**CALL for PAPERS**

**GENDER AND EDUCATION**

**SPECIAL ISSUE: Neoliberalism, Gender, and Education Work**

**SPECIAL ISSUE EDITORS:** Dr. Sarah A. Robert, Dr. Heidi Pitzer, Dr. Ana Luisa Muñoz García

This special issue will explore intersections of gender and education work in a global, neoliberal reform context By education work, we purposefully leave the interpretation open and encourage submissions illuminating the contributions of multiple stakeholders in education projects. Gender is *involved* in educational policy (Stambach & David, 2005), embedded in the historical conceptualizations of school actors (David, 1980; Smith & Griffith, 2004) and the gendered persons who negotiate the boundaries of new assemblages of governance, the economy, and education (Ball & Junemann, 2012). However, the gendered aspects of the current neoliberal context have been under-theorized. The feminine and feminized nature of educating constructs women and men as in need of surveillance and discipline. This links with current neoliberal “solutions” such as merit pay, high-stakes testing, standardization, hyper-credentialing, the publishing of ratings/rankings and other so-called performance indicators. Through the demand for accountability, policies and discourses require that education workers be made *visible*—sometimes as technicians, other times as professionals—but these same policies treat their work as an *absent presence* (Apple, 1983; Lather, 1994). How are policies and notions of education work gendered in these new assemblages? While scholars have recognized how neoliberalism reshapes “the good teacher” (Connell, 2009) and redefines “teacher quality” (Cochran-Smith & Lytle, 2006) in harmful, constricting manners, there has been less consideration of how gendering of teaching allows for and furthers this reshaping. What or who is the emergent “global teacher” (Maguire, 2013; Robert, 2014)?

This special issue seeks contributions that examine how gendered and neoliberal logics intertwine to shape the *boundary work* of educators (early childhood, primary, secondary, higher education, and informal settings) (Seddon, Ozga, & Levin, 2013); we aim to highlight the ways in which educators negotiate these two forces in and through their work.

Within the boundaries of neoliberalism, gender, and education work, papers could address the following themes:

* Conceptualizing the global-to-local movement of neoliberalism
* Demands of and for affective labour
* Intersectional inequities naturalized and neutralized within/by neoliberal discursive regimes
* Neoliberal subjectivities, entrepreneurial selves
* Historicizing the transformation of education work/workers
* Science-Technology-Engineering-Mathematics (STEM) and neoliberal visions of education-to-work
* Migration and schooling
* Sexuality and the body in the neoliberal school/curriculum

Prospective contributors are invited to submit an expression of interest and extended abstract of up to 750 words by 6 July 2015 to Sarah Robert at:saraharobert@gmail.com.\*

By August the guest editors, working in conjunction with the journal editors, will contact all contributors and inform them of the outcome of their submission.

At that stage, a selection of authors will be invited to submit a full paper for the Special Issue by 14 September 2015.

**It should be noted that an invitation to submit a full paper does not guarantee publication as all papers will be subject to the double-blind referee process utilised by *Gender and Education.***

The special issue is anticipated to be published in Volume 28 of the journal, which appears in print throughout 2016.

\**Please note that this is an extension of the original deadline of 22 June, which appeared in the earlier version of this call.*