers and workshops on anti-racism throughout Canada as well as in France, Austria, and Australia.

**9.00-11.00 (1014)**

Teachers, Identities and Social Justice

***Storying the teaching self***

Discursive practices of gender, sexuality and educational leadership in Greek primary schools: a case study

**Emmy Papanastasiou, London Metropolitan University**

Greece is a European country in which gender equality is established by Constitution. However, despite positive initiatives and huge strides towards equalisation underpinned by legislation, there is still a long way to go until gender disparity is completely uprooted. Greek society remains largely patriarchal in its structure and customs and, as a result, stereotypical perceptions and attitudes towards gender roles persist. In other words, there appears to be a gap between the legal framework that is supposed to ensure equality and the current situation. Furthermore, even though in the rest of the Western world there is a body of research on the subject of enquiry about being a lesbian or gay teacher and about how teachers challenge homophobic behaviour and heterosexist practices this is not the case in Greece.

As part of a broader study of gender and educational leadership in Greek primary schools from a feminist constructionist point of view, this paper considers the experiences and constructions of a teacher, who self-identified as gay. Through a feminist analysis of an in depth interview with him the study discusses how he enacts, resists and reproduces dominant understandings of gender and sexuality in terms of his own identities and practices in the school context. It also discusses the possibilities, challenges and resistances that may exist in Greece for a gay teacher who may aspire to a leadership position.

It is anticipated that the results from these discussions will add to the body of literature around gender in schools and around gender and educational leadership both nationally and internationally.

**Key words:** gender, sexuality, education, Greece

**Emmy Papanastasiou** holds a Bachelors Degree in Early Childhood Education from Democritus University of Thrace, Greece, a Masters Degree in Special Needs from the University of Nottingham, an MBA in Educational Management from the University of Leicester and is currently a PhD student at London Metropolitan University. Her thesis is on Gender and educational leadership. She works as a special needs teacher in Greece.

Learning to be Froebelian: student teachers’ life histories 1952-1965

**Dr Sue Smedley, Dr Kate Hoskins**

**University of Roehampton**

Drawing on the life histories of nine women who were trained at Froebel College in the 1950s and 1960s, this paper examines the women’s narratives as Froebelian student teachers and explores their remembered constructions of their experiences. Using an analytical framework underpinned by theories of identity and language (Bakhtin, 1986, Britzman, 2003, Vygotsky, 1978), their stories are shown to shed light on the women’s engagement with and commitment to Froebelian ideas (1885, 1887, 1896) and their sense of identifying with what the college stood for. The women’s stories illustrate a version of professionalism, located in time, place and culture, which incorporates contradictory elements of self-belief and self-effacement. In reflecting on their identities as Froebelians, their stories enact an understanding of politics and advocacy which demonstrates professional autonomy. Unexpectedly, their stories also show some difficulties with articulating Froebelian principles, and instead express an emotional attachment. That emotional engagement, rather than being seen as an inadequacy, is argued to be a central strand in developing a hopeful, motivating and enabling professional workforce. Such a workforce is all the more important today, in the light of current increasing statutory pressures towards performativity, regulation and control in early childhood education and care. This paper contributes to an argument that Froebelian principles that rest on respect for children and that are non-prescriptive for practitioners, should be protected, adapted and adopted.

**Keywords:** Froebel; early childhood professionalism; women teachers; life history

**Sue Smedley** is a lecturer at the University of Roehampton, teaching a variety of undergraduate courses in education and early childhood studies. Her doctoral thesis focused on men student primary school teachers and her main interests are in early years and primary teachers’ professional identities. Prior to joining the university she worked as a primary school teacher in London.

**Kate Hoskins** is a reader in the School of Education at the University of Roehampton. She convenes an MA in Social Research Methods and also teaches undergraduate courses. Her research interests relate to the sociology of education, with a particular focus on policy, identities and inequalities.

“What was humiliating for him was appropriate for me”:

Icelandic teacher students’ earliest memories of being girls or boys.

**Thordis Thordardottir University of Iceland**

The focus in this presentation is drawn on a research project at the School of Education, University of Iceland. Teacher training students were asked to document their first memories of being girls or boys. The aim was to explore if and how young student’s memories of gender negotiations from childhood could expand the importance and impact of gender equality teaching in teacher preparation. The author hoped to find examples that would motivate teacher educators, to take gender equality into account in their teaching. In 2012, students attending teacher training programme at the School of Education, University of Iceland were asked to write freeform 300 – 450 words of their first memories of being girls or boys. Altogether 126 anecdotes were submitted by 113 females and 13 males. The data analysis was based on if and then how these memories reflected the students’ construction of gender identity as femininity or masculinity. Two thirds of the students’ anecdotes involved communications with school personnel in pre-, elementary-, and lower secondary schools. The remaining group described memories from their home life. The anecdotes involved stories of embodying and negotiating femininity and masculinity in childhood and being forced to give up activities or play considered wrong or inappropriate for the students’ gender. Some described how they gave up easily, while others tried to struggle against the pressure until they ultimately gave up. The findings indicate that schools can be powerful sites for reproducing gender inequalities in students’ identity formation processes and indicates the importance of placing a greater emphasis on more gender equality education in Icelandic schools.

**Keywords:** Gender equality, negotiating, school, memories, anecdotes, social pressure.

**Thordis Thordardottir** is an assistant professor at the University of Iceland-School of Education. She finished her Ph.D. in education studies from the University of Iceland, 2012, and M. Ed. degree in Comparative education from the Iceland University of Education, 2000, teacher licence program from the University of Iceland, 1995 and B.A. in education studies, from the same university in 1993. She finished a Diploma in educational administration and leadership, from the Social Pædagogiske Højskole in Copenhagen 1990 and graduated from the Iceland preschool teacher training College 1974. Her main research focuses on gender education and culture together with knowledge construction and meaning making in early childhood education.

Divine Inspiration: The influence of a religio-spiritual episteme on the pedagogical commitments of Judeo-Christian Black women faculty

**Kristen T. Edwards, University of Oklahoma**

In recent history there has been evidence of increased interest in issues of diversity, equity, and access in United States [U.S.] higher education (Dancy, 2010; Hurtado, 2001; Palmer & Gasman, 2008). With this relatively modern emphasis on critical examinations of difference, there remains a dearth of scholarship focused on the complexities of U.S. Black women’s experiences in higher education (Patton, 2009; Watt, 2006). While the experiences of U.S. Black women in higher education are troubling, interest in theorizing or developing practice to counter these struggles remains scant (Harley, 2008; Henry, 2008). Even less scholarship exists on the pedagogical contributions that manifest via this population’s increased presence on college campuses (Edwards, Clark, & Bryant, 2012; Patton, 2009). Rending the veil of trauma and erasure that shrouds the lived-experience of U.S. Black women academicians reveals potent tools for transformation in higher education.

This study is situated on the premise that U.S. Black women academicians can offer new tools to dismantle the “Master’s House” for the benefit of the whole academic community (Lorde, 2008, p. 49). Considering academic survival tools as mechanisms for potential benefit to the campus community, one protectant mentioned with frequency is religious faith practiced within a culturally-specific tradition (Cozart, 2010; Patton & McClure, 2009; Stewart & Lozano, 2009). The present study investigates the ways U.S. Black women faculty who self-identify as possessing strong faith commitments within Judeo-Christian denominations, particularly the U.S. Black Church, conceptualize their roles and responsibilities as faculty members and pedagogues within higher education.

**Keywords:** Race, Gender, Black/African-American Women, Higher Education, Faculty

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**Kirsten T. Edwards**, Ph.D., is Assistant Professor of Educational Leadership & Policy Studies, as well as Women’s & Gender Studies at the University of Oklahoma in Norman, Oklahoma. Her research merges philosophies of higher education, college curriculum, and pedagogy. More specifically, Dr. Edwards is interested in the ways that faith, race, gender, class, and culture impact faculty, curriculum, and pedagogy in higher education settings. Her research has additionally considered the contextual influences that shape pedagogical approaches in the study of equity, inclusion, and social justice along the educational pipeline.

Excellent Researchers and Good Teachers.

Teaching in a Research Intensive University

**Katja Jonsas, University of Roehampton**

Since 1980s and 1990s higher education policies in the United Kingdom have been influenced by new public management, consequently, university management has aligned with new managerial regimes emphasising performativity and accountability. As tuition fees have become an important source of income for universities, teaching quality has become an issue of importance. In fact, student satisfaction is one of the promotion criteria.

In this paper it is explored how teaching is perceived and experienced by academic women working in a research intensive business school in the UK. While the importance of teaching is acknowledged in the qualitative interviews conducted for this study there are implications that research is perceived as ‘the academic practice’ which provides the basis for other practices. It is suggested that teaching should coincide with research and good researchers are also likely to be good teachers.

At the same time it is acknowledged that teaching is a skill that needs to be learned, although, the learning has taken place through informal means. However, this is now changing as academic staff need to complete a certificate in teaching within the period of their probation. This in mind, this paper discusses how the academic women have gained their skills in teaching and what their experiences tell about the changes in higher education.

**Keywords:** teaching in higher education, higher education policy, academic women

**Katja Jonsas** is currently working in a European Union funded research project Universities in the Knowledge Economy (UNIKE). In her work she explores how the careers of academic women in business schools have been constructed and sustained under the conditions of new managerialism. Katja Jonsas holds a BA in Social and Cultural Anthropology from University of Helsinki and a MSc in Social Research from VU University, Amsterdam. Her research interests are gender and higher education policy.

**9.00-11.00 (2001)**

Public Pedagogies: the power of policy

***Policy and Practice: from micro to macro politics***

Leading and driving GLBTI change at schools: How schools are developing and embedding a more inclusive environment for GLBTI students and staff in Victoria, Australia.

**Robert Moolman**

**University of Melbourne**

This paper is based on the emerging data from a study into the decision making processes and change management strategies at secondary schools in Australia who have successfully developed and implemented policies with respect to gay, lesbian, bisexual, transgender or intersex (GLBTI)students and staff. The paper will focus on the roles and influence of the principals and leading teachers and examine the change management strategies that have lead to new practices supporting GLBTI students and staff. The major question that will be explored is; “*how does school management drive the change process and implementation of a more comprehensive and explicit inclusivity policy regarding lesbian, gay, bisexual, transgender or intersex students in the Australian school system?”*

Through case studies, this project is examining how ‘activist’ teachers and principals are promoting ‘equality and inclusion’ for individuals who identify as GLBTI. It will also explore effective change management strategies that benefit that group at secondary schools. Critical theory has been chosen as the conceptual lens through which to interpret and analyse the data that has been collected. This framework allows for an opportunity to examine how the ‘*power’ of school leaders can be used to influence the education setting and* how they can drive change within their own specific environments.

It is envisioned that the research could encourage the development of new GLBTI inclusivity initiatives by providing the opportunity to study and understand successful change management and implementation strategies. The research also would enable teaching practitioners and education authorities the opportunity to engage with positive stories of change and to consider effective change strategies for their own environment.

**Keywords:** change management; GLBTI; inclusion; equality; secondary school

**Robert Moolman** is currently working on a PhD at the University of Melbourne, as well as contributing to the Victorian Equal Opportunities and Human Rights Commission on their ‘*Fair go, sport!*’ program, which aims to make schools safer and more inclusive for same sex attracted and gender diverse students, primarily through sport. His field of interest and study centre around issues of leadership, change and GLBTI inclusion at schools. He was an Economics and Accounting teacher for 13 years in South Africa, before moving to Australia in 2010. His experiences as a teacher, head of department and assistant housemaster, have greatly influenced his passion for social justice and change. The opportunity to explore contemporary theory in this PhD has helped extend his understanding of the challenges and opportunities that staff and students face in current education environments.

### Increasing school’s market value by integrating symbolic capital and exploiting gendered and classed volunteering labour

**Berglind Rós Magnúsdóttir University of Iceland**

Numerous studies have examined parental involvement in schools, but few gender studies scholars have focused on how a critical mass of parents with high symbolic capital are made responsible for the market value of a school in advanced neoliberal moments. Here parenting emerges as a social practice that is regulated by equity discourses that advocate for the integration of middle-class parents and their children into “low-achieving” schools. Drawing upon Bourdieu’s theoretical ideas as well as other social class and gender scholars this paper assesses the ways in which parents’ symbolic capital and volunteering labour operates to shape notions of a valued school community. In particular, this case study focuses on the experiences of white and multi-ethnic middle-class parents, living in a small university town in the USA, who integrated into a predominantly ‘black’, ‘working-class’ elementary school community which had been labelled as a “failing”. Parental involvement was analysed through interviews with school authorities, staff and 36 parents. It moves forward to outline the gendered consequences of decreasing state responsibility to the public good which has given rise to intensified class and racial segregation between schools, increasing parental volunteering labour and in so doing reaffirm normative family structure and valorise intensive mothering and market values in education.

**Keywords:** parental involvement, parental choice, integration policy, middle-classness, volunteering labour, intensive mothering

**Berglind Rós Magnúsdóttir** (brm@hi.is) is an assistant professor at the University of Iceland, in the School of Education and completed her PhD-degree in 2014 from the University of Cambridge. Prior to her PhD studies, she worked as an adjunct and equal opportunities officer at the University of Iceland and has five years of experience as a teacher in the Icelandic compulsory education system. From 2009–2011, after having completed two years of the PhD study in Cambridge, she took up a post as a special adviser to the Minister of Education, Science and Culture in Iceland. Her main research area is on marketization and privatization in education and its effects on social justice, democracy and the social context of school communities with a special focus on the intersections of race, class, gender and disability.

Gender and queer studies in Icelandic schools – an evaluation of a national curriculum initiative

**Ingólfur Ásgeir Jóhannesson, University of Iceland**

The paper deals with how the so-called fundamental pillar of equality in the National Curriculum Guide in Iceland is likely to influence schools.

In 2011, a *National Curriculum Guide* for pre-, compulsory, and upper secondary schools in Iceland was issued. Among other things, it contains for all school levels a 10-page section about these fundamental pillars of education, cross-curricular issues that “should be evident in all educational activities and in the content of school subjects …” (p. 15). These pillars are literacy, sustainability, democracy and human rights, equality, health and welfare, and creativity. In the text about the equality pillar, gender studies and queer studies are noted as resources as well as potential course subjects.

The presentation analyzes:

1. Sections of the *National Curriculum Guide*, specific to each of the three school levels, for instance the so called *Subject Areas for the Compulsory School*, released in 2013.
2. A booklet on *Equality* – but the Ministry commissioned the writing of about 64 page booklets about each pillars.
3. Two textbooks for compulsory schools, published since 2011.
4. Interviews with a small sample of upper secondary school teachers who teach courses in gender studies (quite a few schools now offer them).
5. Observations upper secondary school classes of gender and other equality studies, derived from a data base collected in October 2013 to November 2014 by a large group of researchers.
6. Participant observations in a history class in a large upper secondary school, dealing with the so-called “Pink Holocaust”.

**Keywords:** Gender studies, queer studies, “Pink Holocaust”, curriculum, fundamental pillars of education

**Ingólfur Ásgeir Jóhannesson** is a professor of education at the University of Iceland. His main fields include education policy, curriculum, upper secondary schools, and gender and education.

The politics of gender misrecognition, feminist backlash and deracination in the era of neoliberal accountability

**Professors Wayne Martino and Goli Rezai-Rashti The University of Western Ontario**

In this presentation we focus on a critical policy analysis of gender and achievement in the Canadian context as a basis for reflecting on how critical feminist accounts of gender equity are being undermined and in fact displaced by a neoliberal regime of accountability. In fact, we examine how backlash discourses, in tandem with neoliberal forces of accountability in the education system; have resulted in a fundamental re-articulation and re-definition of what is to count as gender equity. We show how the definition of equity In the Canadian context has been redefined by economic rationality, performativity and efficiency that have resulted in further embracing a neoliberal and neoconservative articulation of gender achievement that is unable to account for the persistence of familiar structural inequalities in the education system. We illustrate how such articulations rely on a fundament politics of both deracination and erasure with regards to addressing inequities that continue to impact on visible, sexual minority and female students. The Canadian case study provides insights into the continued morphing and reinscription of discourses of gender equity that continue to be defined by neoliberal, market driven reforms which also have a role to play in igniting feminist backlash agendas. In light of this critical policy analysis we reflect on the implications and urgent need for feminist pedagogical interventions in education that are informed by both anti-racist, postcolonial, queer and trans informed epistemologies.

**Key Words**: gender achievement gap, neoliberal accountability, decracination, feminist pedagogical interventions

**Dr. Wayne Martino** is Professor of Equity and Social Justice Education in the Department of Critical Policy, Equity and Leadership Studies in the Faculty of Education at the University of Western Ontario, Canada. His books include  *So what's a boy? Addressing of masculinity and schooling* (with maria Pallotta-Chiarolli, Open University Press), *Boys and schooling: Beyond structural reform* (with Bob Lingard and Martin Mills, Palgrave), *Gendered outcasts and sexual outlaws* (with Christopher Kendall, Routledge) and *Gender, race and the politics of role modeling: The influence of male teachers* (with Goli Rezai-Rashti, Routledge).

**Goli M. Rezai-Rashti** is Professor of Education and women studies at the University of Western Ontario. Her research interests are broadly in the field of sociology of education, critical policy analysis, Globalization and postcolonial studies. Her teaching and publications focus on gender, race, class, sexuality and schooling and also the impact of neoliberal education reform on education. Professor Rezai-Rashti’s research has been published in scholarly journals such as the *American Education Research Journal, Gender and Education, Discourse: Studies in the Cultural Politics of Education, Curriculum Inquiry, International Journal of Inclusive Education and Critique: Critical Middle Eastern Studies and the International Journal of Qualitative Studiess.* Her co-authored book (2012), with Wayne Martino, on *Gender, Race, and the Politics of Role Modelling: The Influence of Male Teachers* was published by Routledge, New York. Her forthcoming co-authored book (with Bob Lingard, Wayne Martino and Sam Sellar) on *Globalizing Educational Accountability* is also published by Routledge, New York. She also guest edited (2013) a special number of the *Journal of Education* on Accountability and Testing with Bob Lingard and Wayne Martino.

Educating Women against Equality: The Rise of a New Political Pedagogy in Greek Neo-Nazi Discourse

**Marianthi Anastasiadou, Aristotle University**

Education to gender relations and identities has long been in the center of antagonisms between political powers which defend and those which challenge the (re)production of gender inequalities in Greece. Feminist and LGBTQ movements seeking equal rights independently of gender, are still fighting today in the country to redefine dominant, oppressive, gender ideologies in a social context where patriarchal power relations prove resistant to change. On the other hand, the Greek far right, which is currently gaining in power in the country, presents a severe obstacle to promoting social justice defending binary “complementary” gender roles and heteronormative sexual identities.

In this context, the neo-Nazi party “Golden Dawn”, perceived here as part of the broader Greek far right, has initiated a women’s branch, called Women’s Front. Analyzing internet writings of Women’s Front from a feminist critical discourse analysis approach (Lazar: 2007) sheds light on a political education of women to old but still persistent ideas and practices related to “natural” gender complementarity, now discursively re-constructed to serve the project of an ideal racial and strictly hierarchical community. The practice of a new discourse of “truth” and a consequent new “pedagogy” are here examined as means of mobilizing women in the neo-Nazi struggle for political dominance (Daniels: 2009, Wodak: 2013).

Thus, two urgent questions arise: What are the pedagogical implications of neo-Nazi discourse concerning women’s empowerment as political agents? What are the broader political implications of such an ideological counter-attack to the de-construction of gendered power relations, which has been a dominant demand for social justice during the last decades?

