Gender and Education in the Asia Pacific: Possibilities and Provocations

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Book of Abstracts

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Keynote Lectures

Mary Lou Rasmussen, Faculty of Education, Monash University

Mary Lou Rasmussen is an Associate Professor in the Faculty of Education at Monash University, Australia. She is a leading scholar on the incorporation of Lesbian, Gay, Bisexual and Transgender (LGBT) matters within educational research, within teacher education, and within school education. She assembled and led an international interdisciplinary research team (2011-2012) that obtained the first ever Australian ARC Discovery grant in the area of sexuality education and was an Investigator on a Canadian SSHRC grant Affective Beginnings: Lesbian, Gay, Bisexual and Transgender Issues in teacher education. She is the author of Becoming Subjects (Routledge, 2006) and co-editor of Youth and Sexualities (Palgrave, 2004) and The Politics of Pleasure in Sexuality Education: Pleasure Bound. A monograph Progressive Sexuality Education: The Conceits of Secularism is also forthcoming (Routledge, 2014) and a Handbook of Sexuality Education (Palgrave, 2016) co-edited with Louisa Allen.

Abstract

Lifestyle agreements, religious discrimination and Australia's religious schools

Australian Bureau of Statistics (ABS) data suggest that independent schools (which in Australia are predominantly religious) are the fastest growing segment of our school system. In 2011 the split of students between government and non-government schools was 65.4% and 34.6% respectively, and these figures reinforce a long-term drift of students from government schools to non-government schools. Curiously, this shift has occurred at the same time as the ABS continues to record a long-term decrease in affiliation to Christianity from 96% in 1911 to 61% in 2011. So we are left with a conundrum; Australians are gradually turning away from Christianity while they are steadily sending more of their children to religious schools.

This trend towards independent religious schooling suggests the need to scrutinize the actions of this increasingly influential sector of our school system. Currently, Victoria's equal opportunity act stipulates that "religious schools can discriminate on the basis of a person's religious belief or activity, sex, sexual orientation, lawful sexual activity, marital status, parental status or gender identity where the discrimination conforms to the doctrines, beliefs or principles of the religion or is reasonably necessary to avoid injury to the religious sensitivities of people who follow the religion..." (See http://www.humanrightscommission.vic.gov.au/index.php/exceptions-exemptions-and-special-measures/exceptions). Different Australian states have different anti-discrimination laws in place.

It is difficult to find explicit examples of religious schools stating that they will discriminate against people on the grounds stipulated by the act (which isn't to say that such discrimination does not occur). For instance, Victoria's Maranatha Christian School which has three campuses states on its website that:

"All applicants for positions at Maranatha, both teaching and administrative roles, must be active Christians with current church involvement, and be in agreement with and supportive of the School's Christian ethos as expressed in its Articles of Association (Creed)."

The Creed specifies "that the Scripture of the Old and New Testaments, acknowledged in the confessions of the Reformation, is the infallible word of God and so is, in all things, our supreme standard by which our whole life is to be judged..." While the school's intention to discriminate is
not made explicit in the Creed, it may be argued that a reasonable parent or teacher surveying the website of this school may guess that a person's marital or parental status, gender identity or sexual orientation may impede their employment if it is at odds with the Creed. Creeds such as this one have come to be known as "lifestyle agreements". Teaching and administrative staff that work at the school must agree that they will strive to live their lives according to the principles stated by the school while they are employees of the organisation. While Maranatha's Creed potentially suggests its intention to discriminate on religious grounds in employment, other religious schools may discriminate but the basis of this discrimination may not be made public.

Marion Maddox in her book, Taking God to School (2014), and Deb Wilkinson, Richard Denniss and Andrew Macintosh of the Australia Institute have argued the need to repeal legislation that affirms the capacity of religious schools to discriminate. I explore the role of religious discrimination and lifestyle agreements and consider arguments that have been made for and against the continuation of such state sanctioned discrimination, paying attention to ways in which religious and sexual freedom are conceived in these discussions. I also argue that schools that wish to discriminate should have to make this intention explicit.

Simone Ulalka Tur, Yunggorendi First Nations Centre, Flinders University  
Associate Professor Simone Ulalka Tur

Simone Ulalka Tur is Director of Yunggorendi First Nations Centre, Flinders University, a key leadership role at Flinders, encouraging and supporting Indigenous students' participation and success in higher education. With an education background, Simone has had various teaching roles at Flinders University, and currently lectures to over 500 Indigenous and non-Indigenous students each year, representing her educational philosophy of privileging Indigenous cultures, languages and ideologies as a deconstruction and decolonising educational process, as well as exploring a new spaces where both Indigenous and non-Indigenous people can re-engage and transform their understandings of Australia and what it means to be Australian.

Abstract

Indigenous Education Pedagogies of change

Indigenous Education within Australia is a complex and at times contested space for Aboriginal and Torres Strait Islander students, their families and communities. The historical influence of western education and its implications today, both positive and negative, can be felt through generations of Aboriginal families.

This relationship between the dominant education system and Indigenous communities needs to be constantly addressed and improved in schools and in pre-service teacher education. Teaching Indigenous Education topics - predominantly to non-Indigenous students - requires the development of a set of knowledge tools to allow consideration of diverse community contexts. A responsible approach to pre-service teaching can be built on the foundations of key understandings of: ‘race’ and privilege, colonisation of Aboriginal and Torres Strait Islander communities, curriculum as contested and not neutral space, and power dynamics. Teachers need powerful conceptual tools to allow them to contribute to the re-imagining of schooling for Indigenous children and appreciate the benefits to be derived from community-driven education.
This address will explore ideas of relationship, responsibility and re-imagining in Indigenous Education through the sharing of personal and inter-generational accounts. It draws on three generations of experience of education - grandmother, mother and daughter – and demonstrates the importance of community knowledge systems and approaches to contemporary Indigenous education.

Sakena Yacoobi, Afghan Institute of Learning/Creating Hope

Dr. Sakena Yacoobi is Executive Director and founder of the Afghan Institute of Learning (AIL). Established in 1995 to provide grassroots education and health services, AIL has served more than 11 million Afghans and was the first organization to offer human rights and leadership training to Afghan women. Dr. Yacoobi is an Ashoka Fellow, Skoll Social Entrepreneur and Schwab Foundation Social Entrepreneur. She has received many awards, including: the Peter Gruber Foundation Women's Rights Prize, the NED Democracy Award, the Jonathan Mann Award for Global Health and Human Rights, the Afghan National Peace Award, the German Media Award, the Henry R. Kravis Prize in Leadership, and the Opus Prize. Dr. Yacoobi has honorary doctorates from four universities, serves on the board of the Creating Hope International, is on the advisory boards of the New Global Citizens and the Millennium Campus Network and is a Commissioner for the Women's Refugee Commission.

Abstract

Dr. Sakena Yacoobi is a visionary leader and pioneer in the field of education as it relates to women and girls in her war torn country of Afghanistan.

She is the founder and CEO of the Afghan Institute of Learning (AIL), an Afghan NGO focused on the education and healthcare of all Afghans, with a particular focus on females.

During her keynote speech, Dr. Yacoobi will discuss the challenges she has faced during nearly two decades of working in war torn Afghanistan, a country where the education of women and girls was not valued. Dr. Yacoobi's organization, AIL, takes a community-based approach with all of their projects, working with the communities to determine how to best meet their needs and requiring that the community contribute to the project. AIL has developed innovative education programs to meet the ever changing needs of Afghans, programs ranging from underground homeschools during the rule of the Taliban, to beginning Women's Learning Centers in lieu of schools, to a new literacy class which utilizes texting to increase the rate of literacy acquisition.

Dr. Yacoobi will speak about her experiences working within the cultural context of Afghanistan, finding culturally appropriate ways to bring education and healthcare to those who need it and how others might be able to apply these lessons to their situations.
Feature panels

Global girlhoods, pedagogy and gender justice: reflections on the documentary film 'I am a girl'.

Panelists:
Rebecca Barry (film maker 'I am a girl'),
Kristina Gottschall (Charles Sturt University),
Johanna Fahey (Monash University).
Facilitator: Claire Charles (Deakin University, Melbourne)

Panel provocation

The cultural and political landscape in the west has been described as ‘post-feminist’ by influential scholars in the global north, such as Angela McRobbie. For McRobbie, a post-feminist cultural context is one in which feminism has been taken into account so that it can be constructed as no longer necessary. This has serious implications for young women, as they are expected to accept ongoing forms of social and sexual injustice without any recourse to a feminist politics. For scholars and educators interested in gender justice, this post-feminist context raises many important questions such as: In what ways might attention to gender justice feature in contemporary education policy, and school curriculum, and what might the effects of this be? What ideas are young people developing about gender politics and justice in diverse global locations? How might place and geography become significant when thinking about pedagogies of girlhood and gender justice? How useful are theories about girlhood and gender justice from the so called ‘global north’ in other regions? The panel features Australian filmmaker Rebecca Barry, who will speak to her 2013 documentary film 'I am a girl'. This evocative film features snapshots of the lives of 6 girls on the brink of womanhood in 6 different countries, and explores various issues around identity, safety, and justice in the lives of diverse young women in the 21st century, such as early marriage, and denial of the right to education. Other respondents on the panel will offer perspectives and provocations around the themes raised in the film, its constructions of gender justice and global girlhoods and its educative potential for young people in the Asia Pacific region.

Visual cultures, digital media and education

Panelists:
Inés Dussel (Departmento de Investigaciones Educativas, Mexico),
Larissa Hjorth (School of Media and Communications, RMIT),
Erminia Collucci (Doctoral Candidate, University of Melbourne),
(chair) Anne Harris (Faculty of Education, Monash University)

Panel provocation

This panel will address the expanding and diversifying roles of digital media in education and public pedagogies, and the growing impact of visual culture/s on global education and culture more broadly. As the expressions, influence and implications of digital technology & visuality continue to expand from policy to institutional structures and content, visual cultures increasingly influence the ways in which teaching and learning occur both virtually and face to face. These panelists problematize new discourses and practices of digital media and literacies – including their promises and compromises – for twenty-first century gender, education, and online, offline and hybrid communities. In both informal public contexts (activist, infotainment and social media) to more traditional institutional ones, the influence of visual and digital cultures is already ubiquitous and promises to herald unprecedented change as this new century unfolds.
Gender-jamming in Education

Panelists:
Sally Goldner (Executive Director, TransGender Victoria),
Ernest Price (secondary school teacher),
Joel Radcliffe (Safe Schools Coalition Victoria)
(Facilitator) Anne Harris (Monash University, Faculty of Education)

Panel provocation

With the September 2014 launch and publication of the Australian Research Centre in Sex, Health and Society (ARSCHS) project report "From blues to rainbows: The mental health needs of young people with diverse gender", gender-diverse, trans and intersex young people are finally getting the visibility and support they need, at least in urban parts of Australia. It is an important and symbolically significant step for improving service delivery, research, and educational outcomes for still-marginalised youth in our LGBTIQ community. However, each step toward recognition of the unique needs of our diverse sub-communities also points to ways in which further work is required. For genderqueer and gender diverse teachers and other adult workers, this growing field makes it clear that innovation and improvement is needed in service delivery, research design, and workplace and education conditions for adults – not just the young people with whom we work. For teachers and other adult youth workers, where trust plays such a major role in public and private institutional education and community programs, persistent heteronormative discourses of 'queer sexual predators', 'angry lesbians' and 'recruitment/grooming behaviours' still mean that teachers and other adults (including researchers, project workers, and community advocates) routinely experience higher-than-usual harassment, vilification, and stress at work. Do adults working in gender diversity in education have to create change from outside the system? Do the best gender diverse educators still leave education for 'safer' workplace environments, even as we work to create change for students in schools? These 4 panelists speak from their own experiences about how much better it might (or might not) be getting for genderqueer adults in a wide range of education-related settings.

Gender, sexuality and education in the 'Asian Century'

Panelists:
Fran Martin (Culture and Communication, University of Melbourne),
Helen Forbes-Mewett (School of Social Sciences, Monash University),
Claire Maree (Asia Institute, University of Melbourne)
Facilitator: Julie McLeod (Melbourne Graduate School of Education, University of Melbourne).

Panel provocation

The former Australian federal Labor government declared that Australians needed to be more knowledgeable about living in the Asian century, and in 2012 released a 'White paper' on the same topic. In a nation-building spirit, the then Prime Minister, Julia Gillard, observed that 'whatever else this century brings, it will bring Asia's rise', which she characterized in predominantly economic and homogenizing terms. Australia's own future prosperity was linked to harnessing the economic and strategic opportunities afforded by closer ties with the geopolitical region and economic space of Asia. How else might we characterize Australia's (and other nations') relationship with 'Asia'? Is the Asian century now over, as some commentators have observed? What does the proclamation of the Asian century invoke, conceal, or make possible? From language policy in schools, to the movement of international students, to notions of cultural literacy and forms of representation and public pedagogy, the idea of Asia remains both very much alive
and contested across educational discourses and practices. In this panel, our invited speakers respond to such matters in different and compelling ways, bringing perspectives from their own research in/on/about Asia to questions about gender, sexuality and education, inviting us to think afresh about the so-called Asian century and the cultural politics of place.

Presentations

Sanna Aaltonen

Finnish Youth Research Society, Finland

Do NEET’s have gender? Troubling the gender neutral understanding of young people “at risk”

Biography: Sanna Aaltonen is a senior researcher within the Finnish Youth Research Society. Her research focuses on relationships between generations and transitions of young people in need of support.

Public discourse on young people and education can be depicted as a “tango between the excellence movement and at-risk reform efforts” (see Roman 1996) but the latter one, societal anxiety over the social exclusion of young people, has intensified during the last years. Although concern over those identified as NEETs (not in education, employment or training) is to some extent welcomed and justified, these young people are also targets of exaggerated moral panic and intensive measures of control. The neo-liberalism that emphasizes the rights and responsibilities to make individual choices positions those who sidestep the normative educational trajectory as failing and betraying the requirement of the knowledge economy (e.g. Aaltonen 2012). The aim of this paper is to examine the gender dimension of the seemingly gender neutral debate as well as of experiences of young people considered to be at risk. It draws from data consisting of policy papers and parliamentary discussions concerning Youth Guarantee and interviews conducted both with young people and staff of support programs, job centres and social services. By examining how young women and men in the need of support are defined and how they define themselves the paper aims to answer the question on how risk and the remedies for it are gendered and how the significance of gender is highlighted or muted in the context of Nordic welfare state?

Key words: NEETs; risk; school drop-outs; Youth Guarantee

Hadeel Abdelhameed

RMIT University, Australia

Imaging Women in War Time: A Comparative Study In Selected Australian And Iraqi War Theatres

This study intends to compare the images of women in Australian and Iraqi contemporary war theatres. The topic of war for the former is not so popular, as for the latter contemporary theatre is nearly idle due to the unsafe conditions. Hence, I chose several Australian and Iraqi playwrights who presented the topic of war rather than choosing several plays for one playwright from each side. The Australian playwrights will be: Anna Locke, Daniel Keene, Siobhan McHugh and Clem Gorman, from the Iraqi side: Heather Raffo, Kasim Mounis, Sabah Al-Anbary and Muhey El-Deen Zenghenah.

Clearly, the two countries have different cultural, religious and ideological backgrounds, even though war is war. Whether you are the victorious or the defeated side, generation(s) from both countries pay for the consequences willy nilly. Women have always been treated through war literature as supportive entities
setting glory and victory to the males in the front. However, lately there has been different views about women’s participations in wars. Miriam Cooke talked about a different type of women, a type “who has lived war not as a victim but as a survivor, who may not have borne arms but who has played all the other roles a war culture prescribes" (Cooke, 1996). The post 9/11 western military operations in the middle east have imposed different impacts on the western and eastern citizens, among of which women. (Stevens, 2013).

The thesis is that the selected theatrical works will be presented according to thematic / technical discourses. These discourses will try to answer the questions who and how these images are presented within the impact of war in these countries. The main objectives of the study will attempt to define the image as well as the process of imaging and to explore how did the theatres of the two countries approach these images within the context of war.

These questions will be raised in the process of discussing these objectives: What did the experience of war add to the theatre of both? What do they have in common? What differences they depart in? As for the technical discourse these questions will be addressed: How these ideas are presented on the stage? what techniques were used? Theatrical means? decoration, costumes, lights and musical background. By means of language? Which language is more appropriate could be used dealing with issues of war on the stage? Without language? What is best used to shape characters and events? Body performance? Or emotional performance?

The study aims to participate in creating an understanding of the theatrical discourse between two cultures at war. I wish to bridge the gaps of cultural stereotyping, hoping that the proposed study will fill an important space in the academic cross-cultural discourse.

Keshab Raj Acharya
Jhuwani Community Library, Nepal

Sajana Shrestha, READ Nepal, Nepal

e of digital technology to educate rural women of Jhuwani village at Nepal (poster presentation)

Biography: Keshab Raj Acharya, president of Jhuwani Community Library, Nepal, has been working in the library since 14 years. He is responsible for planning and implementing various library programs, building coordination with local and national organizations thereby raising funds for the library programs. He has experience in poster presentation at international conferences in USA and Indonesia.

The Library designed and implemented ‘My digital Friend for My Healthy Life’ project to promote awareness regarding uterine prolapsed prevention and treatment and improving women’s knowledge on the risk factors to reduce the case of Uterine Prolapse by using digital technology. The target beneficiaries of project include pregnant women, married women and Uterine Prolapsed victims. The library developed and used educational multimedia contents (40 audio and 5 video educational contents) to create awareness by educating these women on the issue and began health service through the library such as weekly home visit and counseling of pregnant women, health camps, health interaction programs and Village home clinic- which is held once a month and free ambulance service to encourage women to deliver babies at hospital. The multimedia contents were found very useful in reaching more than 140 illiterate women in 11-month project period. The project helped the library to build local, national and international partnership for project implementation and also helped Nepal Government in achieving its health plan. The government agencies are planning to replicate this project in other regions of Nepal. As a continuation of the project, the library launched new project “Amakomaya” (Mother's love) to educate women on
Anju Aggarwal  
University of Delhi, India

Mainstreaming Gender in Education

Gender discrimination has been a major issue in India. Though the constitution of India provides equal rights, treatment and opportunities but is not equally accessible. Despite making education free and compulsory till the age of 14, nearly 75% women were eluded from it as late as 1980.After 1990 we see the increase in enrolment rate of girls yet the gap persists. Eliminating gender disparity in education by 2015 is our MDG, and we have tried to bridge the gaps helped by several schemes and national strategies. But unfortunately these are not sustained .The gendered stratified culture and the patriarchic structure of Indian society and socio economic inequalities also lay their art. Also the position of women and their access to education vary from region to region, community-to-community and urban to rural as well. Through this paper I have addressed and critiqued the issues concerning gendered inequalities in education in India. This paper examines all those impediments in their access to education. To ensure quality education mainstreaming gender remains a challenge. More intensive and multisectoral policies are the need of the day to curtail the drop out rate of girls especially in rural areas. Not the least social attitude towards education has to be changed.