**Keywords:** neo-Nazism, Greece, Golden Dawn, feminism, political education, discourse analysis

**Wodak, Ruth & Richardson, John E. (eds) (2013)** Analysing Fascist Discourse European Fascism in Talk and Text, New York: Routledge

**Daniels, Jessie (2009)** Cyber Racism: White Supremacy Online and the New Attack on Civil Rights, Lanham/Boulder/New York/Toronto/Plymouth,UK: Rowman & Littlefield Publishers

**Lazar, Michelle M. (2007)** “Feminist Critical Discourse Analysis: Articulating a Feminist Discourse Praxis”, Critical Discourse Studies, 4:2, pp.141-164

**Marianthi Anastasiadou** is trained in Education Sciences and holds a degree from the Philosophy, Education and Psychology Department of the University of Ioannina as well as one from the Primary Education Department of Aristotle University of Thessaloniki. She also holds a Master’s Degree in Sociology and History of Education of the University of Ioannina, Greece. She has worked as a primary education support teacher in the interventional project “Education of Roma Children”, administrated by the Greek Ministry of Education and Aristotle University and as a researcher in the project “Development of supplementary educational material for introducing and mainstreaming gender-related issues in the educational process”, administered by the Greek Ministry of Education and the University of Ioannina. She is currently a PhD Candidate in Pedagogy at Aristotle University, researching the pedagogical implications of neo-Nazi discourses towards women in Greece concerning the (re)construction of gendered truth and gendered political subjectivities in the context of current struggles for political domination in the country. Her research interests include pedagogy in formal and informal educational processes, as well as gender relations and social reproduction.

0900.11.00 (2002)

Research Methods and Methodology

## Collective biography as a method for investigating

## subjectivity, discourse and affect

**Workshop facilitated by Susanne Gannon, University of Western Sydney, and Marnina Gonick, Mount Saint Vincent University**

This workshop will provide participants with a comprehensive overview of the versatile feminist qualitative method of collective biography and give them hands-on experience as they participate in a collective biography around a negotiated topic of interest. They will briefly explore the origins of the method in feminist social science as “collective memory-work”, how it developed as a feminist post-structural approach to investigating the discursive conditions of everyday life, and most recently how it has been developed by the workshop presenters within a post-qualitative paradigm in work in Australia and Canada. The main focus will be the hands-on experience of a collective biography workshop. Participants will select vignettes of memory to share with the small group through writing, speaking and experimentation with strategies of textual and arts-based “in(ter)ventions” in order to “de-territorialise” the method. Finally, they will consider the relevance of the method to their own research inquiries. The workshop has no prerequisites apart from a willingness to participate actively in all aspects of the process. It is ideal for graduate students and early career scholars. Pre-readings will be made available to workshop participants.

**Keywords**: Collective biography, subjectivity, discourse, affect, narrative, girlhood

**I. Proposal Narrative**

**Prerequisite skills or knowledge required** – Nil. However the workshop draws on interpretivist paradigms and requires participants to talk and write about personal experiences and memories, to share their writings with the group and to engage deeply in the writings of others in the workshop.

**Rationale:**

Collective biography is a particularly versatile qualitative methodology and can be adapted to almost research context where the researcher is interested in exploring the socio-cultural, material, affective and discursive production of subjectivities. It develops theory and analysis through the embodied and concrete detail of lived experience and invites the formation of communities of inquiry who engage in collaborative production and interrogation of memories pertaining to a selected topic or theoretical problem. Whilst it is interested in memories, the vignettes of memory that are produced during collective biography are approached as socio-culturally and discursively shaped artefacts rather than as singular psychological truths. Whilst it has affinities with elements of narrative methodologies, it disrupts the conventions of narrative realism. It is amenable to artistic practices that can be incorporated into memory-work to new ‘lines of flight’ that open up and multiply interpretive possibilities. Collective biography has been taken up as a powerful means to work theory into everyday lived experience, and to interrogate theory through embodied practice.

**Learning objectives and purposes:**

**Purpose of the workshop:**

This workshop will enable participants to experience the processes of collective biography under the guidance of leaders in the field, to generate their own texts in the collaborative space of the workshop, and to work with the texts of others in deconstructive and creative ways, to begin to redesign their own research projects to incorporate collective biography, and, potentially, to draft an academic paper following the course as a full experience of the processes of collective biography.

**Learning objectives:**

Participants in the workshop will:

1. Recognise the historical, theoretical and epistemological underpinnings of collective biography as a method of research

2. Examine selected collective biography projects, and the particular features and problematics of each of these and their implications for practice and design

3. Critique contrasting approaches to collective biography and the contexts within which they are shaped

4. Explore the ethical implications of collective biography as a method

5. Develop skills in collective biography processes through hands-on activities of speaking, listening, writing and rewriting on an agreed topic

6. Apply deconstructive or arts-based “in(ter)ventions” within the collective biography process, with guidance from the course instructors, and consider their effects

7. Evaluate their own research projects and questions for their relevance to collective biography methods

**Workshop content**

As this course is very much process driven and experiential, the content will develop through the workshop and the substantive focus may vary depending on the interests of the group. However, we will begin with a focus on gendered subjectivity which links both to our new book *Becoming Girl: Collective biography and the production of girlhood* (2014, Canadian Scholars Press/ Womens Press) and to our extensive earlier work. Note however, that the focus on gender does not preclude participants of any gender from enjoying the workshop. The second section of this proposal provides a detailed lesson plan that describes how we anticipate the time will unfold and includes some of the key points which will be addressed in discussion through the workshop.

**Susanne Gannon** is associate professor of education at the University of Western Sydney Australia, and Equity Program leader in the Centre for Educational Research. She has published widely on collective biography methodology since first using it in her postgraduate and doctoral studies. She researches gender, ethnicity and equity, innovative writing practices and pedagogies, place-based learning and English education. She is co-author / co-editor of several books including *Deleuze and Collaborative Writing: An Immanent Plane of composition* (with Wyatt, Gale and Davies; Peter Lang, 2011) and *Contemporary Issues of Equity in Education* (with Sawyer, 2014). Her most recent publication is *Becoming girl: Collective biography and the Production of girlhood* (co-authored/ co-edited with Marnina Gonick 2014).

**Marnina Gonick** is Canada Research Chair in Gender at Mount Saint Vincent University, Halifax, Nova Scotia. She is the author of *Between femininities: Ambivalence, Identity and the Education of Girls* (SUNY Press, 2003) and co-author of *Young femininity: Girlhood, power and social Change* (with Aapola & Harris; Palgrave, 2004). Her most recent publication is *Becoming girl: Collective biography and the Production of girlhood* (co-authored/ co-edited with Susanne Gannon, 2014). Her articles have appeared in journals including *Feminist Media Studies*, *Girlhood Studies*, *Jeunesse*, *Gender and Education* and *NWSA Journal*.

**9.00-11.00 (2012)**

Femininities and Masculinities in Educational Settings

***Gendered roles, gendered discourse, gendered histories***

*Who do you want me to be?* An exploration of female and male perceptions of ‘imposed’ gender roles in the early years

**Simon Brownhill, Ruby Oates**

**University of Cambridge, University of Derby**

In contemporary debates about childcare and education we believe that the voices of women and men who work in the early years sector (0-8) are rarely heard. This unique paper brings together select findings from two separate and independent research projects which sought to explore the views and ‘lived’ experiences of female and male professionals in the early years sector (0-8) in a central county in England.

The attention of this paper focuses on a central question: *Who do you want me to be?* This emerged from informal discussions between the two authors whose individual doctoral research raises concerns about the expectations of women and men and the constraints which are imposed upon their working practices in the 0-8 sector.

This paper critically discusses the various tensions that relate to government policy, local and national agendas, and the expectations of parents/carers, managers and staff of women and men in the 0-8 sector. The paper highlights how ‘imposed’ traditional stereotypical gender roles continue to do little to reflect contemporary notions of women and men and what a professional in the early years is and should be.

We argue that we should be celebrating the diversity and capacities of those who work in the 0-8 sector as opposed to ‘straight jacketing’ female and male practitioners in confining roles. Not only does this raise important questions as to how this is achievable but also how we move beyond current notions of what women and men seemingly bring to the early years (0-8) sector.

**Keywords:** Early years, gender roles, working practices, professional identities

**Dr. Simon Brownhill** (presenting author) is a Senior Teaching Associate at the University of Cambridge (UoC), contributing significantly as a lead trainer on the Centres of Excellence (CoE) in-service teacher training programme in Kazakhstan on behalf of the Faculty of Education (FoE). His research interests include men in education, children’s story writing, children’s behaviour management, and international perspectives on reflective practice. His teaching interests include language, communication and literacy, creativity, and research methods and practice. He is the editor and contributing author of the textbook *Empowering the Children’s and Young People’s Workforce: Practice based knowledge, skills and understanding* which was published by Routledge in 2014.

**Dr. Ruby Oates** is Head of Childhood Studies at the University of Derby (UoD). Her research interests include professionality and professionalism in early childhood, power and politics in the construction of the early childhood worker, relational pedagogy, and gender, power and education. Her teaching interests include early childhood studies, sociological and psychological perspectives, and research methodologies. She is the co-editor and contributing author of the book *The Student Practitioner in Early Childhood Studies: An essential guide to working with childcare* which was published by Routledge in 2014.

An intersectional analysis of Hungarian, female high

school graduates in Serbia

**Karolina Lendák-Kabók, University of Novi Sad**

The goal of this paper is to analyze the various aspects affecting the career choices of young female students of Hungarian origin, who are finishing their high school education in Serbia. In this research, a total of 818 high school students, both female and male, were asked to fill in a formal questionnaire in 12 municipalities of Vojvodina, the Northern province of Serbia. The students were asked to answer questions (1) about their mother tongue (i.e. Hungarian), (2) their knowledge of the majority language (i.e. Serbian), (3) their plans about their higher education, (4) are they planning to continue their education in their mother tongue in Hungary, or are they staying in Serbia (5) their thoughts about the career choices women have in pedagogy or in technical fields. The answers of female students were compared to those of their male counterparts. It was shown that the number of girls emigrating to study abroad is high, caused by the improper knowledge of the Serbian language and the chance of being awarded a diploma in Hungary which is recognized in the European Union. It was also concluded that girls do not opt for the technical fields of study after high school graduation, because of deeply rooted female blockers, which (usually) stem from their family and the very traditional society they belong to, and which in turn steer most of the girls towards pedagogy and boys towards technical fields of study.

**Key words:** Hungarian minority students, female students, career choice, migration, language, Serbia

**Karolina Lendák-Kabók** earned her bachelor's and master’s degree at the Faculty of Law, University of Novi Sad. She passed her bar exam in Novi Sad. She is a third year PhD student at the Center for Gender Studies, University of Novi Sad, Serbia. Her research focuses on women members of the Hungarian national minority and their position in the higher education system of Serbia. She is an author and co-author of more than ten scientific papers, presented in journals and both international and national conferences. Karolina speaks Hungarian, Serbian and English, and has a B1 level knowledge of the German language. In 2013 she was awarded the three-year "Collegium Talentum" scholarship funded by the Hungarian government. In the winter semester of the 2014/2015 academic year she was included in the Hungarian National Excellence Program for PhD students living outside the borders of Hungary. She is an active member of the Association of Hungarian PhD Students and Researchers in Vojvodina, Serbia. She is a vice-coordinator of gender trainings in GenderSTE, an EU funded Collaboration in Science and Technology (COST) action. Karolina’s supervisor is Prof. Dr. Andrea Pető from the Gender Studies Department, Central European University (CEU), Budapest, Hungary.

Gendering Education, Gendering "Empowerment"*:* Accounts of Learning, Inequality & Difference from India

**Reva Yunus, University of Warwick**

This paper is part of my doctoral work and is based on a classroom ethnography undertaken in an urban, state-government run, vernacular-medium school in central India. It discusses the ways in which texts, practices and social relations re/produce gender structures in classrooms, and how learners negotiate these structures. I see classroom processes as processes of meaning-making where these meanings are simultaneously *gendered*, *classed* and *casted*\*, and work together in complex ways to produce multiple subjectivities in learners.

Detailing the gendered experiences of learners as well as women teachers (e.g. organisation of space, moral policing), this paper locates these experiences within the immediate institutional setting, local and inter/national policy discourses, as well as wider social processes and structures in India. It reflects on textual (verbal and written) silences around patriarchal rituals and values and argues that schools fail to counter-socialise learners.

It unpacks the state’s relationship with marginalised groups - focussing on girls from lower caste-lower class groups - through analyses of education policy, pedagogic practice and administrative strategies. Juxtaposed against girls’ and teachers’ experiences in/outside classrooms, these analyses point to problematic assumptions underlying the notion of  “empowerment” in policy discourses, and ways in which it might be re-conceptualised (Ranciere 2010). With reference to decades of neoliberal reform in India (Velaskar 2010), this paper also critiques the notion of “quality” and its disconnect with that of “inequality” (Pappu & Vasantha 2010).

This work is framed by perspectives from Sociology of Education (Nambissan, Manjrekar, Arnot), Philosophy as well as Cultural Studies (Apple, Giroux).

**Keywords:** gender, classroom, policy, empowerment, quality, inequality.

\*Identifying and being identified with a particular caste.

**Reva Yunus** is a PhD student at the department of Sociology, University of Warwick, UK and have been awarded the Chancellor's International Scholarship (2013-2017) to pursue my doctoral work. I have a MA in Education from the Tata Institute of Social Sciences, Mumbai (India). Before joining the PhD programme I had done a wide variety of things. I obtained my first Master's in Physics in 2005; I have worked with institutionalised and underprivileged children, done policy analysis, worked as an activist, and developed curriculum for high school science as well as course material for a postgraduate programme on Gender and Religion. I have written for web-journals, magazines and newspapers and currently run a blog on education with an activist friend. My research interests include: Critical pedagogy, sociology of education, feminist political theory, radical philosophy, third-world feminisms, postcolonial studies, language pedagogy and linguistics, history and philosophy of science and gender and science. More about my work can be found on: <http://www2.warwick.ac.uk/reva_yunus>.

Middle School Girls in Postfeminist Times

**Susan McCullough**

**City University of New York**

This paper, based on an ethnographic case study conducted in the 2013-14 school year, examines early adolescent girls and the ways in which they experience gender and gender relations in the public middle school context in New York City. Current research into schools in the United States tends to focus on the racial achievement gap and students who are in crisis. In general, girls are not considered to be a demographic in crisis in public schools in the United States today. Because research on gender and schooling that highlights the success of girls is based on their scores on standardized tests and their high school graduation and college matriculation rates, research into the actual experiences of girls in school is lacking, and necessary. This paper discusses, through data gathered in interviews, focus groups and participant observation, how girls think, feel and act in response to their experiences in school. Specifically this paper examines the experience of girls in middle school in the context of postfeminism. Postfeminist ideology emphasizes the notion that, because of anti-discriminatory legislation and the dominant narrative of competition, individuality and meritocracy in schools, feminism and advocacy for girls and women is no longer needed. Findings reveal the ways in which girls make meaning of gender relations in their school environment and the postfeminist practices they employ in order to exert control over their school experiences. Findings also suggest the ways in which teachers, administrators and school policies are complicit in necessitating the development of these practices.

**Keywords:** postfeminism, ethnography, middle school girls

**Susan McCullough** is a doctoral candidate at the Graduate Center, City University of New York (CUNY). She is a recipient of the Graduate Center Dissertation Fellowship for 2014-15. She holds a Master’s degree in Cultural Anthropology from Columbia University and a Bachelor’s degree in History of Art from the University of Michigan. She is an adjunct lecturer in the Art and Museum Education Program at City College, CUNY where she recently served as Interim Director. Prior to pursuing her doctorate, Susan was a museum educator focusing on museum school partnerships and teacher professional development. She has worked at the Brooklyn Museum and most recently was the Director of School and Family Programs at The Museum of Modern Art (MoMA). She has presented at numerous art education and education conferences, including National Art Educators Association and American Educational Research Association, and published a variety of museum-based resources for teachers.

**Forest Daughters, Mother Nature and Green Criticism**

**Ulla-Maija Salo, University of Helsinki**

The paper explores children’s discourse about nature, forests and environmental issues. The analysed material consisted of excerpts from letters written by children, mostly girls, to the President of Finland. The material comprised thousands of letters which can be viewed as articulating the lived concerns about how to act as well as participate in and control events in the children’s everyday worlds: just around the corner, nationally and globally. By writing, asking and challenging, the letter writers believed they could influence public affairs. Firstly, the paper explores the children’s relationship with and experience of nature, a sort of secret relationship between the ‘I’ and the world; and secondly, how material-discursive practices can produce different material configurations of the world, nature and green criticism. The paper theorises using posthumanist performative accounts of the material-discursive practices of mattering (Barad 2007) and the ideas of ‘becoming-animal’ (Deleuze & Guattari 2011). It has been argued (Gilligan 1990; Behar 1996) that feminists have forgotten their daughters, but Finland’s female president seemed to be an important power to turn to when something mattered. In the Finnish context, forests are particularly mysterious and enchanting places, and the writers feel that they demand both care and protection. The writers know this, as they themselves are ‘of nature’. The whole array of topics that the children posed in their letters can be viewed within the frameworks of green ethics, green criticism and environmental awareness. In the letter collection, Mother Nature seems to speak particularly to daughter-citizens − Forest Daughters, as I call them here.

**Key words:** letters, writing, nature, language and representation, new materialism, Deleuze

**Ulla-Maija Salo** is a University Lecturer and Adjunct Professor at the University of Helsinki, Finland. Her research interests include childhood studies, gender studies, cultural research in education, qualitative methodologies and research writing. She is an author of three monographs, several book chapters, scientific articles, essays, newspaper columns and other popular texts.

**9.00-11.00 (2039)**

Revisiting and Reinventing Feminist Theory

***Thinking through feminism, thinking through gender***

Towards academic freedom: post-Kantian feminisms

**Lenka Vrablikova, University of Leeds**

The paper opens an ‘old’ feminist theoretical and political problem which, due to unprecedented changes in recent years, has become extremely urgent - the problem of ‘equality for all’ in higher education. I will introduce the problem by juxtaposing two works by Immanuel Kant, namely ‘What is Enlightenment?’ and his later book on the university ‘The Conflict of the Faculties’. In ‘What is Enlightenment?’ Kant offers a conceptualization of intellectual freedom which would even include the ‘entire fair sex’. However, in ‘The Conflict of the Faculties’ this conceptualization is absent and so too is ‘the fair sex’. In fact, as Derrida (1984) shows, the modern university depends on the erasure of the concept of the universal intellectual freedom: academic freedom is instituted by censoring freedom of speech everywhere except the university. According to some of post-Kantian scholars the shift in Kant’s discourse thus represents a betrayal of the values of the Enlightenment. For a certain feminist perspective this shift therefore also can be read as an elitist and paternalist gesture which opposes the emancipatory project of feminism. However, I will show that the shift in Kant’s discourse allows a reformulation of questions of (academic) freedom and equality. It helps us move beyond the framework of binary oppositions of inclusion/exclusion, man/woman, populism/elitism public/private which were favoured by Kant and which still define the current scenes of both conflicts - ‘the conflict of the faculties’ as well as ‘the conflict of the sexes’, i.e. the university and gender.

**Keywords**: academic freedom, equality, emancipatory strategies, deconstruction, Immanuel Kant, the university

**Lenka Vrablikova** is a PhD candidate in Cultural Studies at the School of Fine Arts, History of Art & Cultural Studies at the University of Leeds. I work in the fields of deconstruction, philosophy, psychoanalysis and feminist theory. I focus specifically on the questions of the university, pedagogy, theories of sexual difference(s), performativity, art, resistance and transformative feminist practice and research.

African feminism: A lens for examining the experiences of

Kenyan women in leadership

**Lanoi Maloiy, University of South Australia**

In recent years the academic literature on Western women in leadership has steadily increased while research on African female leaders remains sparse. As a result, little is known about how African women access leadership positions. More specifically, little is known about the strategies female leaders use to navigate a significantly male dominated leadership landscape. This indicates a paucity of literature which requires more attention. Further studies on African female leaders are essential so as to provide a global representation of female leadership experiences.