Key words: Gender, Education, inequality

Abdulrahman Saud al-Rasheed & Majed Abdo Qasem Naji  
King Saud University, Saudi Arabia

The Effectiveness of Training Program in the Development of Critical Thinking Skills among Saudi youth

The present study aimed to investigate the effectiveness of a training program for the development of critical thinking among Saudis youth enrolled in undergraduate, included a system of critical thinking skills: deductive reasoning, drawing inferences, recognizing assumptions, argument evaluation, logical interpretation. Forty undergraduate Saudi students participated in this study. All were withdrawn from the population of Psychology department at King Saud University. Their age ranged from 18 to 23 years with an average age of 21.70 and a standard deviation of 0.88. All were randomly assigned to two groups equally experimental - control. A training program was constructed as a for the development of critical thinking skills, where students were trained in the experimental group on this program during the 16 sessions by two sessions a week and two hours in each session. A critical thinking Scale by the National Center for Youth Studies (2013) were used to measure the Saudi youth critical thinking Ability. Result revealed that, the effectiveness of the training program in the development of critical thinking skills in a sample study. There were significant differences between the experimental group and the control group for the experimental group in the general ability of critical thinking, as well as in the capacity of its constituent. It appears that the critical thinking can be developed through specialized programs in the development of critical thinking.

Key words: critical thinking, deductive reasoning, drawing inferences, recognizing assumptions, argument evaluation, logical interpretation.
Sharmin Ahmed
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University of Oulu, Finland

Boys and Girls interaction in School: from the point of view of socio-cultural boundaries

Gender is an obvious vital part of our identity, thus re-adjusting our views about gender, and practice of the culture of gender-equality may require deep-rooted socio-psychological changes. The motivation of this study is to offer a comprehensive understanding and carry out an empirical analysis of how social norms and culture manifest peer interaction in school, what are the cultural boundaries related to interaction between boys and girls in school and provide explanations on why gender based violence is tolerated in society as well as how adolescent girls cope with in their everyday life with the phenomenon. Research design was qualitative case study. Data were collected using open-ended questionnaire, semi-structure interview protocol and focus group discussion from both 22 teachers and 185 students of grade VI in two schools of Bangladesh. Result shows that there are almost forbidden to communicate between boys and girls in school, hostile relation between teacher and students when it comes to boy and girls interaction issues, which sometimes lead to student dropout, most teachers have lack of trust on students and girls are victim of it most, also boys are victims but it depends on family status.

Keywords: peer interaction, cultural boundaries, gender based violence.

Alexandra Allan
University of Exeter, UK

‘I’m not doing some high powered degree...they’re not going to want to have someone who isn’t super intelligent’: examining what it means for young women to ‘do well’ in both education and employment

Biography: Dr Alexandra Allan is a senior lecturer in the Graduate School of Education (University of Exeter, UK). Her research has tended to be ethnographic and longitudinal in nature and has largely focused on the ways in which young women may be constituted as gendered, classed and achieving subjects in the context of education.

Popular discourse often suggests the conclusion that education and employment are seamlessly linked. Academic credentials may seem to lead easily onto material rewards and high status professional positions, as long as young people are prepared to ‘lean in’ in the right way. Of course, this is something which has often been questioned in relation to gender: why do so many young women do so well in education, but never make it to the most prestigious professional positions in employment? Yet even these questions have been smoothed away through the use of the pipeline metaphor, which is sometimes drawn on to suggest that we are moments away from this breakthrough: that as soon as this present group come to exit the pipeline we’ll begin to see these important changes in employment.

This paper will reconsider the links between education and employment for young women, and will ask questions about the connections and disconnections that young women experience - particularly in relation to gender and achievement - as they move across these different contexts. It will do so by drawing on a small, preliminary, pilot data set which was generated in focus groups with male and female final year undergraduate students who were just about to make the transition into employment. In line with that gender and education research which has been conducted at lower stages in the system, this paper will
seek to problematise ‘achievement’; and it will ask critical questions about its constitution alongside wider social identities (gender, class, ethnicity and sexuality), both in the present, and as young women look forward to their future in employment.

**Key words:** Young women, education, employment, higher education, subjectivity

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**Yarrow Andrew, Flinders University, Australia**

**Sally Campbell Galman, University of Massachusetts, USA**

**Mindy Blaise, Victoria University, Australia**

**New gender politics, old gender politics: Assessing equity in the early childhood field**

**Biographies:** Yarrow 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’ experience in long day care settings.

Sally is an anthropologist of childhood and Associate Professor of Child and Family Studies at the University of Massachusetts-Amherst College of Education. Her research interests focus on arts-based ethnographic work with children and early education workers. She is Editor in Chief of *Anthropology of Education Quarterly*, a journal of the American Anthropological Association.

Mindy is Professor of Early Childhood Education at Victoria University, Melbourne. She is a founding member of the Common World Childhhoods Research Collective (www.commonworlds.net), which promotes interdisciplinary research that focuses on more-than-human childhood relations and pedagogies. Mindy’s research interests are in thinking with postfoundational theories to reconfigure gendered childhoods.

This paper reports on the initial analysis of a review of the educational and sociological literature regarding the early childhood field. Covering the period since the turn of the millennium, the authors review significant early childhood journals in this field, examining how gender is conceptualised, and what findings collectively emerge from this body of work. Using a materialist feminist theoretical framework, all articles addressing gender issues are analysed, identifying the material and cultural impacts gender is assumed to have within the early childhood field. Using the lens of the new gender politics (beyond a binary-gendered model) to re-examine recent conceptualisations of gender within early childhood reveals some significant absences within the literature. Acknowledging gender as a significant cultural and political phenomenon, but one without any coherent ontological basis in human bodies, reveals many taken-for-granted assumptions about the lived experiences of those assigned at birth to either the female or male gendered categories.

With a particular focus on the experience of women and girls as either teachers or students within the field, this research demonstrates the systemic disadvantage created by a binary gender system, and examines the silences and lacunae that remain within the published body of research. Emerging issues include; the presumption of the salience of the gender binary even when apparently unnecessary, problematising of male disadvantage in the field based on assumptions about the need for ‘gender balance’, and the unwillingness across many studies to examine the wider economic and discursive disadvantages experienced by those gendered female. In this paper we will highlight two particular findings; the significant silences around issues of systemic pay inequities within early education, and the challenges of teaching within a system that takes for granted particular gendered embodiments, while ignoring others.
Joanna Baker and Rohsan Lee

Melbourne Girls Grammar School

Curriculum of Identity: Developing Girls as Global Social Leaders

Biography: Joanna Baker is a teacher in Melbourne, and is currently completing her MEd at the University of Melbourne. Her professional experiences in Australia and abroad have inspired a focus on innovative curriculum design and global education. She has recently presented workshops on authentic and cosmopolitan learning at local and international conferences, and is currently leading school-based projects to develop interdisciplinary and blended curriculum offerings.

The question of why there are still so few women in top leadership roles continues to puzzle governments, business, and institutions in Australia and across the world. Despite the notable gains in women’s access to education and career opportunities, women remain broadly underrepresented in both public life and private enterprise. Is this ‘gap’ indicative of underlying cultural assumptions about women and their capacities? If so, are these assumptions embedded into the lives and experiences of girls, both in and out of school?

As educators, we need to consider how the schooling experience engenders particular identities for girls. In an increasingly complex and interdependent global society, it is crucial that we are empowering girls with not only the skills to navigate ‘transnational’ spaces, but also the imagination to envision alternative futures, and the passion to lead social change. This calls for an educational experience which incorporates authentic engagement with the world as it is, as well as opportunities to imagine what it could be.

What might these re-imagined experiences look like? In this presentation, I’ll share my experiences as both a teacher of girls and an advocate of global citizenship education in designing and implementing new kinds of educational experiences for girls. Drawing on my observations in both local and international contexts, I’ll explore the opportunities and challenges faced by educators and curriculum leaders, and address the question: how can we best empower girls to ‘see themselves’ as global social leaders?

Bidisha Banerjee & Matthew DeCoursey

Hong Kong Institute of Education, China

Reading Ibsen in Hong Kong

When Henrik Ibsen’s play The Doll’s House was first performed in Europe in 1894, audiences were shocked and offended by the play’s ending. The play ends with a door slamming shut as the female protagonist Nora leaves her husband and children in order to discover herself and be “educated.” She realizes that she has been treated like a doll her entire life – first as a young girl by her father and later, as a married woman by her husband Torvald.

While the reaction of late nineteenth century audiences may be somewhat understandable in the context of gender norms and relations at the time, we are interested in studying the impact of the play on Chinese students at a local tertiary institution in Hong Kong today. We conducted a research project to study the impact that class discussion on gender representations in literature, may have on students. The theoretical framework for the project was reader response literary theory and in particular Reception Theory which argues that the interpretation of a literary text by a reader depends not on the text itself but is based on and shaped by their own cultural background and life experiences. Through the study we hoped to have a
number of questions answered: How do local undergraduate students in Hong Kong respond to gender issues in English Literature? How much of their response is influenced by cultural understandings of gender? What impact does class discussion have on their understanding? Does their interpretation of a text and/or a character in the text change significantly after class discussion? If so, how and why? Our study allowed us to draw some interesting conclusions which we will share in this presentation.

Shanee Barraclough

University of Canterbury, New Zealand.

Mapping discursive-affective-material intra-actions with spaces and places in the production of a counsellor subjectivity.

Biography: I am a lecturer in counsellor education at the University of Canterbury Christchurch, New Zealand. I have previously worked as a psychologist/counsellor primarily with children and women who have experience domestic violence, sexual abuse and, more recently, earthquake trauma. My research interests are in feminist, post-structural theorizing and praxis in the production of subjectivities in counselling/counsellor education.

This paper will present findings from the author’s current PhD study exploring and theorizing the lived, felt experience of counsellors-in-training in coming to embody a counsellor subjectivity. Counsellor identities have typically been theorized in an essentialist, rational-humanist way as developing through time and experience from student to novice to experienced/senior (competent) professional. In contrast, I use Deleuze and Guattari’s concept of mapping not tracing lines of articulation and lines of flight in order to make visible the complexity, multiplicity and creative potentials inherent in one trainee-counsellor’s becoming. Through mapping her articulations in relation to a particular placement experience I begin to trouble ideas of reality as linear cause and effect and ideas of agency as situated within and achieved through intention and will. Instead, mapping her experience as rhizomatic intra-activity between and among gender, age, culture, place, self, other and various other material/affective/discursive forces reveals a new kind of subjectivity. I inquire, too, into the inter-relational ways her counsellor subjectivity is produced, including through being a research participant in a collective biography group. I reflect on the possibilities thinking with these theories produces and discuss the pedagogical and political implications for counsellor education, and for education more broadly.

Key words: Deleuze and Guattari, mapping, counsellor education, counsellor subjectivity

Clare Bartholomaeus

School of Social and Policy Studies, Flinders University, Australia

If there was a next page it would say “they lived happily ever after” ... but that doesn’t make sense’: Junior primary school children’s understandings of feminist picture books

Biography: Dr Clare Bartholomaeus is an adjunct Research Associate in the School of Social and Policy Studies at Flinders University. Her research interests include primary school students and gender, masculinities theorising and age, and strategies to involve young people in research.
The representation of gender in children’s literature has been a much discussed topic by feminists since the 1970s. However, most of this work has focused on critiques of books for their sexist and gender-stereotyped content. There has been some discussion about feminist picture books and feminist fairy tales, but there are still few studies which examine children’s (rather than adults’) understandings of them, and thus the possibilities for their use as disruptive texts. This paper draws on research with a Year 1/2 class (6 and 7 year olds) in South Australia, examining the children’s responses to four feminist picture books. In small groups, children were read a different book each week, followed by questions and discussion.

In this paper I argue that overall, despite the messages in the books, the children still largely reiterated dominant gender discourses. This paper explores the ways in which these discourses were drawn upon, focusing specifically on the children’s reliance on fixed yet relatively empty descriptor categories of ‘girl’ and ‘boy’ and their support for gender equality in the form of individualism. It also discusses the often limited opportunities for children to identify with the book characters and the influence of children’s intertextual knowledge on their interpretations of the books. Drawing on these findings, the paper concludes with suggestions for how such books may be utilised in the classroom and beyond to explore and challenge children’s understandings, and to build on the ways in which children already disrupt dominant gender discourses.

**Keywords:** feminist picture books, gender, primary education, children, qualitative research

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**Kakali Bhattacharya,**

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**Kansas State University, USA**

**Transnational Border Crossings and Imagined Nations: Exploring Politics of Location for International Students in Higher Education in the U.S.**

**Biography:** Kakali Bhattacharya is an Associate Professor in Educational Leadership at Kansas State University. Her research interests include de/colonizing epistemologies and methodologies, qualitative inquiry, arts-based approaches to educational research, contemplative practices, and technology-integrated learning and social spaces. Most recently she focuses on non-oppositional approaches to explore theory, practice, and empirical studies

Reflecting on politics of location, gender, and education, in this paper, the author attempts to unsettle dominant paradigms about First and Third Worlds, gender and Indian women, and to disrupt any binaries that are discursively constructed through imperialistic, and de/colonizing discourses including transnational feminism and postcolonialism. Using a case study format, the author investigates the complex ways in which women from India navigate social and cultural borders drawn around them locally, nationally, and globally when they enter U.S. to pursue higher education. These border crossings can reveal the salient workings of social and cultural expectations and the educational institutions that uphold and perpetuate them.

The author explores the relations and practices that are enabled by material and discursive conditions of transnationalism and how in turn the female Indian students construct/maintain/dismiss subject positions within those relations and practices. Additionally, the study is guided by how the participants conceptualize their formal and informal educational experiences informed by their transnational shuttling between

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1 I use the term de/colonizing to indicate the simultaneous existence of both colonizing and decolonizing discourses in practice.
cultural norms. Finally, the author reflects on the deliberate moves she makes to de/colonize her work, as a transnational herself, informed by her colonized education and upbringing.

Using an arts-based approach, extending Irving Goffman’s front and backstage figuration, the author highlights the politics of location in terms of audience, to and for whom stories are performed, shared, discourses through which performances are informed, and the embedded location-based power relations and their associated implications.

**Keywords:** Transnational feminism, border crossings, arts-based educational research, performance, de/colonizing

Valesi Binali, Elaine Andretzke & Kay Whitehead

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Flinders University, Australia

‘They call me headmaster’: Women leaders in Malawian secondary and Australian Lutheran Schools

**Biographies:** Postgraduate students, Valesi Binali and Elaine Andretzke, and Kay Whitehead (Deputy Dean) from the School of Education at Flinders University are researching gender issues to do with women’s work in education. Their particular focus is women teachers and leaders in schools.

In a 2013 issue of *Gender and Education* (25:1), Louise Morley stated that ‘transnational formations of gender are apparent in relation to leadership, with women’s under representation spanning diverse socio-economic and political contexts’ (p. 121). This paper draws on two small studies of women leaders: They are women head teachers in Malawian secondary schools in the Global South and women principals in Australian Lutheran schools in the Global North. Notwithstanding the stark contrast in socio-economic contexts, women are a minority in school leadership in both nations and they experience similar gender issues in relation to their school systems and daily work. This paper outlines the systemic contexts in which they are employed before focusing on interviews with thirteen women leaders. We identify some common themes to do with their work and discuss current strategies to redress inequalities in Malawian government and Australian Lutheran school systems. In so doing we support Morley’s claim that issues of gender and leadership are transnational but inflected differently in local contexts.

**Key words:** women leaders, contemporary schools, transnationalism

Kay Bishop

The University of Queensland, Australia

Exploring emotion work and gender injustice in literacy reform

Reaching for the stars in literacy education? First we have to dig ourselves out of the gendered hole of bureaucracy...

In the current globalised era governments and the media have constructed literacy as a significant political issue and laid the blame for declining standards with teachers and schools; a view challenged by educational research that has consistently established strong links between educational disadvantage and the intersection of poverty with factors such as gender, race, class and isolation.
Feminist researchers into emotion, in particular Megan Boler and Arlie Hochschild, argue that emotions are socially constructed, and so represent a site for resistance. My research into literacy reform revealed that responsibility at all levels is gendered and that a high price in terms of careers can be paid by those who take on leadership roles. Because of the unspoken social rules that have traditionally denied women the right to express anger, many women become ambivalent about their work and frequently blame themselves for perceived failure. This is one way in which the practices of hegemonic masculinity within bureaucracies, underpinned by irreconcilable gendered dualisms, are sustained.

Based on interviews with women and men who held educational leadership roles, I will discuss the nature and effect of emotion work on participants in a government initiated reform through the three frames of injustice identified by Nancy Fraser as the political dimension of representation, the economic dimension of distribution, and the cultural dimension of recognition.

RitimoniBordoloi
K.K. Handiqui State Open University, India

Gender Inequalities in Education: A Reflection on Indian Education System

Biography: Ritimoni Bordoloi is working as Assistant Professor in the department of Education in Krishna Kanta Handiqui State Open University, Guwahati, Assam situated in the eastern part of India. She had submitted her PhD thesis on the issue of women empowerment and social security. Her areas of interest for doing research work are gender, education, and various issues related to social security. She has published many research papers and articles in various national and international journals, books and newspapers.