This paper focuses on the framework used to investigate the experiences of female political leaders in Kenya. An African feminism framework is employed as a lens to interpret the interviews of the participants. The framework draws on historical and anthropological data regarding African women and gender relations during the pre-colonial and post-colonial eras. The aim of this paper is to gain an understanding of African women in leadership, through a framework which connects with pre-colonial values and explores female agency in the context of a male dominated leadership landscape. Recommendations on how African feminism can be used to generate new perceptions of African women are provided to conclude the paper.

**Keywords:** Women leaders, African feminism, African female leaders

**Lanoi Maloiy** is a doctoral student within the School of Education, at the University of South Australia. Her doctoral research examines the experiences of Kenyan female political leaders. The study aims to make recommendations for women’s leadership development theory and practice in Africa.

Gender matters: Building on the past, recognizing the present, and using material feminism to frame future science education research.

**Kathryn Scantlebury University of Delaware**

An ongoing challenge in gender and science education research is that the field has yet to engage in refined analysis that considers how other social categories such as race, ethnicity, socioeconomic status, religion, language proficiency, and sexuality interact with gender when examining how students’ science understanding and knowledge, pedagogical practices and assessment procedures, and learners’ science identities. This presentation will use a socio-cultural perspective to examine gender and science education research at *structural, symbolic,* and *individual* levels and then discuss how material feminism offers a theoretical framework for science educators to re-examine how engaging with socio-cultural context as well as the physical contexts of learning, teaching and practicing science could make gender matter.

Material feminism moves theorizing and analysis from the post modern and post humanities approaches to social critique that focused solely on language/discourse to incorporating matter. Science education research has ignored the material and “granted language too much power”. This paper will propose how science education researchers can utilize the concepts of i*ntra-action, apparatus* and *agential realism* in producing new knowledge about how students and teachers engage with matter and how those material-discursive practices influence science learning and teaching.

**Key words:** gender, science education, feminist theory, material feminism

**Kathryn Scantlebury** is a professor in the Department of Chemistry and Biochemistry and Director of Secondary Education in the College of Arts and Sciences and at the University of Delaware and a visiting research professor at the Center for Gender Research at Uppsala University.

Ethico-Onto-Epistemological Entanglements of Gender-Sex and Science

**Blue Mahy, Monash University**

Feminist interrogations of the relationships between gender and science education have addressed issues of inequality, perceptions of science, as well as the masculinised foundations of science/knowledge. The two prevailing ways of understanding these issues rely on poststructuralist and constructionist frameworks. The emerging framework of ‘new materialism’ offers an additional interpretation that argues that in addition to discourse, matter and biology are important in holistically understanding reality. By way of this framework, matter is understood as agentic, emergent and dynamic rather than passive or essentialist. New materialism also prompts reconsideration of many other subjects; refusing, for instance, the Cartesian split between mind and matter, or nature and culture, and instead arguing that these concepts are inherently entangled into ‘onto-epistemologies’ and ‘naturecultures’.

Specifically, for my research project, I draw from feminist scientists Donna Haraway and Karen Barad to understand ‘gender-sex’ as a non-binary, non-essentialist and ‘material-discursive’ phenomenon. This interpretation is then applied to analyse power-knowledge relationships in science education. Within this framework science education is understood as inherently ethical, as well as epistemologically entangled with social phenomena (such as gender-sex). For example, there is the argument that ‘socioscientific issues’ remain marginalised against the traditional and masculinised core of science teaching (Hughes, 2000).

My preliminary research, which includes qualitative in-depth interviews, investigates and identifies the assemblages constitutive of Australian pre-service teachers’ views of science and ethics. There is a particular focus on the possible entanglements between the development of their views and knowledge with gender-sex and other phenomena. The inclusion of ethics, along with considerations of what kind of ethics, in science education is a primary concern. This is in light of the increasing effects of scientific and technological developments on the world. Consequently, my research considers the connections between gendered influences and an ethical science education, not only for primary and secondary students but also in teacher education.

Hughes, G. (2000). "Marginalization of Socioscientific Material in Science-Technology-Society Science Curricula: Some Implications for Gender Inclusivity and Curriculum Reform." Journal of Research in Science Teaching **37**(5): 426-440.

**Keywords:** Barad; Haraway; new materialism; science education; teacher education

**Blue Mahy’s** research involves a sociological perspective on gender and science education, to specifically address how science is taught in secondary schools and teacher education as an ethical and socioculturally relevant enterprise. Blue teaches in the Faculty of Education at Monash University in Melbourne, Australia

(A)dressing the long (boardies) and short (bikinis) of performance surfing: a posthumanist tightening of patriarchal threads as body pedagogy.

**lisahunter, elke emerald**

**University of Waikato, New Zealand, Griffith University, Australia**

Surfing is known to many surfers, and non-surfers alike, via the cultural consumption affordances of material culture such as clothing (Stranger, 2010). The political economy of surfing working through material culture in the form of high fashion clothing, surfing monikers, or clothing types for fashion has had scholarly attention in the past (see for example Booth, 2001, 2005; Ford & Brown, 2006; Henderson, 2001; Lanagan, 2003; Lawler, 2008). Yet clothing for performance rather than for fashion or cultural consumption has remained under-researched in surfing, an anomaly when other sports garner much consideration (Magdalinski, 2009). With the increasing research focus on the gendered and sexualized nature of surfing (e.g. Comer, 2004; Franklin, 2013; Heywood, 2008; lisahunter 2011, 2013, 2014; Olive, 2013) alongside an increasing emphasis on female surfing as athletic performance, a swelling paradox between the hegemonic binary of women and men is becoming apparent in warm environments. Females are dealing with tensions associated with appearance, sponsorship driven by sexual objectification, and functional bikinis: males have no such tension, their clothing epitomizing comfort, performance, and a reduction in the exposed body surface. Riding the posthumanist and new materialist (St. Pierre, 2014) wave, this paper explores the dress paradox and associated body pedagogies available to shape and contest the competitive surfer. It is illustrated via a series of images from recent warm-water international competitions (e.g. Australia, Hawai’i, California) to investigate what assemblages of sex/gendered body pedagogies are available for whose performance? Despite Booth’s (2001:17) claim that ‘[s]elected evidence suggests the possibility of a new gender order in surfing’ I argue that under the guise of athletic performance a patriarchal thread is continuing to ‘become’ (Deleuze & Guattari, 1980[2004]), to stitch up a particular set of body pedagogies as a sex, gender and sexuality order that is neither new nor productive for female participation.

**Keywords**: body pedagogy, patriarchy, surfing, dress, gender

**lisahunter** carries out research in areas associated with embodied subjectivities, pedagogies,

sexualities, and physical cultures. ‘E works with ethnographic methodologies experimenting with

narrative, visual and sensory aspects. Recent work includes *Sensing the research(er) intersections in*

*body: pedagogical (in)coherence in space and narrative; “Racialised” pedagogic practices influencing*

*young Muslims physical culture: exploring intersections of family, religion and social class;*

*Positioning female participation in the field of surfing: illusio, equity, and sex; Pulling the monstrosity*

*of (hetero)normativity out of the closet: Teacher education as a problem and an answer;Digital*

*$%#@ smarts a lot! An autoethnographic account of academic work.* lisahunter teaches in Sexuality

and Education, Research Methods, Movement Performance and Perspective, and HPE teacher

education

**elke's** current research is within the theoretical and methodological frame of narrative inquiry with an interest in autoethnography. Her interest is in the construction of identities in social life and the ways these identities advantage and disadvantage groups and individuals. . elke’s recent publications explore autoethnography and her work with lisahunter is exploring and developing Sensual Narrative as method and methodology. elke teaches qualitative research methods at undergraduate, postgraduate and doctoral levels at Griffith University in Australia

**9.00-11.00 (2040)**

Subject Cultures

***Sexuality, gender, equality: pedagogic and political strategies***

Gender, Power and Pedagogy: Engaging Young People in disrupting silences about school based sexuality education in Australia.

**Lyn Harrison, Debbie Ollis, Bruce Johnson**

**Deakin University, Deakin University, University of South Australia**

The research reported here sought the views of students about their sexuality education needs. In previous research, Allen (2005) found that students want more personally relevant and authentic sexual knowledge that enables them to make sense of their embodied feelings and desires as ‘sexual subjects’. Many of the students in Allen’s study thought that their perspectives on what should constitute quality school based sexuality education were disregarded by the adults who designed and delivered such programs because of their narrow focus on reducing unplanned teenage pregnancies and the incidence of sexually transmitted infections. These and other issues were explored in this large Australian Research council funded study involving 14 to 15 year olds in Government schools in Victoria and South Australia.

The study addressed the following research questions:

1. What are students’ views on the sexuality education program they were taught?
2. What were they taught?
3. What are the students’ views on what else should be included in the program?
4. What issues and dilemmas did they face when learning about human sexuality?
5. What are the students’ ideas about how the program, and how it is taught, could be improved?

A substantial web-based questionnaire was constructed using Qualtrics (2012) software drawing on insights from the literature and a previous questionnaire used with sexuality education teachers (Johnson, 2012). Rather than inviting all secondary students to consider responding to the online questionnaire, a targeted strategy was used to limit access to the questionnaire to those young people who had been taught a comprehensive sexuality education program in 20 schools in Victoria and South Australia (n=40). This paper will provide a gender analysis of the results including participants’ views about issues that are currently absent or not well taught in sex and relationships education (SRE) in Australia. Early findings suggest that students learn about gender and power in their SRE, however a significant number indicate they are not engaged by the pedagogical approaches used to teach about this important aspect of sexuality. The study will inform a second stage of the research, which will engage young people as co-researchers (Fielding, 2006) in the development of sex and relationships education resources designed to fill these gaps.

**Key Words:** Sex and relationships education, gender and power, sexuality, pedagogy

**Lyn Harrison** is an Associate Professor and Associate Head of School Research in the School of Education at Deakin University. Her research interests include: Sexuality and Gender Education; Governmentality Studies; Young People and Constructions of Risk, and Health and Wellbeing. She is currently a CI on an Australian Research Council funded project titled ‘Engaging Young People in Sexuality Education with Debbie Ollis and Bruce Johnson. She is also researching a five year community capacity building project (with Debbie Ollis) at a P-12 College in Victoria, Australia developing a whole school approach to Comprehensive Sexuality Education.

**Debbie Ollis** is a Senior Lecturer in Education at Deakin University. Her teaching and research interests intersect in the area of sexuality education, gender, sexual diversity, respectful relationships education (gender-based violence education), and health and student wellbeing. She has been the principal author of a number of sexuality education policies and resources having worked in policy and program development in gender and sexuality education at the State, National and International level for the past 20 years. She is currently working independently and collaboratively on capacity building in sexuality education and the implementation of respectful relationships interventions.

**Bruce Johnson** is a Professor of Education at the University of South Australia. His research interests include human resilience, curriculum theory and development, school reform, and classroom management. He is a key researcher in the Hawke Research Institute with an active research program that includes international collaborations with colleagues in the UK.

‘A reform as delicate as complex’¹: The power struggle over

sex education in Luxembourg

**Barbara Rothmüller**

**University of Luxembourg**

Against the background of feminist discourse and practice theories, and their emphasis on the body for the analysis of power, the presentation starts from the assumption that schooling has mobilised the imagined body as well as bodily practices of the future citizen(s). In the presentation I want to focus on how sexuality was used in educational institutions to promote the ideal national citizen via schooling. Using multicultural but deeply conservative Luxembourg as a case study, I want to answer this question by disentangling the complex debates on the establishment of sex education as a new school subject since the 1970s. A short-lived social democratic government introduced sex education to the Luxembourgian curriculum in 1979, as part of broader reforms aiming at educating autonomous citizens, because sex education was seen as the ‘best terrain for exercising the practice of self-responsibility.’² In the media, a ‘difference between bourgeois moralising and liberal education for self-determination’³ was constructed as the main opposition. For conservative reform agents, however, sex education should primarily prevent abortions, sexual diseases and the disintegration of the traditional family4, leading to the unseen prohibition of sex education material by the ministry of education in 1986.

To reconstruct the power struggle accompanying the introduction of sex education, I will analyse parliamentary debates, public media sources, as well as pedagogical press in Luxembourg (1972-1990). As the political debates were dominated by male educational policy agents, it will be necessary to deliberately search for different female as well as feminist positions in the reform debate. Thus, additional interviews with feminist activists and pedagogues of the time will be conducted.

**Keywords:** sex education, body, power, citizenship, curriculum, legitimation of educational reforms

**Barbara Rothmüller** is PhD student at the Institute of Education and Society, University of Luxembourg, and working in the project “Educating the future citizens: Curriculum and the formation of multilingual societies in Luxembourg and Switzerland” (funded by the *Fonds National de la Recherche Luxembourg*). From 2011 till 2013, she was University Assistant and project assistant at the Institute of Sociology, University of Linz, Austria, as well as Lecturer at the Department of Philosophy, University of Vienna, in 2012. Her research interests include social inequalities, gender, educational justice, discrimination, access to higher education, and practice theories.

 Bulletin F.G.I.L. 1977(1): ‘La politique du Ministère de l’Education Nationale’, p. 5, my translation.

² d’Letzeburger Land (11.7.1975): ‘Sexualerziehung in der Schule: Eine pädagogische Herausforderung’, written by Guy Rewenig, p. 6, my translation.

³ d’Letzeburger Land (18.7.1975): ‘Sexualerziehung in der Schule: Eine pädagogische Herausforderung (II)’, written by Guy Rewenig, p. 9, my translation.

4 C.f. e.g. d’Letzeburger Land (4.4.1980): ‘Am Rande’, p. 3.

Knowledge and Relations in Feminist Pedagogies

The Case of Sex Education

**Vanini Mozziconacci, École Normale Supérieure, Lyon**

Drawing on the example of sex education in France, this paper considers the feminist poststructuralist critique of critical pedagogy and its impact on the conceptualization of relations and knowledge.

Although feminist educators showed an early interest in critical pedagogy (Weiler 1991, Middleton 1993, Solar 1998), some of them in the poststructuralist camp expressed concerns about critical pedagogies' tendencies toward dominance and essentialism (Lather 1991, Luke & Gore 1992). French sex education illustrates many of these problematic aspects. From its historical links to the control of populations (Giami 2007, Luca Barrusse 2010, Chaplin 2011) to its current aim at "education for equality" inspired by progressive pedagogies (Mathieu 2002, Le Mat 2011, Devieilhe 2013, Poutrain 2014), it emerges as the "missing link" between liberatory education and state-controlled mechanisms of discipline. It shows how in spite of emancipatory intentions, critical pedagogy can drift toward normalization.

Poststructuralist feminists state that this tendency is linked to the fact that critical pedagogies reify power and fail to theorize adequately relations at the level of the classrooms. The specificity of the educational setting ought to be taken into account in order to understand how schools participate in the production of gender relations. That's why, instead of considering how to manage relations between already existing individuals with defined identities and differences, a feminist education should aim at a "we" that is not previous to the construction of knowledge, but which is its result. Alternative histories and oppositional knowledges would then be the conditions for new modes of being together.

**Keywords:** critical pedagogy, France, poststructuralism, feminist epistemology, gender relations

**Vanina Mozziconacci** is currently a PhD student and holds an MA in philosophy from the École Normale Supérieure, Lyon (France). She works at the intersection of feminist theories and philosophy of education. In 2011-2012 she was a philosophy teacher at the Lycée Ferdinand Buisson (High school) and is now a sessional lecturer at the Ecole Normale Supérieure de Lyon and the University of Lyon 1. She has published several articles, including « Féminismes et éducation sexuelle en France au début du XXe siècle » (“Feminisms and Sex Education in Early Twentieth-Century France”), *Cultures et sociétés* (2014) and « Filles, garçons : qui sont les mal élevés ? » (“Girls or Boys: Who is Not Well Brought-Up?”), *Ex Aequo* (2011).

**Re-storying the self: new pedagogies for change within an Asia-Pacific HIV prevention and youth leadership programme**

**Helen Cahill, University of Melbourne, Australia**

This paper discusses the use of post-structural theory as a way to inform identity work within The *NewGen Leadership Short Course* for young people in the populations most at risk of HIV within the concentrated epidemic of the Asia-Pacific region. The participants within this youth-led programme include young people engaged in sex work, transgender young people, young men who have sex with men, and those who engage in injecting drug use. Many programs educations about HIV place a disproportionate focus on individual rather than socio-cultural understandings of the epidemic. This can augment stigmatization and exclusion through fostering gendered storylines of shame and blame. Using a logic of change informed by a poststructuralist understanding of identity opens the space to create a different kind of programme, one which emphasises the ways identities are formed and lived. The pedagogies used within the programme are designed to facilitate a (re)positioning, (re)imagining and (re)enactment of the self.

Discussion about the pedagogy informing the education programme illustrates the potential for ‘trojan stories’ to re-inscribe negative gender norms. Applied examples are used to highlight the way in which genre shifts within performative and role-play exercises can be used to dislodge these dominant stories and provide a more elastic space within which to assemble new possibilities for playing the self. The *NewGen* course, developed by the Australian author in partnership with *Youth LEAD*, a regional network for youth affected by HIV is currently in action in Philippines, Myanmar, Indonesia, Sri Lanka, Thailand, Bangladesh, Cambodia and China

**Keywords:** HIV education, pedagogy, identity work, youth, drama, gender

**Helen Cahill** is Associate Professor in student wellbeing and deputy-director of the Youth Research Centre, Graduate School of Education, University of Melbourne, Australia. She leads research, development and teaching in the fields of youth participation and wellbeing, specializing in the use of drama as critical pedagogy. She has led a number of Australian and international sexuality, violence prevention and gender rights projects in the Asia-Pacific region.

‘Sometimes I feel like I’m his dog’. How conductors construct gendered authority in youth classical music groups

**Anna Bull, Goldsmiths**

This paper examines how the authority of the male conductor is constructed and experienced by young people playing classical music in the south of England. Drawing on ethnographic work with a youth choir and two youth orchestras, it introduces three modes of authority which conductors used in rehearsals: the ‘people manager’, the ‘charismatic charmer’, and the ‘cult of personality’. Conductors deliberately crafted these modes of authority, which relied on the embodied intimacy of this musical practice.

This craft draws on gendered patterns of power and desire. This was particularly evident in one of the choral groups in my research, where it was enacted through the singers’ bodies mirroring the body of the male conductor. As a consequence of these gendered power dynamics, the girls in this choir talked about their conductor differently from the boys. While some girls experienced correction from the conductor as a form of gendered humiliation, or more positively as a pleasurable submission, these discourses were absent from the boys’ accounts. Despite the discomfort or resistance some of the young people voiced to me in private, they approached rehearsals with a willing trust which gave the public appearance of their consent to his authority. This enabled this structure of authority to function uninterrupted.

Key words: authority, gender, classical music, youth, embodiment.