Education is an important way to empower people socially, economically, politically, and culturally. By acknowledging this fact, various educational systems and policies have been implemented by the Government of India since Independence. The changing trends in focusing on primary, secondary, and higher education since the colonial period, are clearly visible in the implementations of different policies and programmes from time to time. India being a democratic country, a good deal of attention and importance was given to all forms of education for promoting the welfare of the citizens of the country. Thus, education became a pre-requisite for the acquisition of knowledge, enhancement of skills, development of attitudes and values etc. There could be felt an urgent need to make education accessible to all the citizens of the country. But unfortunately, still there is big gender inequalities in all stages of education in terms of Gross Enrolment Ratio; gender differentiation in terms of educational literacy; big gender gap in enrolment in Science and Arts subjects; poor enrolment of girls in higher education; gender bias in curriculum and self-learning material, appointment in certain positions in schools and school committees as well as in higher educational institutes and so on. This situation has made accessibility, equity and quality in education almost a far cry. But, India being a democratic country demands actual democratization of education so that each individual can access quality education in equal manner. This paper is an attempt to analyse the gender inequalities prevalent in Indian education system, and to propose measures on how accessibility, equity, and quality education can be ensured to the citizens of this nation.

Keywords: Gender, Education, Access, Equity and Quality

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**REWARDS AS A MOTIVATOR: PERCEIVED BY GENDER MANAGERS**

**Biography:** Dr. Maria Bounds. My main focus is on teaching and learning. Field of research is small business and strategic management. I attended the International Lams Programme in Australia. Presented international papers in Poland and Spain and presented several national conference papers. I am the author of published journal articles and Business Studies textbooks.

Both men and women in managerial positions rate their motivational factors differently. This finding shows that “women in management positions tend to knowingly or not become accustomed to male thinking and behaviour and they value the predominant male workplace”. This assimilated behaviour is driven by the role of management position which comes with certain expectations, and women managers in various organisations are still encountering discrimination and preconceptions.

Furthermore, “from a gender point of view, men regard basic remuneration and bonuses higher, as motivational factors in their work performance and identification with the employer. On the other hand women managers in the workplace regard respectful treatment, interpersonal relationships more essential than their counterparts, and the possibility of integrating family life with work life.

The following research question was formulated: What is the perception of rewards as a motivator among gender managers? **Primary objective:** to find out if a biographical variable such as gender had an influence to managers’ perception on rewards as a motivator.

**Propositions**

**P1:** There is no significant difference between the mean values of gender and the following reward variables:

- P1a – motivation
- P1b – benefits
- P1c – compensation
- P1d – work-life
- P1e – career and development

This study used quantitative and descriptive methods because the purpose of the study was to determine the perceptions of rewards among gender managers.

**Keywords:** gender managers; rewards; motivation; career and development.

**Claire Charles and Catherine Hartung,**
**Deakin University, Australia.**

‘Sugar and spice and all things nice’: Katy Perry and the ‘girlification’ of cultural appropriation

**Biographies:** Claire Charles is a lecturer in Pedagogy and Curriculum at the School of Education at Deakin University. Her research focuses on advancing understanding of how contemporary educational contexts are preparing young people to engage with diversity and social justice issues in an era characterised by individualisation. Educational contexts are understood broadly in her work, as it includes attention to
popular and cultural pedagogies such as music video, as well as formal educational contexts such as schools.

Catherine Hartung is a research fellow within the Centre for Research in Educational Futures and Innovation at Deakin University. She coordinates the ARC Linkage Project ‘Doing Diversity’ aimed at building intercultural understanding in Australian primary and secondary schools. Her research draws on poststructural theory to interrogate contemporary notions of children and young people’s agency as played out within discourses of citizenship, participation, rights and wellbeing.

Music video and popular music stars occupy a significant place in many young people’s lives. In this paper we ask what might contemporary white American pop singers and their performances teach about ‘Asia’, and ‘Asian’ and ‘white’ femininity and sexuality? In what ways might students and teachers in Australian schools make sense of such pop singers and the politics of representation around race, gender and sexuality in their performances? These questions have particular significance in the context of contemporary Australia which is characterised by a policy environment focused on ‘Asia literacy’ and the ‘Asian century’ (Commonwealth of Australia, 2012). Drawing on empirical data from a current research project on intercultural understanding in schools, we explore the responses of a selection of Australian school students and teachers to Katy Perry’s 2013 AMA performance of ‘Unconditionally’ at the American Music Awards in which she performed dressed as a geisha, complete with a cast of ‘Asian’ back up dancers.

Perry’s performance, alongside a number of others by young white American female pop singers, has resulted in significant backlash and charges of racism in online commentary, particularly in the USA. In contrast, many Australian students and teachers interviewed in our research expressed disbelief that such a performance might be considered inappropriate, and many offered comments of approval, drawing attention to the ‘pretty’, ‘clean’ and ‘nice’ aspects of Perry’s performance, emphasising her beauty and the harmless fun of ‘dressing up’. Drawing on contemporary feminist education and cultural studies scholarship, we analyse the ways in which particular discursive configurations of gender, sexuality and race come together in this performance, and in Perry’s pop persona more generally, that emphasise child-like fantasy and ‘fun’, and work to underplay the seriousness of this as a cultural form. Historical colonial discourses about ‘clean’ and ‘nice’ white women and girls are layered with more contemporary ideas about self-determined, empowered, young women in ways that seem to offer a potent disavowal of any potential charges of racism or cultural appropriation. We explore how the ‘girlification’ of cultural appropriation has implications for how young Australians are learning about Asia, as well as ‘doing’ interculturality, in the ‘Asian century’.

Emma Charlton
Deakin University, Australia

Small steps in the widening access agenda: young parents, multiple stakeholders and everyday practice

Biography: I lecture in the School of Education at Deakin University, teaching into an alternative pathway program. I research and work with South West TAFE in a mentoring program for young parents completing high school qualifications. Research interests: alternative pathways, non-traditional students, and higher education, social justice, and student subjectivity.

Within the agenda to widen access to further and higher education across Australia and internationally attention is often drawn to the quantifiable measurement of impact and progress. In 2012 a mentoring program was initiated in a regional city in Victoria that saw university students working with a group of young parents completing their high school education in a technical and further education institution (TAFE). Analysis of this program draws attention to the tiny steps that constitute progress and pathways in accessing higher education. This paper focuses on the obstacles and achievements of this mentoring
program, and what this might mean for widening access for underrepresented groups within higher education, particularly for students where dimensions of rurality and regionality, school completion and parenting intersect with educational participation; and where partnerships between tertiary education institutions are being built amidst economic climates of austerity. This paper draws on de Certeau’s understanding of everyday practice to explore the diverse ways in which stakeholders within this field of practice represent their work.

**Keywords:** Widening Access, Higher Education, Young Parents, de Certeau and everyday practice

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**Kira Clarke**

University of Melbourne, Australia

**Linda Simon & Elaine Butler**

Women in Adult and Vocational Education (WAVE), Australia

**Beyond handouts, websites and work experience: supporting meaningful exploration of ‘non-traditional careers’ for young women**

**Biographies:** Kira Clarke is a lecturer in Education Policy in the Melbourne Graduate School of Education at University of Melbourne. Her research over the last decade has focussed on youth transitions, include recent studies of young women in vocational pathways and career exploration for young women in non-traditional occupations.

Linda Simon is the National Convenor of WAVE, a national organisation for women and girls in vocational and adult education. She is also a member of the Executive of AVETRA, and a casual lecturer with Charles Sturt University and UTS. She was previously a TAFE teacher, Secretary of the TAFE teachers association in NSW, and Federal TAFE President with the Australian Education Union.

Elaine Butler is the immediate Past National Co-convenor of WAVE and a WAVE Ambassador. She has had a long career as a researcher in adult and vocational education, with a particular interest in the role of VET for women.

Despite Australian young women outperforming their male peers in key achievement indicators in secondary school, gendered stereotypes around certain career options are still reinforced within schools and create barriers to extending career options, resulting in far fewer young women than young men entering employment in many of the in-demand, high income occupations. This paper, drawing on a recent project entitled “Women and girls into non-traditional occupations and industries: career exploration- options for secondary school students”, seeks to inform a discussion about new and effective approaches to supporting career exploration for young women.

Career exploration is one aspect of a complex, multi-faceted and rapidly growing field of practice (OECD 2004a, Sultana 2008; Hansen 2006, McMahan & Haines, 2006), within which the language used varies significantly (e.g. NZ Ministry of Education 2012; Watts 2013, 2002) and is often contested (Hughes et al 2005). The conceptualisation of career exploration used in this research draws on an understanding of secondary schools as prime sites for mediating young women’s aspirations regarding work and pathways beyond school (Ball 2003; Reay & Lucey 2003; Teese & Polesel 2003; Sellar & Gale 2010).

This paper draws on a national survey of career exploration stakeholders and a series of case studies to highlight ways in which models of career exploration for young women could be strengthened to broaden opportunities for diverse work and education pathways beyond school. Key findings to be discussed include strengthening access of young women to mentors within non-traditional occupations and cross-sectoral partnerships between schools and industry.
Visualising research texts: designing a multimodal feminist methodology

Visual communication design academics routinely utilise professional knowledge and skills to conduct and report on practice-led research. Feminist academics, however, predominantly use words to produce research texts. While design research is expanding, there is a paucity of feminist work in the field and very little crossover between design and feminist research methodologies. The limited flow of research practices across disciplines, I suggest, limits beneficial exchanges between women in these fields and in universities more broadly.