**Anna Bull** has recently completed her PhD in the sociology department at Goldsmiths, University of London, under the supervision of Professor Bev Skeggs and Professor Les Back. Her research examines how class and gender are reproduced among young people playing classical music. She has recently written about classical music education and class for online sociology magazine Discover Society: <http://www.discoversociety.org/2014/11/04/reproducing-class-classical-music-education-and-inequality/>

Origins and challenges of gender studies centers in higher education in North and Northeastern Brazil

**Maria Eulina Pessoa de Carvalho, Gloria Rabay, Flavia Maia Guimarães**

**Federal University of Paraiba**

In higher education, interdisciplinary gender studies centers deconstruct traditional androcentric positivist academic knowledge, making it possible to apply the gender perspective to all objects of knowledge. Their impact is both formal and informal, insofar as they highlight the social relevance of gender studies, mainstream gender in academic life, and effect social and institutional intervention committed to equity. However, they suffer from insufficient recognition in Brazilian Academia. This paper presents research about the creation and institutionalization of women and gender studies centers in North and Northeastern Brazil, since 1983, and of North and Northeastern Women and Gender Studies Feminist Network (REDOR), created in 1992, in order to connect these centers. The creation and institutionalization of the centers were greatly advanced by the network, which has held 18 scientific meetings so far. The analysis involved documental data from 33 centers and groups (only one created by men) and biographical narrative interviews with 22 women founders of these centers and network. The histories of centers and women intertwine personal and institutional dimensions. The analysis indicates that involvement with feminist studies influenced their personal and professional lives, contributing to their motivation and academic-scientific views materialized in the centers and network. Half of them state having suffered discrimination for researching gender, and practically all of them are activist (active or activistS) within the academy in order to sustain their centers and groups, which lack institutional support in terms of infrastructure and personnel. The research was supported by CNPq and Capes grants.

**Keywords**: gender studies centers, higher education, feminist academics.

**Maria Eulina Pessoa de Carvalho**: PhD in Curriculum, teaching and educational policy (MSU/USA, 1997); Master in Educational Psychology (UNICAMP/Brazil, 1989); Bachelor in Pedagogy (UFPB/Brazil, 1978). Post-doctoral research (University of Valencia/Spain, 2011). Full Professor at Federal University of Paraiba (UFPB/João Pessoa, Brasil), undergraduate, master and doctorate programs. CNPq researcher. Coordinator of the distance learning specialization course ‘Gender and diversity in schools’. Research interests: gender, higher education, child education, curriculum, family-school relations.

**Gloria Rabay**: Doctor in Sociology (UFRN/Brazil, 2008), Master in Social Sciences UFPB/Brazil, 1992), Bachelor in Media Studies/Journalism (UFPB/Brazil, 1982). Associate Professor at Federal University of Paraiba (UFPB/João Pessoa, Brasil). CNPq researcher. Coordinator of the distance learning specialization course ‘Policy, management, gender and race’. Research interests: gender, higher education, women political participation.

**Flávia Maia Guimarães**: Doctor in Literature Theory (UFPE/Brasil, 2009), Master in Education (UFPB, 1998) Bachelor in Psychology (UFPB, 1990). Post-doctoral research (University of Barcelona/Spain, 2014). Associate Professor at Federal University of Paraiba (UFPB/João Pessoa, Brasil). Former coordinator of NIPAM (Gender Studies Center). Research interests: sexuality, gender, identity, human rights, curriculum.

**09.00-11.00 (G001)**

Activism, Feminist Research and Praxis

***Everybody’s Business: Female Genital Mutilation. An interactive workshop.***

Facilitated by Fahma Mohamed and another member (TBC) from Bristol Integrate

## 09.00-11.00 (Richmond Room)

### **Subject Cultures**

***Workshop:*** Feminist practices, tactics and strategies in art and design education

**Facilitated by Bianca Elzenbaumer, Samantha Broadhead, Sheila Gaffney, Debra Roberts, Kai Syng Tan (Leeds College of Art)**

The aim of the workshop is to open up discussions about feminist practices in art and design education in Europe. What tactics and strategies can feminist tutors and students develop to make art schools more empowering and diverse learning spaces that contribute to the undoing of sexism, sexist exploitation and other forms of oppression? The aim of the workshop is to share experiences and to strategize together across different institutions and disciplines.

Five short position papers (5min each), will offer different provocations and perspectives on feminist practices in art and design education.

1. Working with archives to pass on feminist legacies within the arts (Sam Broadhead)
2. (En)countering everyday sexism in design education (Bianca Elzenbaumer)
3. Contemporary traces of 80s feminist art student movements (Sheila Gaffney)
4. Legacies of female-connoted craft practice in design education (Debra Roberts)
5. Running as a way to empower female students (Kai Syng Tan)

These short presentations will form the basis for the following workshop activities, which aim at sharing and generating tactics and strategies for feminist contributions to art and design education.

**Keywords:** art, design, legacies, body, sexism, tactics

**Dr. Bianca Elzenbaumer** is a Junior Research Fellow at Leeds College of Art (UK) and founding member of the design collective Brave New Alps (IT). She holds a PhD in Design from Goldsmiths, University of London. Her thesis ‘Designing Economic Cultures - cultivating socially and politically engaged design practices against procedures of precarisation’, investigated the political economy of design and explored the potential of peer-to-peer activities to enable structures that support the resilience of activist design practices. She has an MA in Communication Art and Design from the Royal College of Art in London, a BA in Design from the Free University of Bozen-Bolzano (IT) and a PgCert in Mediation and International Peacebuilding, University of Bologna (IT).

**Samantha Broadhead** is Head of Research and Programme Leader for the MA Creative Practice at Leeds College of Art. Having studied Visual Arts at Lancaster and Art History at Leeds Metropolitan University her teaching experience is wide-ranging. She has worked on Access courses, undergraduate and postgraduate art and design programmes and has been appointed to the role of external examiner at the University of Salford. She is currently undertaking research that enquires into the experiences of mature students studying art and design at HE level using narrative inquiry as both a methodology and a critical lens.

**Sheila Gaffney** is Head of [Fine Art](http://www.leeds-art.ac.uk/study/undergraduate-programmes/ba-%28hons%29-fine-art/) at Leeds College of Art. Sheila studied at Camberwell School of Art & Crafts, The Slade School of Fine Art, Goldsmiths College and the University of Leeds. Prior to this role she acquired an extensive portfolio of teaching experiences which span Masters, BA (Hons), BTEC and Access levels of programme. She is currently External Examiner for both University of Hertfordshire and University of Teeside. Sheila is a sculptor with a long commitment to crafts and the material object. Her research is focused in sculpture, sculptural methods of making and the effects of social change on the practice of British sculpture from the 1960s to the present.

**Debra Roberts** is an Artist Researcher, and a Senior Lecturer in B[A (Hons) Printed Textiles & Surface Pattern Design](http://www.leeds-art.ac.uk/study/undergraduate-programmes/ba-%28hons%29-printed-textiles-surface-pattern-design/) at Leeds College of Art. Key to her teaching is the notions of practice-led, object-based and archival research, and working collaboratively with external sources. Professionally she has worked as a Freelance Designer, selling work throughout Europe and America, and has exhibited both in France and the UK.

**Dr. Kai Syng Tan** is an artist, curator, educator, researcher and advisor with a 20-year international portfolio. She runs the *RUN! RUN! RUN! International Body For Research,* which investigates and promotes running as a creative tool of intervention / engagement within and beyond the art and academic worlds. Kai completed her PhD at the Slade School of Fine Art as a UCL scholar. She has an MA in Imaging Arts and Science (Distinction, Excellence Award, Tokyo’s Musashino Art University) and BA in Fine Art (1st class honours, Slade). Kai is a Research Fellow at Leeds College of Art.

**3.45-5.45 (William Morris Lecture Theatre)**

Understanding Embodiment

***The Body in Question: Power, agency and the body***

Perspectives on children’s agency in dance

**Märtha Pastorek Gripson University of Gothenburg**

This study rests on the idea that we all construct our identities culturally, in ongoing processes, where we are influenced by our surroundings, family, friends, rules in school, hobbies, technology, media and more (Howarth 2000, Lave and Wenger, 1991, Lyotard, 1986, Potter and Wetherell, 2007). I am interested in how gender influence dance practice in school and how gender are put into bodily practice. The study contains of videotaped dance lessons from Swedish compulsory schools.

In view of new dance genres and fusions of dance styles, as well as media influences, being part of children’s everyday life experiences, it is important to study how learners relate to and construct gender roles in dance education. Since traditional gender-positions are challenged by policies on gender equality in educational settings, dance education needs to undertake conscious action in relation to such policies (Björck, 2011, Lenz-Taguchi, 2009, Lykke, 2009, Young, 1990). With respect to “new” dance genres and fusions of dance styles, as well as media influences, being part of children´s everyday life experiences, it is important to study how learners relate to and construct gender in dance education.

The results show that both learners and educators reproduce traditional gender roles in dance education in structured as well as in creative parts of dance lessons. But there are also activities that challenges traditional gender behavior, for example when boys loose themselves in soft and graceful movements and when girls cover space by using elongated lines through the body.

**Keywords:** dance movements, gender, dance education, performativity, gaze, space

**Märtha Pastorek Gripson** is a PhD student at the University of Gothenburg. After 15 years as a dance teacher in preschools, primary and lower secondary schools, municipality cultural schools, private dance schools, schools for children with impaired hearing and schools for children with learning disabilities, she is now undertaking a doctoral project that explores  the norms prevalent in dance education, regarding corporial expressions of gender. A post-structuralistic, critical approach is used in order to achieve the ambition of understand both how and why children perform as they chose to.

Embodied Performance of Gender: Inequities and Deconstruction

**Jack Migdalek**

**Trinity College, University of Melbourne**

This paper will explore the ramifications of the way our gendered, sexed, and culturally constructed bodies are situated toward notions of difference and ‘other’. There is a need to broaden that which is deemed to be choreographically acceptable for all persons, regardless of biological sex and by association sexuality, in order to safeguard the well-being of those whose embodied performance inclination is at odds with common contemporary norms of behaviour. Education settings are crucial sites in which gender norms are taught, learned, and practiced. They are also sites through which embedded, dominant, patriarchal, gender oppressive ideologies that underpin norms of embodied gender behaviour and commonly held aesthetics might be exposed, deconstructed and challenged.

This paper draws on findings of autoethnographic investigation, as well as Performance Arts based ethnographic fieldwork in the form of dance and drama workshops conducted in Australia with high school students and educators from a variety of cultural backgrounds. It argues that for effective deconstructive work to occur with students, educators must first become mindful of gendered blindspots which they themselves may unwittingly bring into their teaching environments and teaching practices. Unless educators’ critical attention is drawn to their own assumptions, positions, values, and attitudes concerning the embodiment of gender, there is every chance that those same gender inequitable perspectives, blindspots, and practices will perpetuate and persist in the orientations of those who they teach.

**Keywords:** embodiment, performance arts, gendernormativity, sexuality, well-being, deconstruction

**Jack Migdalek** has worked as a performance artist, director, choreographer, and educator in Australia, the United Kingdom, and Japan. Currently Jack is a Drama lecturer at Trinity College (Melbourne University) and Education Materials writer for the Arts Centre Melbourne. Jack’s PhD on Embodied Choreography and Performance of Gender was undertaken in the School of Health and Social Development at Deakin University under the supervision of Dr. Maria Pallotta-Chiarolli. His book ‘The Embodied Performance of Gender’ is part of the Routledge series on research in Gender and Society.

Gendered dance practices among youngsters in a community dance project

**Rasmus P. Hansen, Roskilde University**

The aim of the paper is to show how gender identities emerge and make a difference by analysing dance practices among youngsters in a specific informal educational setting: a community dance project. In this paper I explore the ways in which gendered norms and hierarchies are produced, reproduced, and transformed in dance classes in hip-hop, break dance, and electric boogie respectively.

Empirically the paper is based on ethnographic field methods such as participant observations and individual interviews. The empirical focus is centred on relations and positions between youngsters and dance instructor as well as among the participating youngsters. The paper will especially focus on how they develop relationships, skills, competences, and ways of expressions through dance classes and dance related activities in the context of the community dance project. Theoretically the paper is based on poststructuralist and feminist gender and intersectionality studies as well as critical youth studies (Butler 1993; Frosh, Phoenix & Pattman 2002; Nayak & Kehily 2006, 2008; Wetherell 2008). These theoretical frameworks function as analytical perspectives on how gender and other identity categories such as age, race, sexuality, and class are regulated and negotiated in relation to youth and dance cultures. The paper takes its starting point in my current post-doctoral project “Youth, Dance culture, and Inclusion”. The project explores a community dance project aiming at inclusion of youth in a multicultural urban area in Copenhagen, Denmark.

**Keywords:** gender, youth, informal education, community dance project, dance practice, intersectionality

Rasmus P. Hansen is a post-doctoral research fellow in Cultural Encounters, Department of Culture and Identity, Roskilde University, Denmark. He holds a PhD in Educational Studies from Copenhagen University (2010) and an MA in Cultural Encounters and Educational Studies from Roskilde University (2002). He has a strong expertise within the fields of masculinities and ethnicities in formal and informal educational settings. His research draws on gender, youth and educational studies as well as social psychology and cultural sociology. Rasmus P. Hansen is part of the collective research project: “The organised cultural encounter: rethinking the conceptual and contextual framework of interculturality through the study of practice”. Learn more about the project at the project’s website: <http://organisedculturalencounter.wordpress.com/>

# “I don’t want to be skinny, I just want to be fit”: Obesity discourses and girls’ participation in sport and physical education

**Sheryl Clark, Goldsmiths, University of London**

This paper explores girls’ embodied experiences of sport and physical education (PE) within the context of wider obesity discourses. In recent years, sport and PE have increasingly been promoted within a ‘healthism’ incentive characterised by interventions aimed at changing behaviours around eating and exercise such as change4life, and the Healthy Schools initiative. ‘Healthism’ has been used to describe a broad social incentivisation towards individual responsibility for bodily health through preventative measures.

Accordingly, the bodies of young people have become the targets of such interventions and fears around obesity provide an influential framing of young people’s participation in sport and PE. My research with young women over the transition to secondary school found that girls’ participation in sport and PE was frequently understood as the obligation of a responsible, ‘healthy’ subject thus constructing girls’ participation within a moral narrative replete with feelings of guilt, shame and superiority. I found that a powerful set of healthism discourses framed the girls’ participation in sport and PE allowing them to take part in order to enact or achieve slender embodied femininities. Within the paper I look at the ways in which girls were able to position themselves in relation to healthism discourses in order to regulate one another’s behaviours. The paper is based on longitudinal, qualitative research with girls between the ages of 10 and 14 years that involved interviews with the girls and their parents, teachers and friends as well as observations at the girls’ schools, PE lessons and sporting activities.

**Sheryl Clark** is a lecturer in Educational Studies at Goldsmiths, University of London. Recent research she has been involved with has examined young people’s experiences of a widening participation programme, alternative approaches to Early Years learning, children’s learner identities in mathematics, and tomboy identities in primary school girls. Her PhD research, completed in 2010, examined young women’s participation in sport and PE over the transition to secondary school. Her research interests include gender, sport, identities and social justice.

“There is soccer but we have to watch”: the embodied and gendered consequences of rhetorics of inclusion for South African

children with cerebral palsy

**Jason Bantjes, Leslie Swartz, Lauren Conchar, Wayne Derman**

**University of Stellenbosch**

Twenty years after the advent of democracy in South Africa (SA), there have been some successes in achieving greater equality, access and inclusion for many persons with disabilities. The move towards inclusive education may, however, have had unanticipated embodied consequences for people positioned discursively as included, but who in fact may in some respects be further marginalised than they had been under apartheid. We describe ethnographic research conducted in a special needs school in SA to explore the lived experiences of children with cerebral palsy and their involvement in physical activity. This paper explores how the children’s lived experience of being disabled intersects with issues of gender and race as well as political and historical factors in South Africa, to shape the children’s experience of themselves and their involvement in physical activity. The paper raises important questions about inclusive educational practices in SA and the need for those engaged in the process of education to recognise, name and disrupt practices which on the surface appear to be inclusive but which may have profound effects on the lives and bodies of those who experience exclusion.

**Keywords:** disability; sport; physical activity; gender, inclusive education; South Africa

**Jason Bantjes** is a psychologist and lecturer in the Department of Psychology at The University of Stellenbosch, South Africa. His research interests include masculinity, gender, disability and health promotion. He holds a PhD in psychology and lectures courses in community psychology and psychopathology. He is also the course convenor for the masters degree in Clinical Psychology and Community Counselling at Stellenbosch University and the Director of the Welgevallen Community Psychology Clinic.

“That’s not your seat”: The Meaning and Method of Sitting in

Secondary School.

**Siobhan Dytham, University of Warwick**

For students, much of the school day is spent sitting. In this ethnographic study of year 9 students (aged 13-14) at a Secondary School in the Midlands, UK, the meanings and methods of this sitting are considered in more depth. Drawing on observations, group interviews and visual methods, sitting is seen to be a highly controlled process involving multiple power relations. Within peer groups girls had developed a set of rules which governed who could sit with who and a process for asking permission to sit with someone. Across the year group students talked about who students ‘sit with’ and where they sit as being an important marker of position in the social hierarchy and evidence of (in/ex)clusion. It is seen that these sitting practices re-enforce the ‘best friend dyads’ seen in girls groups and is a powerful exclusionary process. Furthermore, this relationship between ‘sitting’ and social groups is a gendered process where boys are considered to ‘walk around’ during breaks and lunchtime, and as such their social groups were more commonly described based on activity e.g. ‘the smokers’, ‘the football boys’, ‘the druggies’, whilst the girls groups were described based on social status e.g. ‘the popular girls’, ‘the normals’, ‘the second in command’. Whilst these relations are more clearly seen during social times, these power relations and sitting rules still apply in the classroom. Sitting in lessons is a complex process involving the negotiation, and sometimes clashing, of student sitting practices and pedagogic practices such as inclusion techniques or lesson seating plans.

**Keywords:** Social Groups, Friendship, Secondary School, Space, Power, Ethnography

**Siobhan Dytham** is a final year PhD candidate in the Department of Sociology at The University of Warwick, UK, completing a thesis titled ‘Popularity and Social Status in Secondary School: Young People’s Constructions and Experiences’. Her research interests include youth, education, space and research methods.

**3.45-5.45 (Gilbert Scott Lecture Theatre)**

Tales from Iceland

Northern feminist paradise?

Some examples of Icelandic research on gender and education

**Organized by the Center for Research on Equality, Gender and Education, on behalf of:**

**Gudbjornsdottir, Gudny**, **University of Iceland, School of Education**

**Thordardottir, Thordis, University of Iceland, School of Education**

This symposium includes six papers, and is organized by the Center for Research on Equality, Gender and Education, at the University of Iceland. Our papers explore gender equality practices related to education and policy in Iceland after the 2008 economic crisis. For the past six years  (2009-2014) the World Economic Forum has ranked Iceland first on the Global Gender Gap Index and various international media outlets have referred to Iceland as a feminist paradise. Formally since 2011, the national curriculum for all school levels included equality as one of six fundamental pillars of the educational system. Approximately 80% of Icelandic women are employed, and 65% of them work full time.  Parental leave is nine months of which fathers are required to use at least three months. The majority of Icelandic children attend pre-schools from the age of one or two, which is considered the first stage of our public education system.

This symposium focuses on how gender is addressed by teachers, public institutions and policy makers in educational and political context and reflects on whether and then how these are conducive to equality. The papers explore what happens when concepts such as: capital (cultural, economic, and social), multicultural perspectives, the north / south divide, extended teacher education (from B.Ed. to M.Ed.) and the neoliberal educational discourse enter the dialogue and practice of equality.  Our symposium presents a current view of both the positive developments in equality as well as critically interrogating the issues which have arisen in the wake of these developments.

**On changing the system from within: Implementing sustainable equality in schools and after-school programmes in Reykjavik.**

**Audur Magndis Audardottir, MSc**

**Project Manager at the Department of Education and Youth, Reykjavík**

Since 2011, equality has  been one of six fundamental pillars of education in Iceland's national curriculum for pre- and compulsory schools. To facilitate implementation of the enhanced emphasis on gender equality in schools and after-school programmes a new position, Project Manager for Equality (PME), was established within the Department of Education and Youth in 2013. In this talk, I focus on successful strategies as well as discussing the challenges the project has met during implementation, exploring how equality work can be made sustainable within schools. As part of the discussion the contribution of queer, feminist and disability activits in the “a pardise” is explored. The question on how equality within schools and after-school programmes fits with the issues that are, for some, the most pressing ones for educational institutions to address is examined. These issues include "under-achieving boys", PISA results and the promotion of democracy within the institutions.