This paper reports on an innovative multi-modal feminist research methodology that makes visible a research event in which I engaged with four Australian women design academics. Through conversation, we shared our experiences of gendering as our practices changed from designing to scholarship in the transition to academic work.

Group conversational data however, is notoriously difficult to translate into research texts. To do this, I used word-image assemblages to analyse the transcript of spoken data, then a ‘zine format to translate the analysis into visual representations in my dissertation. Cheaply produced and illustrated magazines, ‘zines employ words and images to create multimodal narratives. The narratives represent the women’s understanding of gendering in the working relations between each other, colleagues, students and the material environment. The ‘zine positions the workshop as a research conversation, encapsulates our collective analytical process, and visualises our situated performances, while enabling our collective biographies to be accessed in a way not normally available to readers. This multimodal methodology I argue, represents an innovative approach to representing feminist cross-disciplinary knowledge-making-in-action.

Key words: gender, women, multi-modal, research methodology

Sophie Cossens

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“I reckon they wouldn’t hire Māori”: Pre-teen girls construct working women

Biography: Sophie Cossens is a Masters student in the School of Psychology at Victoria University of Wellington, New Zealand. Her research centres on how pre-teen girls construct successful womanhood.

Post-feminist claims of the unparalleled success of young women in contemporary times are intrinsically bound to professional success. Having a successful career has become so ingrained within constructions of contemporary femininity that a profession is frequently viewed as central to the sense of self. Postfeminist discourse assumes a linear, unproblematic pathway to a successful career. The successful woman worker must navigate the unstable labour market and position herself as unconstrained in her career advancement. This successful postfeminist career trajectory assumes a subject who is both classed and racialised: she is uniformly white and middle class. But how might the racialised successful career woman be understood by girls of different ethnicities?

This paper examines how pre-teen girls construct their imagined professional lives and how girls’ identities as Pākehā (white), Māori and Pacific Islanders constrain and enable these imaginings. Utilising focus group discussion material the paper will reflect on the extent to which the girls’ career aspirations and expectations draw on postfeminist constructions of unbounded professional success influences. The paper
argues that although the girls espouse deeply inscribed postfeminist conceptions of female professional success, this is complicated when it intersects with the realities they observe in the working lives of women within New Zealand. As participants imagine themselves as women workers they oscillate between a postfeminist rhetoric and a narrative of inequality. Implications of this study will be discussed in relation to equality education with pre-teen girls.

Key words: Postfeminism, Employment, Ethnicity

Kirsten Courtney
University of Melbourne, Australia

Children’s perceptions of bullying and gender

Biography: Three years ago, I left my position as a primary school teacher in the US to pursue doctoral studies at the University of Melbourne. Additionally, I hold degrees in education (M.Ed. and B.S.) and the liberal arts (B.A. in Women’s Studies). Currently, I am writing my doctoral thesis and will submit it later this year.

Bullying in schools remains a worldwide problem and one that commands considerable policy and program attention. It can have a serious impact on educational outcomes, with victims of bullying in schools reporting a higher rate of dissatisfaction in their schooling experiences compared to their non-bullied peers (Cullerton-Sen & Crick, 2005; Veenstra, Lindenberg, De Winter, Oldehinkel, Verhulst, & Ormel, 2005). In recent years, the definition of bullying has expanded to include relational aggression (verbal forms of aggression and social exclusion) and online bullying, in addition to physical violence.

For my doctoral project, I conducted a small-scale, qualitative study examining perceptions of bullying among twenty-seven second graders. I explored the children’s perceptions of bullying through analysing their responses to a series of hypothetical vignettes (stories) about bullying. A particular focus of my study was to understand gender dynamics in relation to bullying, specifically examining if boys and girls defined bullying differently on account of both their own gender and the gender of the characters in the fictitious vignettes.

In my presentation, I will review the findings of my research. Findings from this study are situated in relation to those from existing research and considered in light of their implications for educational programs and practices in this area, notably in terms of strategies on how to manage, minimise, and prevent bullying among young children. Additionally within this presentation, I wish to illuminate upon the challenges, complexities, and emerging possibilities encountered concerning researching a sensitive topic with young children.

Key words: gender differences, children, bullying/aggression, perceptions, qualitative research

References:


Janice Crerar

Charles Darwin University, Australia

Girls, boys and pedagogical ploys at play in the science classroom

The gender pattern of engagement in science, maths, engineering and technology (STEM) and in science education continues to be well discussed in research literature (for example, Legewie et al, 2014; Chou et al, 2014). Frequently the discussion centres on females and males and their interests or participation in science and accepts some pedagogical approaches to science education with limited consideration of gender construction and identity in relation to assumptions about science and science education (Ryan, 2014).

While ‘common’ advice indicates that gender is influenced both by nature (scientific) and by nurture (social construction) (Carothers & Reis, 2013), results of a recent study indicate that most science educators are influenced by scientific ‘evidence’ that supports the dominance of genetic and hormonal factors in determining gender. This is represented in scientific arguments where gender tends to be viewed taxonomically, with categories of male (boy) and female (girl) being regarded as the norm and based on common features. This type of system reduces choices since gender is determined unquestionably by sex (Lev, 2006) and any steps outside of conventional roles are difficult. In contrast, research influenced by the nurture debate, including the extensive work of social theorists, acknowledges that while genetic factors play a role in determining sex, and to some extent gender, individuals do not necessarily fall into distinct gender categories. This view of gender formation offers opportunity for distinct variations across a range of possibilities within the confines of societal rules and norms.

Where teachers ‘sit’ in their notions of gender formation is likely to affect their approach in the science classroom and there is a risk that associated expectations of students may perpetuate normative science educational models. This paper introduces results from my recent study of science teachers’ notions of gender in the classroom and critically reviews the impact of pedagogical choices that are driven by the idea that ‘girls will be girls and boys will be boys’. The paper argues that a belief that gender is scientifically constructed through our genotype supports the status quo and ensures that the culture of science and normative education comply with current sociological ‘norms’. Predictably, the choices for girls in science classes are diminished when they are conformed to ‘identity of girl’; for instance the assumption that there is an associated interest in biology is just one example of the limiting nature of these pedagogical ploys.

Jessica Crofts

The University of Melbourne

Julia Coffey

The University of Newcastle

Irreconcilable difference: young women’s negotiations of gender, the body and the labour market in a post-feminist context

Biographies: Jessica is a PhD candidate at the Youth Research Centre, the University of Melbourne. Her PhD project is connected to the Life Patterns longitudinal project. Her research interests include post-feminism, femininity and youth.

Julia Coffey is a Lecturer in health sociology at the University of Newcastle. She works on projects involving young people, health and gender. Her research interests include the body, feminism, social theory and education.
This paper explores the ways femininity and the body is performed, understood and negotiated in relation to employment in the particular spatial and temporal framing of post-feminism, and the ‘stalled gender revolution’. Though the last quarter of a century has seen an unprecedented increase in youth post-secondary school participation in Australia and elsewhere, girls’ and young women’s investment and participation in education has not provided the same economic returns as their male counterparts. In this paper we analyse the processes underlying gender inequality focusing on the ways in which work is central to the negotiation of gender relations. Drawing on interview data with young women participating in the Life Patterns longitudinal study, we show that the body is the locus of tensions around sex/gender discourses as they play out in young women's experiences in the labour market and that the body is crucial to understanding the dynamics of gender and work. On an ontological level, because the body of the universal, ideal subject continues to be male, it is also aligned with the ideal worker. This problematic underpins participants’ experiences in the labour market. A feminist post-structural theoretical perspective is used to highlight the necessity of theorising the body and gender beyond dualism, and finding approaches which allow a rethinking of the ontological dimensions of subjectivity which can add deeper analysis of the embodied and gendered nature of work in a post-feminist, neoliberal context.

**Keywords:** post-feminism, the body, embodiment, employment, gender inequality

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Myles Burleigh

**Director (acting), National Centre of Education and Training, Australian Bureau of Statistics**

Caroline Daley, **Director, Living Conditions, Australian Bureau of Statistics**

**Why haven't rising education levels among women translated into economic parity with men? An analysis of changes in education and their outcomes by sex using data from various ABS sources.**

**Biography:** Myles Burleigh is the Acting Director of the National Centre for Education and Training Statistics at the Australian Bureau of Statistics (ABS). Myles has a BA and BSc from the Australian National University and has completed post-graduate study at the University of Canberra. Myles has a keen interest in geospatial analysis and was responsible for the successful implementation of the new Australian Statistical Geography Standard (ASGS) into the Census of Population and Housing.

Caroline Daley is currently the Director, Living Conditions Section in the Australian Bureau of Statistics where she has worked since 1982 in many roles across the agency in statistical sampling, statistical consultancy, education statistics and statistical data integration. In her current role, Caroline leads the gender statistics team. Caroline has tertiary qualifications in statistics, education and management.

Levels of education have been rising over several decades for both men and women but the increase has been much larger for women. Whereas once males were much more likely to obtain Year 12 or post-school qualifications, now more females than males complete Year 12 and more women than men complete Bachelor degrees.

However females continue to experience lower financial returns from education. One factor that may be involved is continuing strong gender differentials in the field of study.