**Audur Magndis Audardottir** (audurm@gmail.com) is a project manager for equality at the department of Education and Youth at Reykjavik city. She finished her masters degree in political sociology from London School of Economics in 2007 and an undergraduate degree in sociology and gender studies from the University of Iceland in 2005. After graduation she worked for the Social Science Research Institute at the University in Iceland before taking on her current position in 2013. She is an active member of both queer and feminist movements in Iceland.

**Gender, equality and teacher education: Results and implications of two recent studies.**

**Professor Gudny Gudbjornsdottir University of Iceland, School of Education**

This paper investigates the practices and resistances towards gender equality in teacher education at the University of Iceland. First, the research focus was on exploring the views of teacher educators on gender and equality. Secondly, we explored student teachers’ knowledge, interest and attitudes towards gender and equality. The findings indicate that most teacher educators understand equality in a broad sense, often without any emphasis on gender.  Many student teachers hold binary essentialist views of gender. However, they report receiving limited instruction on gender issues and are interested in learning more. Gender inclusion is being called for both by our national curriculum guidelines and the student teachers, in contrast to the findings from the first part of our research.  Here the policy implications of the studies are discussed, in view of their limitations, the changing teacher education in Iceland, and the changing formal status of gender equality in educational policy.

**Gudny Gudbjornsdottir (***gg@hi.is**)*is a professor of Education at the University of Iceland, the School of Education. She holds a PhD. in Education from the University of Leeds, an MSc. in psychology from the University of Manchester, and a BA in psychology from Vassar College, Poughkeepsie, New York.  Her research fields are mainly gender and education; leadership and gender; cultural literacies; and children´s cognitive development. She founded the Center for Research on Equality, Gender and Education, and was the Chair of the board from 2010-2014. She was an elected member of the Icelandic parliament, in 1995-1999, for the Women´s Alliance.

**Is good intention good enough? Policy, institutional design and gender education in two early childhood settings in Iceland**.

**Dr. Thordis Thordardottir**

**University of Iceland, School of Education**

In Iceland where 83% of children age 1-5 and 98% of 4-5 year olds attend preschool, early childhood education is understood as the first step in life-long learning.This presentation draws on a study of the role of children’s literature and popular culture on gender equality education in two preschools in Reykjavik. The findings indicate that the children constructed gendered knowledge during their comparison of literature and popular culture and real life experience. The results indicate that not only did the teachers believe they contributed to equality by focusing on the individual child, irrespective of gender, and that gender differences were essential, but also that the parents’ choice of children‘s materials (books, computer games, media) was based on their children‘s gender. As a result the children were used to thinking of themselves as super- or subordinated depending on their gender at an early age in “feminist” Iceland.

**Thordis Thordardottir** is an assistant professor at the University of Iceland-School of Education. She finished her Ph.D. in education studies from the University of Iceland, 2012, and M. Ed. degree in Comparative education from the Iceland University of Education, 2000, teacher licence program from the University of Iceland, 1995 and B.A. in education studies, from the same university in 1993. She finished a Diploma in educational administration and leadership, from the Social Pædagogiske Højskole in Copenhagen 1990 and graduated from the Iceland preschool teacher training College 1974. Her main research focuses on gender education and culture together with knowledge construction and meaning making in early childhood education.

**From state welfare to the intensive mothering practices: The emergence of gendered and classed volunteering capital in the Icelandic education system.**

**Dr. Berglind Rós Magnúsdóttir**

**University of Iceland, School of Education**

Parental agency and responsibility, within the Icelandic school system, have rapidly increased, in concurrence with neoliberal reforms, especially after the financial collapse in 2008. Parents’ volunteering capital and economic resources have become an important asset for the schools to maintain their educational standards with decreased municipal funding. After the collapse, parents started volunteering labour that had previously been the purview of school staff. In light of the fact that Icelandic women work as much as Norwegian men and have high childbirth rates, it is compelling to explore the discourse around mothering and schooling in the Reykjavik metropolitan area where competition among compulsory schools has been increasing. The discourse of the intensive mothering in relation to education marginalizes different classed and gendered experiences of full-time working women, especially single mothers. This paper explores recent regulations and media discourse on mothering and will argue that these changes are antithetical to the Nordic welfare state policy.

**Berglind Rós Magnúsdóttir** (brm@hi.is) is an assistant professor at the University of Iceland, in the School of Education and completed her PhD-degree in 2014 from the University of Cambridge. Prior to her PhD studies, she worked as an adjunct and equal opportunities officer at the University of Iceland and has five years of experience as a teacher in the Icelandic compulsory education system. From 2009–2011, after having completed two years of the PhD study in Cambridge, she took up a post as a special adviser to the Minister of Education, Science and Culture in Iceland. Her main research area is on marketization and privatization in education and its effects on social justice, democracy and the social context of school communities with a special focus on the intersections of race, class, gender and disability.

**“We … our education”: Educated immigrant women´s experiences in Iceland.**

**Dr. Brynja Elísabeth Halldórsdóttir**

**University of Iceland, School of Education**

While Iceland is often touted as a gender equality paradise not all women experience this. Educated immigrant women often remain on the periphery. In Iceland, public and educational policies, and social norms are often experienced as hindrances for minority identified women in finding professional jobs that commensurate with their educational and professional attainment. Many non-Western European women encounter hurdles when trying to have their educational credentials and professional experience acknowledged. This paper examines public perceptions of immigrant women with a special focus on visible minorities. Using a critical race theory lens, based in the feminist writings of bell hooks, the author uses a discourse analysis to assess the media and public dialog regarding immigrant women. In-depth interviews with five immigrant women in Iceland supplement the discourse analysis. Their perspectives and the overview of public dialogue help to illuminate how public policy and social norms affect these immigrant women´s experiences.

**Brynja Elísabeth Halldórsdóttir Gudjonsson** (PhD) (brynhall@hi.is) is an assistant professor of Education Studies at the University of Iceland, where she teaches courses both in English and Icelandic. She received her doctorate in Educational Policy and Administration from the University of Minnesota in 2012 with focus on Comparative International Development Education. Her research areas include school ethnography, immigrant positionality and multicultural education in diverse societies. She is currently working on a project on how hate speech and media perspectives reflect local views of immigrants and exploring the impact these views have on student and familial experiences. Her work focuses on merging the academic with the practical in order to improve all students´experiences in the education system.

**Searching for "Feminist Paradise": The North meets the South.**

**Dr. Annadís Greta Rúdólfsdóttir**

**University of Iceland, School of Education**

In this talk I critically reflect on my five year experience as the Studies Director of the United Nations University Gender Equality Studies and Training (UNU-GEST) Programme at the University of Iceland, where I was responsible for defining the curriculum of a 20 week Diploma course on gender equality appropriate for students (both women and men) from Afghanistan, Palestine, Uganda, Malawi and Mozambique. The process of designing and implementing the curriculum raised a number of practical, theoretical and pedagogical questions. How useful are mainstream theoretical frameworks and categories for gender analysis, which for the most part originate in the North, for making sense of the complex gender orders and gender relations that are part of the students´ living and working environments? What kind of pedagogical/feminist approach is best suited for creating safe spaces for positive cross-cultural and inclusive dialogues? I reflect on the pitfalls encountered, but also draw out the positive and beneficial results from the dialogue that took place.

**Annadís G. Rúdólfsdóttir** (annadis@hi.is) joined the School of Education at the University of Iceland as an assistant professor in Research Methodology in January this year. Previously she was a Studies Director at the United Nations University Gender Equality Studies and Training (UNU-GEST). She completed her PhD in Social Psychology at the London School of Economics in 1997. She worked in the UK for 10 years, first as a lecturer at the Department of Social Psychology (1999-2000) in LSE and then as a senior lecturer in Social Psychology at the University of the West of England (2000-2009). Dr Rúdólfsdóttir has done research on gender, in particular the ways in which gender relations are played out in structural and institutional domains such as the family, media and health care system.

**3.45-5.45 (G001)**

Activism, Feminist Research and Praxis

Feminism in Secondary Schools: International perspectives and approaches

**Convenor: Professor Jessica Ringrose, UCL Institute of Education**

This symposium addresses how feminist issues, gender equality and sexism can be re-valued in contemporary contexts of secondary schooling. Youth led gender activism is currently on the rise (Taft, 2012) where feminism is no longer a ‘dirty word’ and young people are beginning to start up feminist clubs in schools (Ringrose and Renold, 2012; forthcoming). Schools, teachers and parents are also now beginning to realise the glaring gaps around gender and sexual inequalities and many are eager to begin implementing and support school based feminist initiatives. However, sustaining meaningful change raises a host of questions about navigating schooling contexts where high stakes testing has dominated and gender equality is sometimes not understood as a priority. This session explores how feminist activism is being initiated and nurtured in schooling contexts across New Zealand, Australia, USA, India and the UK.

**Keywords:** Feminist pedagogy, feminist activism, feminist identity, gender and sexual equalities

**Paper 1: “FeminEast has changed the attitudes of the school”: Feminist Clubs in New Zealand high schools (research conducted in New Zealand)**

**Dr Sue Jackson, Victoria University of Wellington, New Zealand**

The emergence of Feminist Clubs in some New Zealand high schools in recent years is a new and exciting development. Student initiated and led, the clubs feature positively on the schools’ websites and their reach extends outside of school through social media sites and reports of their activities in news media. Against the tide of individualism and apolitical subjectivity constituted in neoliberal discourse, Feminist Clubs are marked by girls’ collective social activism. This paper will present preliminary material from a project exploring girls’ participation in and experiences of Feminist Clubs within the context of the wider school culture. The focus of the presentation will be on girls’ social activism as part of their participation in Feminist Clubs, in particular the challenges it makes not only to everyday sexism and rape culture but also to postfeminist femininities. The paper will also reflect on the possibilities for self that social activism may open up for girls.

**Sue Jackson** is a Senior Lecturer in the School of Psychology at Victoria University of Wellington, New Zealand. She has a longstanding interest in gender, sexuality, bodies and the ways they are represented and made sense of in popular culture and has an established, strong international publication record for research with girls and young women in these areas. Her research is grounded in a feminist poststructuralist theoretical framework and she uses visual and discursive methodologies. With colleague Tiina Vares, she recently completed a research project about pre-teen girls’ engagement with ‘sexualised’ popular culture (funded by the NZ Royal Society Marsden Fund) and is now developing a project about feminism in high schools.

**Paper 2: Feminist pedagogy in an Australian school: The interconnection of research and practice (research conducted in Australia)**

**Dr Debbie Ollis, Deakin University, Australia**

In the context of much open feminist backlash in Australia and elsewhere, there is a small movement in Australia working to reclaim the feminist project in schools. According to Raewyn Connell (2014), the earlier gains of feminist education scholars, policy developers and practitioners in the 1980’s and early 1990’s in Australia was halted prematurely as concerns mounted about boy’s education and academic achievement. The neoliberal approach that began then, and is now firmly entrenched in educational policy and practice, is being challenged in some quarters. Connell maintains we need to finish the innovative work we began to work towards gender equity. One such project is occurring in a small school in Melbourne Victoria, where a group of feminist’s teachers are openly challenging gender normative behaviour in relation to sex and relationships, sexualisation and pornography. The session will present the experience of teachers and researchers working together to improve feminist practice in schools.

**Debbie Ollis** is a Senior Lecturer in Education at Deakin University in Australia. Her teaching and research intersect in the area of sexuality education, gender and sexual diversity, respectful relationships education (gender-based violence education), and health and student wellbeing. She has been the principal author of a number of sexuality education resources (Talking Sexual Health 2001; Catching On 2004; Sexuality Education Matters 2103; Respectful Relationships 2014) and worked in policy and program development in gender and sexuality education at the state and national level in Australia. She is an active researcher in the gender and sexuality education field currently researching and writing, independently and collaboratively, on capacity building in sexuality education; the implementation of respectful relationships; pre-service teacher sexuality education programs and the role of student voice in sexuality education.

**Paper 3: Implementing a critical gender and sexualities equality framework in schools (research conducted in UK)**

**Dr Vanita Sundaram, University of York**

The gender regulatory cultures of educational settings, including early years (Osgood, 2012; 2014), has been well-documented, as have processes by which heteronormative and binary gender norms are policed, negotiated and resisted even among primary-aged children (Renold, 2000; 2002; 2006). This suggests that gender ‘templates’ (Coy, 2012) are formed among young girls and boys, and that ‘conducive contexts’ (Kelly, 2007) for producing sexist behaviour and attitudes, misogyny, harassment, violence and the objectification of women include early years schooling. Feminist challenges to everyday sexism and gender inequality are on the rise, ranging from the global Everyday Sexism project to feminist, anti-sexism and gender equality groups in schools. This paper explores pathways for implementing critical gender and sexualities equality work in five schools in the north-east of England. It considers challenges and possibilities for addressing everyday sexism in and through education.

**Vanita Sundaram** is a Senior Lecturer in Education at the University of York. Her research broadly covers gender and education, focusing more specifically on gender-based violence and teenagers; violence prevention work in schools; addressing issues of gender, sexuality and plurality in sex and relationships education; tackling everyday sexism through education across the lifecourse; and lad cultures in higher education. She is the author of numerous publications on these issues, including the forthcoming *Global debates and key perspectives on sex and relationships education: Addressing issues of gender, sexuality, plurality and power* (Palgrave) and *Preventing youth violence: Rethinking the role of gender in schools* (2014). She is an academic member of the NUS Strategy Team on Lad Culture and serves on the Gender and Education Association executive committee.

**Paper 4: Creating Young Feminist Global Partnerships and Activism in Schools (Research conducted in India and USA)**

**Ileana Jiménez, English Teacher, LREI (Little Red School House & Elisabeth Irwin High School), New York City, activist, writer,** [**http://feministteacher.com**](http://feministteacher.com)

This paper will share best practices on how a high school feminism class in New York partnered with two high schools in Delhi and Kolkata to create a global social justice conversation about queer youth, gender-based violence, sex trafficking, and the sexualization of women and girls in the media. Using social media, blogging, and activism, these students and teachers launched the first school partnership to use intersectional feminism as the basis for a global exchange. During the course of this two year partnership, students from India and the US engaged in a daylong retreat on queer youth in New York; learned from global feminist groups such as Breakthrough in New York and Sanved in Kolkata; and participated in the annual International Day of the Girl both at the UN and in their respective schools. This innovative partnership resulted in forging new conversations on youth activism and leadership on gender and sexuality globally.

**Ileana Jiménez** is based in New York City at LREI (Little Red School House & Elisabeth Irwin High School), and teaches innovative courses on feminism and activism that have gained the attention of academic and activist circles. Passionate about creating inclusive schools, Ileana believes in transforming education for gender, racial, and economic justice. In an effort to inspire teachers to bring women’s, gender, and queer studies to the K-12 classroom and to bridge the gap between academics, activists, and educators, she launched her blog, Feminist Teacher, feministteacher.com. In 2010, she was named one of the 30 Women Making History by the Women’s Media Center and one of the 40 Feminists Under 40 by the Feminist Press. In 2011, she was the recipient of the Distinguished Fulbright Award in Teaching.

**Paper 5: Feminist Activism in UK Secondary Schools (Research conducted in UK)**

**Professor Jessica Ringrose, UCL Institute of Education; Professor Emma Renold, Cardiff University, Hanna Retallack, UCL Institute of Education, Dr Victoria Showunmi, UCL Institute of Education, and Dr Jessalynn Keller, Middlesex University**

This paper reports on an impact research project where university academics and secondary school teachers set up feminist after school and lunch groups in schools across England and Wales. Seven highly diverse secondary schools participated, including mixed, single sex and fee paying institutions and from a range of religious, ethnic and socio economic backgrounds. The research involved semi-structured focus group interviews and audio and visually recorded workshops with 45 young people, as well as individual interviews with teachers. Creative methodologies also formed part of the research design, including the documentation of a range of material activisms and a collaborative blog space and twitter feed. In this paper we explore some of the emerging themes arising from our data including an analysis of girls’ and boys’ everyday experiences of (hetero)sexism; student’s desires to move away from stereotypical notions of feminism; the need for feminisms that can address diversity and complexity; how feminist views come under perpetual scrutiny and attack at schools from other pupils and teachers; adult and peer censorship of feminine sexuality and embodiment; the urgent need for further strategies to educate around boys and violent masculinities; and the new possibilities of social media and digital technology for feminist activism.

**Jessica Ringrose** is Professor of Sociology of Gender and Education, UCL Institute of Education. She teaches in the areas of Gender, Sexuality, Sociology and Intersectionality Studies in Education. Recent research explores social media and youth sexual cultures, digital feminist activism and feminism in schools. Reports and books include: A Qualitative Study of Children, Young People and ‘Sexting’ (NSPCC, 2012 co-authored with Rosalind Gill, Sonia Livingstone and Laura Harvey); Post-Feminist Education?: Girls and the sexual politics of schooling (Routledge, 2013); Deleuze and Research Methodologies (EUP, 2013 co-edited with Rebecca Coleman) and Children, Sexuality, and Sexualisation (Palgrave, 2015 co-edited

with Emma Renold and Danielle Egan).

**Emma Renold** is Professor in Childhood Studies at the School of Social Sciences, Cardiff University, Wales. She is the author of Girls, Boys and Junior Sexualities (Routledge 2005) and co-editor of Children, Sexuality and Sexualisation (Palgrave 2015). Regularly working at the interface of policy, practice, activism and research, her research draws on feminist, queer and post-humanist approaches to explore children and young people’s gender and sexual cultures across diverse institutional sites, places and spaces (age 3-18).​

**Hanna Retallack** is a teacher of English Language and Literature at secondary level and a PhD student at the UCL Institute of Education, London. Hanna is currently researching the impact of the 2015 reforms to the English Literature Curriculum under the working title: The discursive ‘affect’ of the 2015-reformed literature curriculum on students’ gendered subjectivities. Since April 2014, Hanna has been working alongside UK academics on a ‘Feminism in Schools Mapping Impact’ project both with her own students and in other London schools

**Victoria Showunmi** is a Lecturer in Education at UCL IOE, London.  She is a feminist that intersects with gender, class, race and identity exploring Black girls and young women’s wellbeing.  Other research interests include work I on gender and leadership. She is the author of Teachers for the Future , by Trentham Books and Why British Black Women have Difficulty Finding Employment The Eddwin Mellen Press. She has many years of experience as an active member of the research community reaching out and engaging with a wide range of diverse people.  I am a panel member for The Young Women’s Trust, along with being a Trustee for Gingerbread (formally National Council for One Parent Families)

**Jessalynn Keller** is a Lecturer in New Media at Middlesex University in London, UK and is author of the forthcoming book *Girls' Feminist Blogging in a Postfeminist Age* (Routledge 2015). Her research on girls' digital media production, contemporary feminist activism, and popular celebrity culture has been published in *Continuum: Journal of Media and Cultural Studies*,*Feminist Media Studies*, *Celebrity Studies,* *Information, Communication & Society,*and*Women's Studies International Forum*,in addition to several edited anthologies. Jessalynn is currently working on an AHRC-funded project (with Kaitlynn Mendes and Jessica Ringrose) examining girls' and women's use of digital media technologies to challenge rape culture and misogyny.