This paper examines the changes in education by sex, and the outcomes by analysing data from a number of ABS data sources. In particular it examines whether there are differences by region and remotesness. The Census and the Survey of Education and Work provide time series data allowing an examination of trends in levels and fields of attainment by sex. Data from the Australian Census Longitudinal Dataset which links a sample of people in the 2006 Census and the 2011 Census allow an examination of the impact of particular
choices in educational study on outcomes 5 years later. The paper also draws on data from the Programme for International Assessment of Adult Literacy to examine whether literacy and numeracy skills are a factor in outcomes.

**Key words:** education outcomes, gender, literacy, numeracy

**Ian Davis**

**Griffith University, Australia**

**Goodbye to Mr Chips: Literary tropes and their influence on professional masculine identities in educational settings.**

**Biography:** Ian has taught in London, Sydney and is currently working as a Research Fellow with the Griffith Institute of Educational Research in Brisbane. He received his B.A. (Hons) from The Open University (UK); his M.A from Leiden University (The Netherlands) and his PhD at Griffith University (Australia).

Ian’s research focus is designed to bridge the disciplines of Cultural Studies, Literary Studies and Educational Research. Recent projects have investigated areas such as Narrative Inquiry, Narratology, Gender Studies (specifically Masculinities) and Critical Reflective Practice. Ian has published on all of these subjects, and has just completed a book entitled Stories of Men and Teaching to be published by Springer in 2014.

Fictional plotlines, characters and events have an impact on our notion of subjectivity and identity. Stories, narratives and tropes can become integrated into concepts of who we are, how we are and what we might become. This paper provides a methodological demonstration, using a Ricoeurian and Deleuzian analytic framework, to assess the impact of well-known fictional narratives on male teachers’ construction of masculinities within educational settings.

The analysis identifies a salient teacher type, The Static Vocational, as a durable professional identity in education. The alignment of key themes found in interviews with male teachers with those explored in the novel Goodbye Mr. Chips demonstrates how literary tropes inform the enactment of social tropes in an educational setting. These findings have implications for new methods of reflective practice seeking deeper insights into becoming an education professional.

**Keywords:** Education, Masculinity, Gender, Narrative, Subjectivity

**Amy Dobson**

**Monash University, Australia**

**Youth sexting and contradictions of postfeminism**

The issue of teen sexting, examinations of dominant educational messages about it (Albury & Crawford, 2012; Angelides, 2013) and young people’s own framing of the gender politics around digital sexual representations (Ringrose & Dobson, forthcoming), help to illuminate a key contradiction of the postfeminist era, one that is obvious and yet still often remains obscured: if women’s sexual empowerment is to be assumed in the post-feminist era—an assumption upon which many popular cultural representations and discourses about women rests (McRobbie, 2009; Gill, 2007)—why are educational approaches so often adopted in Australia and elsewhere in the Anglophone world that assume mediated sexual representations of young women constitute a risk to their safety and well-being, and/or a deviant/pathological behaviour that evidences their ‘sexualisation’ and damaging acceptance of dominant ideologies of femininity? Educational messages about sexting and the damaging consequences of it for girls in particular, and some of the problematic gendered experiences of bullying and violence around digital
sexual images that have come to light make clear how far we are still from being able to ‘assume’ women’s sexual empowerment. But we are also, it seems, still a long way from making the material-discursive ‘space’ that may be necessary for an actualisation of women’s and girl’s sexual empowerment through our educational approaches to this issue. I attempt to build on the work of post-structuralist feminist and queer scholars who have highlighted the sexual shame and responsibilisation discourses at play around teen sexting (Angelides, 2013; Karaian, 2013; Hasinoff, 2013; Ringrose et al, 2013; Ringrose & Dobson, forthcoming) to frame the question for scholars and stakeholders as one of how to approach youth sexting from the assumption that girls are sexual agents, without ignoring current power imbalances and uncritically celebrating youth digital sexual communications.

Vivek Kumar Dwivedi
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“‘We’ and ‘They’: A Postcolonial Perspective on Education

Education is a subject that has drawn the attention of Gayatri Spivak, Homi Bhabha as well as C. D. Narasimhaiah. It is an integral part of postcolonial theory because it is associated with postcolonial discourse or the handing down of knowledge and culture from one race or nationality to another. Had colonialism’s reach been merely limited to the control of land, it would have given birth to only one of form of resistance, but when information also comes under its sway, it is imperative that resistance must interrogate issues related to education, information and intellectual transformations. An effective system of colonialism reduces the imposed upon to a shell of a human who is incapable of thinking in a subjective way of his or her own interest. In everything the person tries to imitate the imposer, thus in desires, wishes, visions, purposes, styles, structures, values and especially the value of education. Colonialism does not engender creativity; it stifles it, suppresses it under the cloak of assistance.

Spivak finds a link between education and Human Rights. For Spivak, Human Rights is a ploy of the “righting wrongs”, and when education is also brought into the fold of these Rights by the authorities of the West, then the matter becomes even more dangerous. She presents a very impressive account of how imperialistic ideas are fitted into Western discourse.

This paper aims to see education as an extension of colonial approach. It seeks to critically explore the tools and methods of discrimination adopted by the first world countries while imparting their brand of education in the Third World, India and Saudi Arabia making a special case study. It aims to delve deeper on these lines.

Keywords: Education, Postcolonial, Human Rights, Imperialism, Spivak, Bhabha

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Is porn colonising people’s sexuality and normalizing inequity?

Growing up digital means sexual exploration and experimentation is increasingly happening online. From social media, sexting and pornography to hooking up on tinder young people are increasingly using the online space to become sexual beings. In 2003 73% of 16-year-old boys surveyed watched pornography regularly. Ten years on we find that pornography’s influence on popular culture, music videos, advertising
and therefore, young people, is now extensive. Online pornography’s growing influence has industrialised sexuality, normalised inequity, made fashionable extreme submission and trivialized sexual assault.

“10 is the average age of seeing porn now so, if that’s the case, we need to start sex education at 9.”

Lauren Rosewarne’s comment implies that sex education has kept up with digital trends and usage habits. My early research suggests it has not! Rarely does sex education in this country deal the taboo topic of minors watching illegal online pornography. The DEECD’s most recent curriculum material, Building Respectful relationships: Stepping out against gender-based violence, makes almost no reference to pornography and its possible connection to gender based violence except to suggest that: “Pornography is a good way to learn about sex.”

Speaking out against violent and inequitable gender relationships as commonly portrayed in illegal online pornography is the single most significant challenge facing gender educators and those committed to fighting gender based violence at this time. When access to pornography is available anywhere, anytime what does place matter? When sex education via pornography is fast becoming the norm for many children what should we as educators and parents do to intervene, challenge and help young people to question a model of sexuality and gender that is fundamentally inequitable?

**Keywords:** Childhood and Youth studies, popular and digital cultures

Louise Allen: 2013 Sexual Assemblages. New Zealand

Flood and Hamilton: Youth and Pornography in Australia. Evidence on the extent of exposure and likely effects, 2003

Robert Jensen: Getting off, Pornography and the end of Masculinity: 2007

Lauren Rosewarne, gender politics expert from the University of Melbourne


Building Respectful Relationships: Stepping out against gender-based violence. DEECD 2014 p. 78

**Johannah Fahey**

**Monash University, Australia**

**Privileged Girls: the place of femininity and femininity in place**

Constructions of femininity and attendant notions of feminism are being produced in different ways in different places around the world. This is a complicated global process that cannot be reduced to analyses that take place in nation states. This presentation seeks to respond to and enhance Angela McRobbie’s compelling argument about understandings of contemporary girlhood, primarily in the UK context, by drawing into the fold Aihwa Ong’s powerful thinking around theories of transnationality (1999; Roy and Ong 2011). Rather than repeating arguments about constructions of femininity that are invariably articulated within national confines, the discussion demonstrates the transnational nature of these subjective constructions by referring to recent ethnographic research undertaken in two elite schools in England and India. Elite schools privilege their students in particular ways. It is also my contention that privilege enables particular constructions of femininity for female students in attendance at these elite schools. In this presentation I seek to show the transnational nature of these subjective constructions of femininity.
In the first instance, the very act of utilising ethnographic work as a scaffold for my theorising serves to enhance McRobbie’s own analysis, which she readily admits is ‘presented as suggestive in relation to the terrain [and] not based on specific fieldwork undertaken, [it is] neither empirical nor ethnographic’ (2009, 6). Secondly, by bringing ‘into the same analytical framework the economic rationalities of globalization and the cultural dynamics that shape human and political responses’ (Ong 1999, 4-5, my emphasis) Ong’s work offers a theoretical counterpoint to what I maintain is, in McRobbie’s work, a tendency towards methodological nationalism i.e. her analysis is focused on a particular historical period unique to England. And yet, whilst Ong’s conceptualisation of transnationality and flexibility are useful, I nonetheless also seek to augment her understanding of transnationality by raising issues around the gendering of mobility more broadly in today’s world and enhancing her notion of flexible citizenship through what I am calling ‘flexible feminism’ and ‘flexible femininity’. Through these concepts I am then able to respond to McRobbie’s problematic distinction between the ‘A1 girl’ and the ‘global girl’, both of whom she sees as epitomising female individualism within New Labour’s Britain.