**3.45-5.45 (G070)**

Power in the Academy

***Negotiating the academic/activist binary: a participatory workshop***

Facilitated by Emily F Henderson and Emma Jones, UCL Institute of Education

Negotiating the academic/activist binary: A participatory workshop

**Emily F Henderson, Emma Jones**

**UCL Institute of Education**

Feminist-themed conferences are important sites for the formation and negotiation of contemporary debates in feminist politics. However, conferences, especially those taking a traditional academic format of paper presentations and keynotes, do not necessarily foreground discussion and negotiation in their (official) pedagogy. This workshop is designed to create a space for the thoughtful exploration of authenticity in feminism, especially with regards to the academic/activist binary. Based on our own experiences of attending feminist and queer conferences and events, as well as Emily’s research into Women’s Studies conferences, we have observed how conferences act as implicit – at times overt – battlegrounds for the validation of feminist identities. These processes of validation are enacted implicitly, but also in direct affronts, often delivered in an arena where conference etiquette does not permit an immediate response. This is in part a conceptual question; in establishing feminist authenticity the concepts of ‘academic’ and ‘activist’ are actively interpreted and re-interpreted to include or exclude particular viewpoints and actions. It is not however just a question of abstract definitions – there are clear patterns of affective engagement, or disengagement, with these negotiations, from guilt, shame, and disappointment, to pride, celebration, satisfaction. This workshop works *with* (rather than in spite of) the affective responses to questions of feminist authenticity. Using our joint experience of queer and feminist pedagogy, we aim to provide a space at the conference for play and creative thinking around academic and activist feminism.

**Keywords:** Conference pedagogy; Academic identity; Academic feminism; Feminist activism

**Emily F. Henderson** is an ESRC-funded doctoral candidate at the UCL Institute of Education. She is researching manifestations and interpretations of gender in international Higher Education, with specific reference to academic conferences. Emily has published a number of journal articles on feminism and gender in higher education, and her first book, *Gender Pedagogy: Teaching, Learning and Tracing Gender in Higher Education* (2015) appears in the Palgrave Macmillan ‘Gender and Education’ series.

**Emma Jones** is an MRes student at the UCL Institute of Education.  Her research draws upon a queer intersectional approach to question the multiple affective relationships between international development practitioners and the enactment of their work.  As a former teacher she is also interested in the way that queer pedagogies can destabilise the taken-for-granted assumptions of bodies, identities and knowledge within formal and informal sites of learning.

**3.45-5.45 (1014)**

Teachers, Identities and Social Justice

***Teachers and school leaders : experiencing social (in)justice***

Why are there so many women in pre-school year teaching? A gender-stereotyped profession.

**Carole Veuthey, University of Geneva**

In Switzerland, as in many countries, women are overrepresented among primary teachers, particularly in the early school years (4-6 years old) where women represent almost 96 %. Since 2010 a new curriculum that reinforces cognitive learnings has been introduced and school has become compulsory for all children above the age of 4. Studies show that this institutional decision has an influence on teaching practices particularly on assessment. Do these changes also influence the perceptions of this profession and the underlying motivationsthat lead to choose a career in pre-school year teaching? In order to answer to this question, we have submitted the 300 students enrolled in our teaching program to aquestionnaire about the conceptions of this profession (arguments to explain the feminization of this profession, advantages and aspirations to choose this career). Results show that the stereotypes surrounding pre-school year teaching are still very present. Indeed, the predominance of women in the early stages would be explained by their inclination to motherhood, whereas men would be more attracted to the transmission of knowledge. Could the transition from a school system previously considered mainly as a complement to the family’s education to a teaching program that reinforces cognitive learnings influence the stereotypes surrounding early childhood education and thus attract more future male teachers?

**Keywords:** Pre-school year teaching, feminization, gender stereotypes, vocational choice

**Carole Veuthey** is lecturer at the Faculty of Psychology and Educational Sciences, University of Geneva. She is involved in the teaching program for early school years. Carole Veuthey’s research interests focus on the stakes of early schooling: the transition between family education and school starting, the connection with primary school and the role of teaching practices in school inequalities. Now she studies the “schoolification” of early childhood education, particularly the role of assessment on teaching practices in early school years and the risk of reinforcing social inequality earlier and earlier.

Bargaining with Patriarchy: Tensions and Contradictions for Women Choosing to Work in Single Sex Boys’ Schools

**Daniela Acquaro, Wayne Martino The University of Melbourne, Australia, The University of Western Ontario, Canada**

This paper draws on critical feminist and Foucauldian analytic perspectives in conjunction with engaging with Connell’s sociological framework of gender and power as it relates to the question of masculinities to examine the experiences of female teachers in elite single-sex boys’ schools in Australia. The analysis is grounded in Kandiyoti’s (1988) notion of *bargaining with patriarchy* which provides insights into the constitution and subjection of these female teachers in terms of their negotiations with a specific classed system of patriarchy and their strategies for managing such gendered power relations/hierarchies in single-sex boys’ school. Drawing on qualitative data through semi structured interviews, this research identified preparedness by female teachers to accept the challenges and attitudes which permeate the patriarchal stronghold evident in an all-male environment often compromising and undermining them. This research identified high levels of self-efficacy and resilience amongst female teachers even in the most difficult climates – at times isolated in their endeavours but united in their experience. More specifically, we focus on the paradoxes and contradictions in the sort of bargaining in which female teachers engage in order to account for their investment in an educational system which in many respects compromises them as female subjects. While careful not to represent or present these female teachers as merely disempowered victims of patriarchy, we illustrate that there does appear to be a degree of comprise or of ‘selling out’ in terms of how these female teachers feel compelled to bargain with patriarchy which is consistent with endorsing hegemonic masculinist positions.

**Keywords:** Gendered Power Relations, Female Teachers, Patriarchy, Boys’ Schools

**Dr Daniela Acquaro** is the Program Coordinator of the Master of Teaching (Secondary) Program in the Melbourne Graduate School of Education at the University of Melbourne. She lectures in Curriculum and Pedagogy and her research interests focus on teachers’ lives, issues of identity and culture, pre-service teacher education and global education.

**Dr Wayne Martino** is Professor of Equity and Social Justice Education in the Department of Critical Policy, Equity and Leadership Studies in the Faculty of Education at the University of Western Ontario, Canada. His books include  *So what's a boy? Addressing of masculinity and schooling* (with maria Pallotta-Chiarolli, Open University Press), *Boys and schooling: Beyond structural reform* (with Bob Lingard and Martin Mills, Palgrave), *Gendered outcasts and sexual outlaws* (with Christopher Kendall, Routledge) and *Gender, race and the politics of role modeling: The influence of male teachers* (with Goli Rezai-Rashti, Routledge).

To lead or not to lead? Gender disparity in the leadership of boys’ schools.

**Dr Daniela Acquaro, Dr Helen Stokes**

**Melbourne Graduate School of Education, The University of Melbourne**

This paper provides an analysis of gender disparity within Australian boys’ schools revealing a disproportionate number of men and the under-representation of women in senior school leadership roles.

With women accounting for the vast majority of teachers worldwide and significant increases in women entering the teaching profession over the last two decades, they continue to be underrepresented in senior management roles in secondary schools (Yong-Lyun and Brunner, 2009). The pursuit of leadership in boys’ schools is more complex for women, with senior roles often beyond their reach. This marginalisation has left capable, enthusiastic female educators disenchanted, frustrated and resentful of a profession that sees them managing ‘soft’ roles, and making space for male counterparts who take up the top jobs.

This paper draws on findings from semi-structured interviews with thirty-six female teachers across six boys’ schools. Drawing on feminist perspectives of leadership (Sinclair, 2014; Blackmore, 1999), this paper analyses teachers’ perceptions of factors that *block* them and lead to male domination within school leadership. Results show that career advancement in boys’ schools is not self-determined with sex discrimination and a lack of support or mentoring, diminishing female teacher’s aspirations for the top jobs. This research provides an important insight into the continuing yet under-researched operations of patriarchy within the feminized field of teaching. It challenges sex-role stereotyping and a deficit perspective of women in presenting boys with a fairer representation of gender within boys’ schools.

**Keywords:** Women and School Leadership, Career Advancement, Female Teachers, Boys’ Schools, Patriarchy

**Dr Daniela Acquaro** is the Program Coordinator of the Master of Teaching (Secondary) Program in the Melbourne Graduate School of Education at the University of Melbourne. She lectures in Curriculum and Pedagogy and her research interests focus on teachers’ lives, issues of identity and culture, pre-service teacher education and global education.

**Dr Helen Stokes** is a senior lecturer and research fellow at the Youth Research Centre in MGSE at the University of Melbourne. She coordinates the Master of Instructional Leadership and her research interests include leadership and narratives of identity.

Leaving an impression: the indelible marks of toxic forms of school accountability on women teachers in urban schools

**Lori Beckett, Leeds Metropolitan University**

This paper presents findings from a school-university partnership in a city-wide network of urban schools in the north of England over the last nine years, which sheds light on politicians’ tighter centralised control over teachers’ areas of professional responsibilities. This is instructive given policy directives to so-called ‘failing schools’ threatened with closure because they fail to meet national floor targets in high stakes testing and/or match the Office for Standards in Education inspection criteria. Of significance is the fear perpetrated in the name of school improvement, which has consequences given sanctions, mandatory requirements to become an academy with a corporate sponsor or as a part of a business chain running schools, and job losses. The paper draws on Ahmed’s (2004) ideas about the cultural politics of emotion to interrogate teachers’ feelings and the ways they are impressed in this neoliberal regime to steer particular courses of action and create the impression of a school-led system. The paper identifies sample strategies of control from wilful ignorance on the part of some school Heads and corporate sponsors who are complicit in the control, to pre-determined judgements from Ofsted inspectors on the basis of high stakes test results, and silence from Local Authority partners who ultimately relinquish ties with ‘converted’ or ‘forced’ academy schools. This provides an opportunity to reconsider emotions as performative, which builds on my earlier identification of teachers’ fearful existences (see Ghale and Beckett, 2013; Beckett, 2014a in Urban Review), and ways to counter politicians’ controlling behaviours over women teachers.

**Keywords:** Teachers, performativity, prescription, sanctions, fear, resistance

**Lori Beckett** is the Winifred Mercier Professor of Teacher Education in the Carnegie Faculty at Leeds Metropolitan University. Recruited from Australia in 2005 to build school–university partnerships in networks of disadvantaged schools, she coordinates the ‘Giving Teachers Voice’ project; directs and teaches on the ‘Leading Learning’ CPD programme; and is the course leader and teaches the allied MA ‘Achievement in City Schools’. Lori works as an academic partner to local practitioner researchers, who are contributing to a city-wide project on ‘raising achievement’, and with colleagues in a network across England focused on ‘poverty and education’. She was Convener 2007–2010 and Co-Convenor 2010–2013 of the BERA Practitioner Research SIG.

“Manning up” teaching?: Discourses of masculinisation,

education policies and the teaching profession

**Marie-Pierre Moreau**

**University of Roehampton**

This paper explores the policy discourses of teaching which have unfolded in England since 1997, under the New Labour and Coalition governments. It specifically considers how education policies are underpinned by discourses of teaching which are gendered and shape who can or cannot be a teacher.

This paper is informed by feminist theories of work and education which have looked at the reproduction of gender patterns, as well as to their variability across time and space (e.g. Connell, 1987; Crompton, 1999; Skelton, 2002, 2007; Skelton et al, 2006). A range of governmental reports and other policy texts have been subjected to discourse analysis, including for example the 1998 Green paper calling for a reprofessionalisation of the teaching profession (DfEE, 1998) and the more recent 2010 White paper (DfE, 2010) announcing, among other things, the launch of the *Troops to Teachers* programme.

An early analysis of these texts suggests that policy discourses of teachers are based on the assumption that the normative and statistical feminisation of the profession is to be resisted and that, on the contrary, its masculinisation represents a desirable aim. However, it also emerges that all types of masculinities are not constructed as desirable, as the way gender plays out in these discourses interacts with other identity markers such as social class and sexual orientation.

**Keywords:** teaching, schools, masculinisation, education policy, discourse, feminist theory

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**Marie-Pierre Moreau** is Reader in Sociology of Education at the University of Roehampton, UK. She is also Co-Director of the Paulo Freire Institute-UK & Research in Inequalities, Societies and Education research centre and an elected Executive Member of the Gender and Education Association. Her research is at the nexus of education, work and equality issues, with particular reference to gender. She is the author of two books and of a range of articles published in high-ranking international journals."

**3.45-5.45 (2001)**

Gender Norms and (Hetero)normativity

Strong women and inventive cooks on the 19th century American Frontier: Making past stories of women, food and power part of present formal and informal pedagogy

**Jane P. Marshall, Kansas State University**

Westering women in covered wagons and sod houses, in tents and board shanties, in dugouts and hilltop mansions used that ancient magical power of food – a centerpiece of “women’s work” - to strengthen their families, to build and improve their communities and to add joy and celebration to hardscrabble lives on the American Frontier.

Their kitchens were their weapons of war, pens and paintbrushes, hammers and nails. There they baked cakes to raise money to build schools and libraries; there they planned campaigns to educate children, close saloons and get the vote. Their stories are lessons in adaptation, in geography, and in woman’s hunger to build a better life for the next generation.

History textbooks and classrooms – and society in general – have long ignored or dismissed the subtle power these pioneers who, like many of their sisters around the world, found ways to change lives and policy through the kitchen door.

This paper will explore how, using feminist pedagogy (e.g. Shrewsbury), stories such as theirs can help correct many past omissions by historians and educators. This analysis will lead to a paradigm shift that gives voice to thinking about and teaching the realities, power and value of women’s traditional work throughout history. The paper will also offer some concrete transformational strategies from personal teaching experience and current scholarship (e.g. feminist food studies scholars such as Bevacque and Johnson, Avakian, Haber).

**Keywords:** Women’s history; food history; power; frontier kitchens; westering women

**Jane P. Marshall**, a journalist and food historian, teaches food writing and food history at Kansas State University. Her book, *Teatime to Tailgates: 150 Years at the K-State Table*, was named a 2014 Kansas Notable Book by the State Library of Kansas. She was an editor and reporter at major newspapers in Texas and Colorado for more than 25 years. Marshall is a founding member and the first president of Journalism and Women Symposium and past president of the American Association of Sunday and Features Editors

The Making of a “good girl”: Finding voice

**Farzana Zebeen Khan Monash University**

Based on the findings of a phenomenological qualitative case study, this paper analyzes the study of Bangladeshi university graduate Muslim women. This is part of an ongoing PhD thesis that aims to explore the unheard struggles and tales of resistances among Bangladeshi Muslim female graduate. The interview data were gathered in 2013 and analyzed using interpretative phenomenological analysis. Bangladesh is a traditional and largely Islamic society; a patriarchal society where norms and traditions continue to shape gender relations. The Islamic custom of purdah(veiling or female seclusion) where women are confined to home and discouraged from public activity continues to impact on women’s role within the family, community and society in Bangladesh. Purdah in the Bangladeshi context is a marker of class distinction, a ‘symbolic shelter’ and a signifier of Bengali and Muslim femininity. There are ethnographic studies on women in Bangladesh that discuss religion as the grounding of patriarchy, embodied in purdah and elaborated through philosophical and religious texts. Almost all the studies are based on rural women and garments workers. What it is like to be an educated Muslim woman in Bangladeshi society is still shrouded in mystery.

Two significant themes emerged that concern how the individual views resistance and the power relationships and their modification on the achievement of economic freedom. What seems like a very tiny step towards independence becomes an enormous stride for the individual involved. Although this is a single case study its findings can illuminate the lives of a much wider group of educated women in Bangladesh.

**Keywords:** Purdah, oppression, power, Muslim women

**Ms Farzana Khan** is a PhD candidate in the Faculty of Education, Monash University, Australia. She is a hermeneutic phenomenologist who researches on the impact of purdah (veiling), globalisation and tradition on Muslim female graduates in Bangladesh. Prior to commencing doctoral studies in Australia, Farzana was an Assistant Professor in the Department of English at Jahangirnagar University, Dhaka, Bangladesh

**Gender Diversity in the Consciousness of Social Responsibility:**

**The Impact of Education across Schools and Families**

**Qun Chen, Hefei University of Technology**

This article is based on the data from a questionnaire survey about college students’ consciousness of social responsibility, which are collected from 2006 college students by random sampling in China. The data suggest that the girls are better in the development in consciousness of social responsibility than boys; boys have more contradictions when they make choices of responsible actions. The data also prove that teachers, parents, friends, classmates are the significant others of college students in this point.

Because education for responsible citizen is seen as essential to democratic society, this article mainly analyzes the issue of “weak boy” by focusing on the interaction process of socialization, and explains how the gender diversity is constructed. There are three reasons. First, within a gender-neutral education context, the hidden curriculum still has huge power to manipulate the rules. From the beginning of education, girls gain much more chances to be responsible persons, such as class management assistants, etc. which enhances their self-confidence in responsible actions. Second, the traditional culture connects both girls and boys with different developing targets by sex stereotype, which indicates that male need to be successful, and the female need to be happy. Models given by text, media and parents to girls, always tell the same stories, which enhance girls to dedicate their support to families or others. This is defined as an important source of happiness to female, which forms their responsible characters. On the contrary, boys are forced to pay attention to themselves, and struggle for success. Third, higher expectation leads to higher pressure, which makes boys to escape from some defined responsibilities.

At the end of this article, I put forward several suggestions from policy to teaching and try to adjust the gender diversity, encourage boys to be higher standard responsible citizen.

**Keywords:** gender, social responsibility, education

**Qun Chen** is an associate professor in the School of Marxism at Hefei University of Technology, 193Tunxi Road, Hefei, Anhui, P. R. China, Postcode 230009; e-mail:chenqunhh@163.com. Her research focuses on the issue of students’ socialization. She conducts both quantitative research and qualitative research.

Revisiting “Dilemmas of Desire”:

How Undergraduate Students Make Sense of Early and Current Sexual Experiences

**Savannah Rosensteel, Scott Richardson, Ph.D., Kortney Gipe, Haleigh Regal**

**Millersville University of Pennsylvania**

Deborah Tolman’s (2002) groundbreaking *Dilemmas of Desire*, exposed that teenage girls demonstrated few ways of thinking and talking about their sexual experiences. Girls largely reported that sex, particularly early experiences, “just happened” to them. Our research, fifteen years after Tolman’s work, investigates how thirty American undergraduate women have thought about their early and contemporary sexual experiences. We wondered if their reports would mirror those of students from over a decade ago. We also wondered if the impact social media (e.g., Twitter’s High Schoolfession @schoolfession, YikYak chatter, and so on) has helped female students become better consumers of sex-based information leading to self-actualization/self-determination.

Data collection examined multiple anonymous surveys organized around themes of gender expectations, early/current sexual experiences and recognition/definitions of desire. We also examined writing prompts that invited students to narritivize their experiences. During data analysis, we utilized a “negotiated coding approach” (Soslau, 2012) moving us beyond inter-coder reliability and toward a “state of intersubjectivity, where raters discuss, present, and debate interpretations to determine whether agreement can be reached” (Lampert & Ervin-Tripp, 1993). We constantly considered possible and alternative explanations (Clandinin & Connelly, 2012).

Data analysis is on-going, however, preliminary findings suggest that students’ early and current sexual experiences share some significant commonalities with participants from Tolman’s work. There are many possible explanations why female students are not experiencing sexual ownership, however, we believe that school culture, sex education programs, and social media remain to be deeply heteronormative and patriarchal in nature (Richardson, 2014; Taverner, 2006).

**Keywords:** Desire, sex, college, women, self-actualization, self-determination

**Savannah Rosensteel** is an undergraduate early childhood education student at Millersville University of Pennsylvania. Her research interests include the theory and practice of non-traditional school programs (pre-K - post-secondary ed.), international early childhood education, and gender/sexuality.

**Scott Richardson, Ph.D.** is a curriculum theorist and researcher in the areas of gender, sexuality and democratic, alternative, and international education. Prior to working in post-secondary education, he taught elementary special education in the U.S. and English in Japan. He is an Assistant Professor of Educational Foundations, Women’s Studies Affiliate, and former Co-Founder and Director of the Sexuality & Gender Institute at Millersville University of Pennsylvania. He is a qualitative researcher that is interested in works that blend narrative, ethnographic, (auto)biographical, and composite non-fiction methodologies. He is the author of *Gender Lessons: Sextyping, Patriarchy, and Schools* (Sense Publishers, 2015) and *eleMENtary School: (Hyper)Masculinity in a Feminized Context* (Sense Publishers, 2012).

**Kortney Gipe** is an undergraduate early childhood education student at Millersville University of Pennsylvania. Her research interests include special education, integration, and innovative teaching in urban primary school settings.

**Haleigh Regal** is an undergraduate early childhood/special education student at Millersville University of Pennsylvania. Her research interests include international education and child psychology.

**3.45-5.45 (2002)**

Research Methods and Methodology

***Diverse approaches to feminist research***

Do gender and beauty affect college grades?
Evidence from a large-scale quasi-experiment

**Dr Michał Wiktor Krawczyk, Dr Anna Bartczak University of Warsaw**

Several studies show that gender (Weichselbaumer and Winter‐Ebmer, 2005) and physical attractiveness (Hamermesh and Biddle, 1993) matter in the labour market. However, there is less evidence on analogous effects at college (Cipriani and Zago, 2011). In this project we looked at advisors’ and reviewers’ evaluations of over 15’000 bachelor and master theses at a large Polish university. The interesting feature of the data set is that advisors but not reviewers typically know the author personally, thus may, perhaps unconsciously, account for their experience of such contacts. We thus focused on the differences between the assessment of the advisor and that of the reviewer. We hypothesized that H1) advisors will generally give higher grades than reviewers, H2) this gap will be highest for female students (because of the gender cliché according to which men are more competent but women are more likeable in personal relations, Devine, 1989), H3) the effect of H2 will be strongest when the advisor and the reviewer are male and thus more likely to fall prey to such a stereotype, H4) the effects described above will be moderated by physical attractiveness of the student – attractive females will be judged relatively favourably by male advisors. We find very strong confirmation of H1 and some support for the remaining hypotheses.

**Keywords:** gender gap, gender discrimination, beauty premium

**Michał Krawczyk** received his PhD from the University of Amsterdam for experimental research on decision making under risk. He is currently assistant professor at the University of Warsaw. His main research interests comprise several subfields of behavioural economics. Most of his studies involve laboratory and field experiments. He is currently heading a project on Gender Equality at the Academia, sponsored by the Norwegian Financial Mechanism (2013-2016, ca. 300’00 euro). He has published i.a. in *American Economic Review, Experimental Economics, Journal of Economic Behaviour and Organization, Journal of Economic Psychology, Journal of the European Economic Association* and *Journal of Public Economics*.

Uncertain negotiations: Developing the methodology of a cross-disciplinary, multi-method, transnational approach to studying the value of early childhood education and care work.

**Yarrow Andrew, Margaret Boyd, Lara Corr, Connie Lent, Maeve O’Brien, Jayne Osgood, Lynet Uttal**

**Flinders, University, Stonehill College, University of Melbourne, University of Wisconsin-Madison, Dublin City University, London Metropolitan University, University of Wisconsin-Madison**

The predominantly female and ‘lower-class’ early childhood education and care (ECEC) workforce is both marginalised and denigrated, which has considerable impacts on these practitioners’ quality of life. Understanding how and why ECEC remains undervalued and poorly remunerated work is essential to advancing advocacy in this area. This paper describes the methodological work undertaken to develop a cross-disciplinary, multi-method, transnational approach to studying educators’ experiences of the value of their work and their personal wellbeing in ECEC settings. The data consist of formalised email exchanges and personal reflections generated within this process between sociology, early education, and public health academics located across Australia, Ireland, the United Kingdom and the United States. Asynchronous work allowed time for reflecting on the research, its aims, the methodology and our emotional responses to negotiating a mutually-acceptable outcome.

In this paper we explore the productive uncertainties that result from engaging in discussions around methodologies, when our research practices are sometimes deeply felt, and often theoretically and personally significant. As feminist, critical and post-foundational scholars, we acknowledge our implication in the production of truth-claims in regard to early childhood work, and explore the tensions inherent in seeking a robust methodology that will influence early childhood policy-makers. We also seek to work with the complexities inside and across early childhood work environments, in terms of culture, class, histories, policy frames and our diversity as researchers. We invite engagement with our methodological framework by those attending this session, and welcome the generation of further ‘productive uncertainty’.

**Keywords:** early childhood, carework, methodology, transnational, workforce, dialogue.

**Yarrow Andrew** is a lecturer in early childhood education at Flinders University, Adelaide, who researches the gendered and classed politics of early childhood work. Yarrow’s wider research interests include emotional labour/capital, sexualities, pay equity issues, and the nature of early childhood expertise, drawing on fifteen years of teaching experience in long day care settings.

**Margaret Boyd** is an Assistant Professor of Sociology at Stonehill College. As a critical feminist her work has focused on structural inequalities within education and housing markets. She is an applied sociologist and has worked with community organizations on a number of community-based research projects to evaluate programs including school choice and early literacy reading practices. Margaret’s research includes the professionalization of early childhood education and how this had led to further exploitation and oppression of teachers in this predominantly female occupation.

**Lara Corr** is a public health researcher and adjunct Research Fellow in the Jack Brockhoff Child Health and Wellbeing Program at the University of Melbourne. Lara’s research examines the social, economic and political influences on caregivers’ mental health (parents and child care providers). As a critical feminist researcher, she aims to develop an evidence-base for social transformation to support and increase the wellbeing of caregivers and, in turn, those in their care and the communities they work and live within.

**Connie Lent** is a Ph.D. Candidate in Curriculum and Instruction, Early Childhood Education at the University of Wisconsin-Madison. Her doctoral research applies a critical feminist perspective and interpretive phenomenological approach to explore the meaning that family child care providers' give to the regulation processes they experience. The aim of her research is to analyze social, cultural and historical themes that impact family child care regulations and how these themes support or undermine family child care providers' ability to do their work.

**Maeve O’Brien** is senior lecturer in sociology, co-ordinator of Human Development and Co-Director of the MA in Human Development in St Patrick’s College, Dublin City University. She has worked as a primary school teacher, in school/home/community relations, and as a researcher in education and social justice. Her research focuses on classed, gendered and affective inequalities and their relation to care and education. Publications include research on educational transitions from first to second-level education, on well-being and second-level schooling (Making the Move, Marino: 2004, Well-Being and Second-Level Schooling; A Review of the Literature and Research, NCCA: 2008). Her most recent book co-edited with Dr Andrew O’Shea draws on key Freirean ideas and interrogates the possibilities for transformation in education today (Pedagogy, Oppression and Transformation in a ‘Post-Critical’ Climate, Continuum: 2011).

**Jayne Osgood** is Professor of Education at London Metropolitan University, UK and Visiting Professor at the University of Western Sydney, Australia. Through her research and publications she is particularly concerned to explore issues of inequality by developing and applying critical, post-structuralist and material feminist theorisations to her work. She has authored various publications, including a recent book: Narratives from the Nursery: Negotiating Professional Identities in Early Childhood (2012) and peer-reviewed papers in Gender & Education, Journal of Education Policy, Early Years, and Contemporary Issues in Early Childhood (amongst others). She is currently on the editorial board of several high ranking journals including British Education Research Journal. She is also co-editor of Reconceptualizing Educational Research Methodology.

**Lynet Uttal** is a sociologist within the School of Human Ecology at the University of Wisconsin-Madison. Her scholarship is motivated by an interest in participating in the improvement of the quality of life and well-being of people, especially immigrant and refugee individuals, families, and communities.  In particular, she engages in community-based research with Latino, Tibetan, and Hmong communities. Her research draws on an intersectionality perspective that examines how race, gender and class shape lived experiences.

Researching Sexualities, Gender and Schooling:

Methodological and Pedagogic Implications

**Trevor McArthur**

**Stellenbosch University**

Schools are highly contested terrains. Schools often serve to reproduce and enact dominant socio-cultural practices and habits. In this way, schools are constructed as sites wherein both teachers as well as pupils conform to, deviate and challenge heteronormative school practices and traditions. These traditions are often observed and emulated through informal learning, where ‘gender appropriate’ behaviour is practised. The tendency in patriarchal cultures, taking males for granted as universal subjects and constructing woman as the gendered Other, is challenged. Instead, this research addresses young men and women as gendered beings, and explores gendered power dynamics. Furthermore, it conceptualises masculinities and femininities as relational identifications, enacted and performed through everyday forms of interactions imbued with power.

This paper is primarily concerned with how a sample of 13 – 14 year old South Africans construct, communicate and perform their sexuality(ies) in an environment which promotes heterosexuality. It supports the proposition that flexible youth-centred research methods have both methodological as well as pedagogic implications for teaching and researching young people. Through advancing a pro-feminist research paradigm, this paper contributes to social justice education in practise, equality and non-violence in a context such as South Africa where gender and homophobic violence is endemic.

**Keywords:** Qualitative Research, Sexuality, Schooling, Pro-feminist Pedagogy

**Trevor McArthur** is a doctoral researcher within the department of Sociology and Social Anthropology at Stellenbosch University, South Africa. He holds a BSW (Social Work) and an MPhil specialising in Criminal Justice, and has worked mostly with youth in conflict with the law. He is currently a researcher on a year joint collaboration between South African and Finnish scholars, entitled: “Engaging South African and Finnish youth in equality and non violence”. McArthur is also a researcher on a three-province study with 13 year olds entitled: “Learning from the learners” exploring the transition from primary to high school, as well the process of embodiment as it regards gender and sexuality.

Situated ethics in collaborative research with children

**Niklas Alexander Chimirri, Roskilde University**

That research ethics are to be renegotiated with the respective participants throughout the research process is a demand strongly promoted throughout feminist research. Ethics are to be re-situated according to the concrete interrelationships, including the power relations and positionings in play, the agendas, accountabilities and responsibilities at stake. Due to the insight that human beings are situated beings, who have limited possibilities for understanding their respective being in the world, it emerges that a collaborative and yet conflictual exploration of joint becomings is both an epistemological as well as an ontological necessity.

The paper discusses how a renegotiation of ethics is particularly difficult whilst engaging in a project investigating everyday media experiences of young children (aged 3-6) at a German day care centre. Albeit the children were explicitly considered co-researchers to the research questions, the most visible negotiations of enacted ethics took place among the participating adults: researcher, parents, and pedagogues – thereby potentially shunning the children’s perspectives on the research process.

Nevertheless does the paper argue that an iterative renegotiation of ethics took place also with the children, and that the principle challenge lies in rendering these renegotiations visible in academic publications. It proposes conceptual developments that draw on both New Materialism and the Psychology from the Standpoint of the Subject in order to tackle this challenge.

**Keywords**: situated ethics, conflictual collaboration, development praxis research, New

Materialism, Psychology from the Standpoint of the Subject

**Niklas Alexander Chimirri**, PhD, is Assistant Professor in Social Psychology of Everyday Life at the Department of Psychology and Educational Studies, Roskilde University (Denmark). His research focuses on research ethics in participatory and collaborative methodologies and on questions of human development, intersubjectivity and sociomateriality in human-technology-interaction and digital education. His last research project explored how day care children turned their everyday experiences with media artifacts into collaborative action.

“The ‘Wilful’ Secretary: Secrets, Silences and Subjectivity in Feminist Research on Women Leaders in Australian Higher Education”

**Briony Lipton, The Australian National University**

Women’s experiences of leadership in Australian higher education are in the context of an era in which the transformation of work, structural reform and neoliberalism has significantly altered the academic environment. Women have been included without any real change to existing gendered social and organisational structures and there remains a paucity of academic women in leadership positions. Today, the pervasiveness of gender inequality in higher education is more hidden and is a product of ongoing post-industrial economic and political neoliberal reform.

Sara Ahmed describes feminist researchers as secretaries (2010). Of course this term has heavily gendered connotations, but what Ahmed invokes is the more obscured meaning of the word *secret*ary; that is of a person who is entrusted with secrets. This paper seeks to not only expose the secrets of the contemporary Australian university; that of women’s experiences of discrimination and inequality, but also to uncover the ways in which female academic leaders might be considered ‘wilful’ subjects (Ahmed 2014), and how they wilfully resist neoliberal discourses that operate to silence women in the academy.

In this paper I draw upon interviews with female academics in Australia to understand how this notion of a wilful feminist subjectivity is taken up (or not) by women in leadership, and how this impacts on female academics’ identities and practices. It explores the ways in which these feminist theorisations offer more enriching methodological and epistemological standpoints from which to better understand the ongoing paucity of academic women in positions of leadership in Australian universities.

**Keywords:** academic women, wilful subjects, wilful resistance, neoliberalism, feminist methodology

**Briony Lipton** is a PhD candidate in the School of Sociology at The Australian National University, Canberra, Australia. Her thesis explores the relationship between academic women, feminism, and university leadership in Australian higher education. She has a Bachelor of Arts (Honours Class I) in Women’s Studies from The University of Queensland. Her research interests include: women’s and gender studies, higher education and organisational studies, feminist theory, feminist history, Indigenous women’s writing, queer theory, and creative academic writing.

**3.45-5.45 (2012)**

Femininities and Masculinities in Educational Settings

***Troubling gender: gendered discourses and education***

Students’ sex role attitudes: a review of determinants

**Myriam Halimi, Els Consuegra, Nadine Engels**

**Vrije Universiteit Brussel**

For over 40 years educational gender disparities have been subject in academic and public. In many Northern countries girls outperform boys, who are overrepresented in groups of unqualified dropout and grade repeaters. Sex role attitudes (SRA) have been identified as antecedents of gender disparities in academic achievement through their influence on school attitudes, school belonging and expectations for academic success. Gaining insight into the construction of SRA can open the discussion around SRA and gendered expectations and provide us with leads for educational interventions

A systematic literature review has been conducted to detect determinants (child, peer, family and school level) involved in the construction and evolution of SRA of children up to emerging adulthood. 35 international studies were identified through searches in different databases (e.g. Web of Science and ERIC) and bibliographies. A narrative synthesis was used.

The review reveals that SRA is variously operationalized, which impedes comparison. Furthermore, the results are context-dependent. Considering this, the review gives an overview of the determinants detected within and between different contexts. Also, the review stresses moving away from the same-sex hypotheses by not only taking into account the influence of the same-sex parent but also e.g. family composition and perceived parent-child quality as key predictors for SRA.

The discussion highlights the main research gaps and formulates suggestions for future research, focusing on (1) a life-course approach that considers SRA as situated, experience-related and therefore changing over time; and (2) an intersectionality-informed approach investigating SRA at the intersects of multiple diversity dimensions.

**Keywords:** Determinants, Gender Disparities, Sex Role Attitudes, Student, Systematic Literature Review

**Myriam Halimi** obtained a Master degree in Adult Educational Sciences (training and education) at Vrije Universiteit Brussel (Belgium) in 2013. Her master thesis covered prisoners’ educational participation motives. Currently, Myriam is working as a PhD researcher at the Educational Sciences department at the Vrije Universiteit Brussel. Her research focuses on gender inequalities in secondary education within Flanders (Belgium). She studies the construction and evolution of sex role attitudes on the one hand and the importance of sex role attitudes in explaining educational gender inequalities on the other hand.

**Els Consuegra** is a PhD candidate at the Department of Educational Sciences at the Vrije Universiteit Brussel. She is working on the project "Teaching in the Bed of Procrustes", an interuniversity project that is funded by the Flemish government agency for Innovation by Science and Technology (IWT) and is aimed at reducing boys' and girls' drop-out in secondary education. She investigates gendered teacher-student classroom interactions and relationships.

**Nadine Engels** is professor of Educational Sciences and of Teacher Education at the Vrije Universiteit Brussel. She is director of the Master programme of Educational Sciences and vice-chair of Teacher

**Gender perceptions of students in Sheffield primary and secondary schools: scoping study for the** [**Gender Respect Project**](http://genderrespect2013.wordpress.com/)

**Helen Griffin, DECSY**

This paper describes a small piece of research that was carried out for a curriculum development project with teachers in South Yorkshire, UK. [The Gender Respect Project](http://genderrespect2013.wordpress.com/) carries assumptions that children and young people in South Yorkshire are affected by a culture with prescribed gender roles which may limit experiences and aspirations. Focussing on the three primary and three secondary schools that were part of the project in 2013-2014, the scoping study set out to examine this assumption and elaborate the range and diversity of perceptions that exist. Randomly selected, single-sex groups of students were interviewed using pictures as a prompt for discussion, with questions relating to gender roles, relationships between girls and boys and perceptions of fairness or unfairness.

The majority of the children and young people in the study were acutely aware of gender roles and gender expectations on them. This was particularly expressed in sport for the younger age group and in aspirations for all the age groups. This trend held throughout school settings. In other areas such as relationships, there were marked differences between schools, suggestive of school ethos and/or teacher/curriculum influence.

The researchers were struck by the strong engagement of both girls and boys in discussing gender issues and make suggestions about the importance of engaging school students in dialogic learning opportunities to develop their critical awareness of gender issues and how they impact on their own lives.

**Key Words:** Gender perceptions, gender stereotypes, gender respect, gender relationships, dialogic learning, gender education

**Helen Griffin** (PGCE, MA in Education) has been passionate about gender issues since studying at Leeds University and encountering ‘The Female Eunuch’ by Germaine Greer, a book that made sense of her own experiences as a girl and woman. As a primary teacher in the 1980s she was involved with the Local Education Authority Gender Working Group, with other teachers publishing ideas and activities for teachers in Leeds. She made every attempt to ensure that gender equality was practised in her own classroom supporting children as young as four in thinking critically about gender roles. During her MA in Education she focussed on Gender and Education carrying out 3 school-based research projects over 3 years, and has since worked in Development Education Centres bringing a gender equality awareness to global learning. She leads the [Gender Respect Project](http://genderrespect2013.wordpress.com/about/) at [DECSY](http://www.decsy.org.uk/), a three-year (2013-2016) project bringing together teachers from EYFS, primary and secondary schools to develop curriculum materials which address gender inequality using participatory learning methodologies such as [Philosophy for Children](http://www.decsy.org.uk/p4c/about-p4c).

Gender in schools and culture: an analysis of the situation in Italy

**Irene Biemmi**

**University of Florence**

When discussing Italy’s backward position in terms of achieving effective equality between men and women in social, political and working life, and planning policies to promote equal opportunities, the school environment is rarely called into question or mentioned in political debates. The report *Gender Differences in Educational Outcomes: Study on the Measures Taken and the Current Situation in Europe* (European Commission, 2010) states: «In Italy gender inequality in education is not a question of concern. This doesn’t mean that there is not a gender issue but that gender is not perceived as a problem by national authorities and policy makers, at least in the educational sector».

The reason for this failure to perceive the problem and the consequent lack of investment in policies for gender equality in education derives from a massive misunderstanding: Italian schools are perceived as one of the few environments – within the highly sexist Italian social fabric – in which equality is effectively applied.

On closer examination, a much more complex and contradictory picture emerges in support of the opposite theory: Italian schools are just the mirror image of a sexist society which in turn acts as the driving force for a traditional and stereotypical view of male and female roles. The paper aims to discuss this theory, with investigation of three problematic areas: the phenomenon of separation in professional training; sexist stereotypes transmitted through textbooks; and the lack of adequate training for teachers.

**Keywords:** Italy, gender, sexist stereotypes, textbooks, teachers

**Irene Biemmi** is the allocator of research at the Department of Educational Science and Psychology, University of Florence, where she received her Research Doctorate in “Quality of Training” in 2007. Her areas of research interest concern gender issues in the education sector with particular reference to critical analysis of teaching materials, teacher training and orientation. Other areas of interest include Media Education – with particular reference to the relationship between mass media and socialisation to gender roles – and citizenship education. She edits the chain of illustrated books “Sottosopra”, dedicated to eliminating gender stereotyping, for publishing house EDT-Giralangolo (Torino). She is a children’s author and her books include: *La principessa Azzurra* (*Princess Charming*)(Coccolebooks, 2014), *Federica e Federico* (*Federica and Federico*) (Giunti Kids, 2014).

Gender Discourses and Identities in the Curriculum and

Classrooms of Hellenic Primary Schools.

**Marios Kostas , Institute of Education, University of London**

Gender equality issues in the Hellenic primary school system have not received adequate attention from government policy makers and educators. Although gender equality is mandated in the official curriculum, the pedagogical praxis continues to reinforce traditional gender discourses. This study aims to scrutinise the education system’s role in challenging or reinforcing normative gender discourses and how pupils negotiate, reproduce or challenge normative and non-normative gender discourses in the curriculum material and children’s literature. In addition, this research explores how pupils deploy these discourses in their quotidian gender performances on school playgrounds.

The research applies a qualitative methodological approach, grounded in a post-structuralist theoretical approach to gender (Butler, 1990) and Connell’s (1987) theory of hegemonic masculinity and emphasised femininity. Observations were carried out in primary classrooms and school playgrounds, and a semi-structured interview format was employed in group interviews with students (40 boys and 40 girls). In parallel with this, individual teachers were interviewed (four males and one female), in two Athenian primary schools. Feminist critical discourse analysis (FCDA) was used to examine anthology textbooks, while the interview data and observation notes were analysed using thematic analysis.

The resulting qualitative data reveals the role played by Hellenic primary schools in reinforcing traditional gender discourses and makes clear the patterns of hegemonic masculinity and emphasised femininity in specific schools. The paper concludes with suggested future directions for research and recommends actions to be taken by the Hellenic government to achieve gender equality in primary education.

**Keywords:** Gender, Hegemony, Masculinity, Femininity, Discourses, Primary Schools.

**Dr. Marios Kostas** is a PhD holder in Social Psychology of Education obtained from the Institute of Education, University of London. Working with post-structuralist theories his research explores young gendered and sexual subjectivities in education. Dr. Marios Kostas studied Sociology at Panteion University of Political and Social Sciences in Athens and Law at Aristotle University of Thessaloniki. He also holds a joint Master’s Degree in Comparative Education and Human Rights from the Kapodistrian University of Athens and the Institute of Education, University of London.

Good girls, good students? Gender, education and femininities in Brazil.

**Adriano Souza Senkevics, University of Sao Paulo**

Research about boys and girls in education has provided many valuable contributions about understanding gender inequalities. However, a consideration of multiple and hierarchical femininities remain under-theorized in comparison to the analytical tools to the study of the diversity of masculinities. Aiming to understand the construction of femininities in the school context and also within family socialization, participant observation and semi-structured interviews were conducted with 12 girls from urban working-class backgrounds enrolled in the third year of elementary education at a public school in Sao Paulo, Brazil. Our findings indicate the presence of multiple femininities, which suggest the existence of a wide range of possibilities for children to express gendered practices which are, in specific contexts, viewed as forms of femininity. Moreover, our research shows distinct ways of achieving high outcomes at school which do not converge with the traditional picture of ‘good students’ as being passive and quiet girls. Furthermore, the engagement in certain models of femininity allows girls to have different access to power due to the influence of other factors such as race/ethnicity, place of residence, and previous schooling achievements, which lead to the production of hierarchies between the girls. Lastly, we highlight some disparities between the behavior of girls in the school and at home, showing how fluid and ambiguous femininities can be in various contexts.

**Keywords:** femininities, girls, race/ethnicity, family-school relation.

**Adriano Souza Senkevics** is a researcher at the National Institute for Educational Studies and Research (Inep) and a M.A. candidate in Sociology of Education at the Faculty of Education, University of Sao Paulo, Brazil, under the supervision of Professor Marilia Pinto de Carvalho. In 2013, he undertook a research internship at the University of Sydney, Australia, under the supervision of Professor Raewyn Connell.

# To cover or uncover: our subaltern speaks

# How can we build our understandings of education and/or pedagogy through critical analyses of power relations drawing on, for instance, feminist, subaltern, critical race and postcolonial theories?

**Prasanna Srinivasan, Audrey D’Souza Juma Monash University, University of Melbourne**

Covering women’s bodies in particular ways have been prescribed and subscribed by men and women through institutionalised spaces traversed by religion and nationalism. More specifically, Muslim women have been sanctioned by divine dogmas, and thereby subjected to (un)questionable covering. Yet, on the other hand, the western ‘gaze’ has repeatedly scrutinised their covered bodies with notions of liberation and emancipation effected through uncovering. With the current realities of most postcolonial subjectivities, we are united by the postcolonial narratives of Pakistan and Australia, and yet stand divided by religious and national politics, the ‘truths’ embodied within these spaces. Women as the ‘other’ is regulated through these discourses and are positioned within binaries of moral/immoral and Australian/Unaustralian, with covering and uncovering as markers of ideological commitment. In this paper, we want to argue that women’s choice to cover or uncover female bodies are still being dictated by discourses that shuffle between religious and national “regimes of truth” (Foucault, 1980). While, Pakistani religious ‘truths’ mediated discursively overtly “interpellate” (Althusser, 2008) its subjects with the need for female bodies to be covered; Australian national ‘truths’ discursively engage in upholding national values that covertly exclude covered female bodies from its national boundaries. Using our narratives, we tell how such subjectivities are indoctrinated and governed by these discourses and are again fraught and contested discursively within educational institutions. In this paper we unite our subaltern speaks to problematize (un)covering within our specific national spaces, and thereby ask the very same question that Spivak (1988) proposed, “Can the subaltern speak?”

**Keywords:** subaltern; postcolonialsm; religion; nation; interpellation; discourse

**Prasanna Srinivasan** is currently working as a lecturer in the education faculty at Monash University. Her teaching and research interests include in surfacing the complexities of engaging with juxtaposed discourses of multiculturalism and nationalism in educational settings using critical race and postcolonial theories. In the past she has been working as a Research Fellow at the Equity and Childhood Program, Youth Research Centre, MGSE, The University of Melbourne. She has extensive experience in critical research that inquires the interactions between cultures, languages and power in current socio-political settings. She more specifically inquires the ideological colonization of subjective identities, and its role on identity performances.

**Audrey D’Souza Juma** is director at Notre Dame Institute of Education and Honorary Fellow at the Youth Research Centre at the University of Melbourne. Her doctorate is in the area of early childhood and gender. She has worked as a faculty member and coordinator of early childhood programs at the Institute for Educational Development -the Aga Khan University. She has also been a member of the advisory committee for the review of the Pakistan National Curriculum for early childhood. She has extensive teaching and teacher education experience in varied settings in Pakistan and Australia. Her research interests include gender, play, early childhood curriculum and pedagogy, ethnic diversity and identities.

**3.45-5.45 (2039)**

Revisiting and Reinventing Feminist Theory

# Gender monoglossia, gender heteroglossia: exploring diversity and hegemony in the construction of gender

**Convenor: Professor Becky Francis, King’s College London**

**Chair: Professor Christine Skelton, University of Birmingham**

Debates around the constitution of sex/gender, and the nature of the point of analysis in feminist research, have characterised feminist theory. These debates have been extensive, and cannot be fully rehearsed here. Suffice to say that they have driven endeavours to explore alternative conceptualisations of gender that avoid essentialism while acknowledging the impact of the body, and social structures, in gender production. Two of us have drawn on the work of Bakhtin to realise these desires (see e.g. Francis 2008, 2010; Fuller, 2013). His conceptual tools facilitate a properly nuanced analysis of the mercurial multiplicity and contradiction inherent in gender productions; but simultaneously, recognise how these productions of gender are performed within local socio-economic environments and to specific audiences, within a social environment that perpetuates a binarised understanding of gender. In this way, they support analysis of both diversity, and ‘fixity’ in social constructions of gender.

The three papers address this topic in different ways. The first and second papers directly address these theoretical explorations, elaborating the concept of ‘gender monoglossia and heteroglossia’, and ‘polyglossic simultaneity’, and explaining why these applications appear fruitful for gender theory. The third paper highlights how ‘gender heteroglossia’ is also represented through the body, and the challenge to binary sex accounts presented by intersex bodies. It highlights both the diversity of gender productions, and the policing of diversity.

**Keywords:** Gender theory, Bakhtin, intersex, gender diversity

Gender monoglossia, gender heteroglossia: the benefits of Bakhtinian applications for analysing power *and* diversity in productions of gender

**Prof Becky Francis King’s College London**

The concepts of ‘gender monoglossia’ and ‘gender heteroglossia’, and the benefits of application of Bakhtin’s theoretical constructs to gender, will be elaborated: the purpose of the presentation is to provide a developed account of the way in which his ideas may be applied to theorise gender and its production. As I have argued elsewhere, the work of Bakhtin and his colleagues is rich with potential for feminist usage, and indeed his have often been applied in feminist literary criticism. These applications have however been primarily targeted towards discussion of a ‘feminist dialogics’; and to the interrogation of literary texts. My work takes a different approach, seeking to apply Bakhtin’s ideas to the conception of gender itself. This approach will be outlined, arguing that it enables an analysis of gender that recognises both structure and deconstruction, constraint and resistance, offering a bridge between deterministic structuralism, and relativism, in gender theory.

**Professor Becky Francis**, is best known for her work on gender and achievement, Becky’s research has focused on social identities in education and educational in/equalities. She has recently combined education policy work with her academic career, with analysis of academies and Pupil Premium policy.
Her academic publications centre on social identities (gender, ‘race’ and social class) in educational contexts, social identity and educational achievement, and feminist theory. She has written many books on these topics, including the most recent [Identities and Practices of High Achieving Pupils (2012, Continuum)](http://www.amazon.co.uk/Identities-Practices-High-Achieving-Pupils/dp/1441121560/ref%3Dsr_1_1?ie=UTF8&qid=1336661515&sr=8-1); and has also co-edited several readers on theory and practice in gender and education, including the [Sage Handbook of Gender and Education (2006)](http://www.sagepub.com/books/Book227393/toc).

Polyglossic simultaneity: ‘switching’ gender discourses but

what else is it?

**Dr Kay Fuller University of Nottingham**

Bakhtin’s concepts of monoglossia, heteroglossia and polyglossia have been used to retheorise gender (Francis, 2010). The concepts of ‘monoglossic façade’, ‘heteroglossic exposé’ and ‘polyglossic simultaneity’ enabled a nuanced understanding of the constructions of one woman (‘Jennifer’)’s gendered headship (see Fuller, 2014). ‘Polyglossic simultaneity’ refers to ‘switching’ gendered behaviours, and the use of multiple gender discourses in constructing gendered headship; practices illustrated in this paper focused on headteachers in England. The paper will also show how a ‘polyglossic simultaneity’ discourse might also be gender-blind. One middle leader resisted gender discourses in his construction of Jennifer’s headship. He was the only respondent not to qualify his resistance by using or reframing gender discourse. This resistance dispossessed Jennifer of her gendered identity and replaced it with a gender neutral professional identity. Here the ‘middle’ space between feminine and masculine also described as ‘both’ and/or ‘neither’ was a resistance of gender construction or a claim of gender neutrality that ultimately led to non-recognition or misrecognition of gender (see Fuller, 2013).

**Dr Kay Fuller’s** work has focused on gender and educational leadership. In her recent book *Gender, Identity and Educational Leadership* (2013, Bloomsbury) she has explored the underrepresentation of women in secondary school headship, feminist leadership discourses as they were (not) adopted by women and men, and head teachers' construction of diversity among the school population. Kay is a member of the Centre for Research in Educational Leadership and Management at the University of Nottingham and the international network Women Leading Education.

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# Assuming Sex and Gender: The Political Challenge of the Intersex Body

**Debbie Johnson King’s College London**

This paper will focus on the political challenge presented by the Intersex body and how it affects every body. Drawing on the theoretical work of historian Alice D. Dreger in *Hermaphrodites and the Medical Invention of Sex* (Dreger 1998), biologist Anne Fausto-Sterling in *Sexing the Body: Gender Politics and the Construction of Sexuality* (Fausto-Sterling 2000) and anthropologist and bioethicist Katrina Karkazis in *Fixing Sex: Intersex, Medical Authority, and Lived Experience* (Karkazis 2008); this paper will analyse how what was once referred to as ‘the hermaphrodite’ is historically a politically challenging body which raised doubts about all bodies (Dreger 1998). By undermining dichotomous sex and gender categories imposed upon all bodies in society, the hermaphrodite exposed their instabilities - dependence on time, place, technologies, tolerance or intolerance (Dreger 1998). Accordingly, it could be argued the history of the Intersex body is, more broadly, a history of sex, gender, sexuality and the body, and more specifically, as the encounter of marginalised sexual identities with societal norms and boundaries. Ultimately, this paper demonstrates some of the ways the Intersex body makes explicit cultural anxieties, norms and assumptions of sex, gender, sexuality and the body, which are regulated and normalised in the Intersex body through the policy of surgical intervention, but are in fact applied differentially to every human body (Fausto Sterling 2000, Karkazis 2008).

**Debbie Johnson** is a Queer Feminist, LGBTQIA+ activist and second year PhD researcher at Kings College London, whose ESRC funded research project is ‘Exploring the experiences of Intersex adults.’  The purpose of the project is to explore how Intersex adults experience living in a society which is divided into strictly male/female categories, in order to understand how people who are Intersex can be better supported and accepted.  Debbie is also the Creator and Founder of an artistic community project called ‘Freedom To Be – imagining multiple expressions of identities, sexualities,  genders, bodies, emotions, freely being in the world.’

**3.45-5.45 (2040)**

Subject Cultures

***Including feminism, including girls and women***

Gender perspective in nursing science and nurse education

**Pia Vuolanto, Anne Laiho**

**University of Tampere, University of Turku**

Feminist and gender studies (FGS) and nursing science (NS) have had to fight for their position within universities. Female prevalence is characteristic of both fields of study. Establishing NS in Finland coincided with the same decades as the second wave of the feminist movement and the institutionalization of the principles of gender equality. Despite the predominance of women in nursing and NS, neither the feminist movement nor feminist politics have had any great influence on nursing research and nurse education in Finland (Laiho 2012; Vuolanto 2013).

However, within the international NS community the gender perspective has been matter for debate for several decades. In this presentation, we analyse how FGS is articulated in NS research articles. The base of our study is discourse analysis of nearly 200 journal article abstracts from Scopus database during the timespan 1984-2014. Five themes were found in the preliminary analysis: 1) FGS develops and reforms NS research tradition, 2) FGS helps to highlight the socio-political context in NS, 3) FGS opens eyes to the subordinate position of NS in academia, 4) FGS may help to develop nurse education, and 5) there is resistance toward feminism inside nursing. The relationship between NS and FGS was found to be tinged with the power of medicine which attempts to control and intervene with the relationship. The analysis also gives evidence of positive synergies that the disciplines find with each other in order to overcome their subordinate positions inside the academic community.

**Keywords:** gender studies, feminism and nursing science, sub-ordinance in academia, Finnish nursing science, nurse education

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**Ecofeminist discourse in higher medical education**

**Kateryna Karpenko, Kharkiv National Medical University, Ukraine**

The reflections I will present are based on my experience as a Professor of the Philosophy Department and Director of the Center for Gender Education (CGE) at the Medical University in Kharkiv. Since 2005, I have used the ecofeminist discourse in teaching Philosophy to students of the sanitary-hygienic faculty. It is important to emphasize that this discourse is not a usual academic discussion because of its great practical importance. Ecofeminist discourse involves studying the patriarchal understanding of power as well as establishing environmental justice. The evaluation of the curriculum conducted by CGE has shown that ecofeminist discourse is partially represented in mainstream disciplines of all other faculties of the university. The combination of the humanities and natural sciences gives an opportunity to deliver cross disciplinary learning sessions with an ecofeminist perspective. Besides, in cooperation with women’s NGOs, students take part in ecological actions. Trainings for representatives of NGOs are organized by CGE.

The likelihood of an engaging ecofeminist discourse is due to a change in the dominant theory on which it is based. For a long time, ecofeminism was criticized for excessive essentialism. The oppression of [women](http://people.howstuffworks.com/women.htm) was essentially linked to the oppression of nature. Presently, the ecofeminist discourse favours the constructivist approach. Ecofeminism asserts that the notion of power must be restructured; discrimination and oppression based on gender, race and class are directly related to the exploitation and destruction of the environment. Hence, collaborative relationships should be nurtured instead of a power dynamic. An emerging trend can be noticed. The constructivist approach to ecofeminist discourse resulted in an increasing number of male students becoming interested in research projects on ecofeminism. The most common topics are global feminist environmental justice, queer ecologies, gender and the environment. Medical students are interested in discussions on the contamination of the inner nature of man, interconnections between gender and new reproductive technologies, trans/post-human perspectives and others. It is important to integrate thoughts on gender and eco-justice into the curriculum as environmental and gender problems are at the forefront of global issues.

**Key words:** Ecofeminist discourse, medical education, essentialism, constructivism.

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Difficulties in Achieving a Degree in Computer Science: Why Programming Languages Learning is Harder for Girls?

**Josilene Aires Moreira, Danielle Rousy Dias da Silva, Giorgia de Oliveira Mattos, Ricardo Moreira da Silva, Maria Eulina Pessoa de Carvalho**

**Federal University of Paraíba**

According to recent research, the United States national average of women enrolled as a Computer Science (CS) major at the bachelor degree level is less than 20%. Similarly in the European Union, the proportion of women earning CS doctorates stands at 24%. In Brazil, the courses related to CS and Informatics have the lowest percentage of enrolled women: about 17% (2013). Furthermore, even when a woman is able to enter the University, she needs to face the difficulties of learning programming skills. Most Universities in the CS area in Brazil include the programming language courses in the first three semesters. This research investigates the difficulties faced by girls of Computer Science Bachelor and Computer Engineering in the main subject taught in Computer Science: how to program. Our study focuses on gender differences to learn programming languages at the Federal University of Paraiba, Brazil. Through structured questionnaires and interviews, we diagnose in detail the difficulties presented by girls and boys, trying to understand gender issues related to this topic. In a universe of 300 students we obtained 109 responses (17% women, 83% men). At the first programming course, 67% of boys and 56% of women were approved. Preliminary analysis shows that boys have higher prior programming experience, 32% versus 17% of girls. A surprising finding is about the embarrassment to make a question in class: while 61% of girls claim to be very inhibited, only 29% of boys make this statement. We also analyse the interviews, focusing on the individual experiences.

**Keywords:** Higher Education, Gender, Gendering in Computer Science, Inclusion.

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Gender and the Inclusion of Young Women in Exact Sciences,

Engineering and Computer Science

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Based on the literature on the gendering of knowledge, science and work, this article presents the socio-demographic profile of young female students of a state high school in João Pessoa-Paraíba-Brazil and analyses: their preferences of subject matter in the school curriculum, their opinions about the teachers, their choices regarding higher education, the motivations behind the choices, and the possible relations between these preferences and their future careers. The students participate in the project "Women in Computer Science: awakening vocations through the diffusion of knowledge", linked to the national program called Girls and Young Women Doing Exact Sciences, Engineering and Computer Science (Chamada Nº 18/2013 MCTI/CNPq/SPM-PR/Petrobrás), Brazil´s pioneer education policy initiative aiming at gender equity in higher education. Data were collected through questionnaires applied to ten female students participating in the project, as well observations at the high school site and interviews with teachers and the head teacher, in June/2014. The results point at the girls’ rejection of the *hard sciences* subject matters in the school curriculum and of their respective teachers.

**Keywords:** Gender, Computer Science, High School, Curriculum

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