References


Angela V. Foley

Merri Creek Management Committee, Australia

Entangled and particular: Place practices of knowledge amongst women

How are gender, dominant discourse, complexity, encounters with difference and the role of committed outsiders (Chilisa & Ntseane 2010, Bozalek 2011) revealed in emplaced knowledge production?

Meeting diverse challenges from unusual contexts – educating from the not-for-profit sector into formal, informal, and non-formal realms – the non-Indigenous author is mindful of Tronto’s (1993) notion of “privileged irresponsibility” and employs decolonising methodologies (Smith 1999, Denzin & Lincoln 2008) when engaging with three groups of women. The resultant case studies provide the basis for an exploration of place practices of knowledge production amongst women in Victoria’s Merri Creek catchment.

This group work was mainly achieved through the philanthropy of the Victorian Women’s Benevolent Trust. Based on the author’s experience of leading the three groups, this paper highlights the positive value of philanthropy to realise moments of social change (Anheier & Leat 2006 p. 145-152). These shared experiences form a deep map, a constellation of women’s experience in the grasslands through entanglements of place, botany, history, science, culture, geography, geology and art.
Helen J Forgasz and Gilah C Leder
Monash University, Australia

“I think as far as I know most experts are men”: The general public and the (gender) stereotyping of mathematics and English

In Australia, as in many other western countries, mathematics has traditionally been considered as a male domain and English as a female domain. We explored whether, in our society, stereotyped views about mathematics and English persist. Data were gathered at six heavy foot-traffic sites in the metropolitan area of Melbourne. Pedestrians were stopped and asked about their views of the teaching and learning of mathematics and English at school; perceived changes in the delivery of these subjects; beliefs about boys and girls and mathematics / English, their perceived facilities with calculators and computers, and their suitability for particular careers. Some biographical details were also obtained from respondents. To maximize cooperation, the survey was limited to 14 core, scorable items. The order of asking questions about mathematics and about English was alternated and explanations for the answers given were encouraged.

Both mathematics and English were, we found, valued by many of our respondents, that is, by members of the general public. A substantial number did not gender stereotype mathematics or English. However, views consistent with the traditional stereotypes: ‘mathematics is for boys, and English is for girls’ were also common. For some, personal experience was considered decisive and lead to a tendency to generalise. Others pointed to innate characteristics of males and females as inevitable contributors to gender-related roles and achievements. The plethora of programs and legislative actions introduced since the 1970s, aimed at achieving equity and acceptance of diversity, seem to have had only limited success.

Debi Futter-Puati
The University of Waikato, New Zealand

Young Cook Islanders views about their desired sexuality education

Biography: I am currently a part-time PhD candidate with RMIT University and also work full time as a lecturer at the University of Waikato. This paper stems from the data collection currently being done for my thesis with 650 young Cook Islanders (15 – 24yrs). During focus groups discussions we discussed possibilities related to sexuality education and relationships.

This paper shares the ideas of indigenous Cook Islands youth and highlights some of their ideas identified through the data analysis of six focus group discussions and more than 600 questionnaires. I will summarise the ideas/views/aspirations/dreams of young people in the Cook Islands about the kinds of sexuality education they desire and the links this has with the relationships they wish for.

Keywords: place, gender, knowledge, philanthropy, decolonising methodology
Jessica Gagnon

University of Sussex, UK

People like me: the university experiences of the daughters of single mothers in the UK

Biography: Jessica Gagnon is a first-generation student from an American, working-class, single mother family. She is a PhD student at the University of Sussex, supervised by Professor Penny Jane Burke. Jessica earned an MSc in social research methods from the University of Sussex and an MA in higher education administration from Santa Clara University, both with distinction.

“I started university doubting that ‘people like me’ are good enough. ... My story reifies the neo-liberal narrative that if you work hard, if you make sacrifices and that if you ‘want’ to then anyone can achieve, no matter their background, their problems or their financial status. What’s sad is that that narrative is wrong.”

Many of the existing widening participation policies in the United Kingdom are primarily focused on access to higher education and not on participation within higher education, including achievement, retention, and persistence. Findings from the 2011 census indicate that single parent families represent 26 percent of all families with children in the UK. This figure mirrors findings from the 2011 census in Australia. Some studies have suggested that the children of single mothers are less likely to participate in higher education. For many students from backgrounds that have been traditionally less represented within higher education, such as first-generation students, their sense of belonging impacts upon their overall university experience.

This presentation examines the intersectionalities of gender, socio-economic class, and family status as they impact upon the university experiences of the daughters of single mothers who are first-generation students in the United Kingdom through a thematic analysis of semi-structured interviews with and reflective writings from 26 students who are currently pursuing or have recently completed an undergraduate degree. Data was collected during spring and summer of 2013. The theoretical and conceptual frameworks upon which this doctoral study are built include feminist theory, intersectionality theory, and social exclusion.

Keywords: higher education, student experience, inequalities, intersectionality, family

Lore Gallastegi & Jane Cullen

The Open University, UK

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Working with local teachers to support girls’ and women’s education in Malawi

Biographies: Dr Gallastegi is a Lecturer at the Open University in Scotland (UK) working on teacher education and development. Since 2010 she has been involved in International Teacher Education projects in Malawi and a European funded project on capacity building in faculties of education in Middle East and North Africa universities.

One of the challenges many countries in the ‘global south’ face is the lack of female teachers who can act as role models in schools. The Open University (UK) and its international research and development initiative TESSA (Teacher Education in Sub-Saharan Africa) have been involved in educational projects in Malawi with the aim of increasing the presence of females in primary schools for a number of years. The projects have supported local women from rural areas of Malawi to work alongside primary teachers as Teaching Assistants. At the same time these women have been studying for secondary school exams which
could offer them a pathway to further study or a work opportunity beyond school. During their time in the project, the women have been supported by distance learning materials produced by the OU and by practicing teachers who act as mentors and tutors. The OU has developed the project framework and resources in collaboration with Malawi educationalists benefitting from their local indigenous knowledge of the curriculum and of the challenges faced by women in rural areas of Malawi.

This paper will describe the framework and the different elements of the project, as well as the roles of different educationalists in its development. It will consider the challenges the project has faced in its implementation and the strategies it has used to overcome them. Finally the paper will offer some conclusions on emerging possibilities as a follow up to this project in Malawi and explore its duplication in other countries.

Keywords: Teaching Assistants; Role Models ; Mentoring ; Rural; Distance Learning

Susanne Gannon

University of Western Sydney, Australia

“Local girl befriends vicious bear”: Unleashing educational aspiration through a pedagogy of material-semiotic entanglement

Biography: Susanne Gannon is Associate Professor in the School of Education at the University of Western Sydney. Her diverse interests include equity in education, writing pedagogies and qualitative research methodologies. Her most recent book co-edited with Marnina Gonick is Becoming Girl: Collective biography and the Production of Girlhood (The Women’s Press).

In education, post-humanist approaches require us to pay attention to the more than human contexts within which young people come to take themselves up in the world. Whilst there has been considerable work in early childhood contexts in secondary schools the more than human requires researchers to look beyond the rational, cognitive, curriculum contexts that tend to dominate and instead to attend to surprising configurations where bodies, things, affect, desire, matter, imagination and pedagogy might collide to form new assemblages and possibilities.

Post-humanist educational researchers adopt various descriptions for their approaches – including ‘relational materialism’, feminist materialism’, ‘new empiricism’ amongst others - and they move beyond the anthropocentric focus of earlier poststructural paradigms in educational research. Their interpretive apparatus may be informed by the theoretical work of Deleuze and Guattari (1987), Braidotti (2013), Bennett (2010) and Barad (2007) amongst others. What they have in common is recognition of the co-constitutive effects of material and affective flows of bodies, spaces and things in educational research; a willingness to invent method anew in each research instance; a move beyond the deconstruction of binaries that characterised educational poststructuralism; and a commitment to a ‘flat’ ontology that foregrounds the non-human elements of an educational assemblage, but that recognises that assemblages are simultaneously constituted by ‘semiotic flows, material flows, and social flows’ (Deleuze & Guattari, 1987, 25). Bennett challenges researchers to consider non-human materialities as ‘bona fide agents rather than instrumentalities, techniques of power, recalcitrant objects, or social constructs’ (2010, 45).

This paper explores how a post-humanist orientation might enable new readings of a data fragment from a study of student aspiration in a high poverty secondary school. It traces the dynamic entanglements of girls, bears, costumes, images, audio and video recording technologies and literacy practices that generate imagined futures for year 9 girls in a low SES school. It traces one girl’s story of her life ten years into the future, through close examination of the multimodal artefacts – a video interview, letter from the future and photographs - created in a cross-curricular project day focusing on raising aspirations for higher education. It explores how matter – including bear costumes and videorecording technologies – animate,
affect and alter bodies and desires, and how gender, power and class are implicated in these assemblages. It shifts focus from agency as a matter of will or intentionality (e.g. for a particular desired future), to a productive and emergent force that arises within the thick of pedagogical space.

Methodologically, paper considers how a reading of data as material-semiotic entanglement might enable richer understanding of educational contexts than more narrowly conceived discursive analyses. The chapter argues that in educational research materiality, affect and imagination are co-implicated, interdependent and necessarily entangled.

References


Jessica Gerrard

The University of Melbourne, Australia

Feminism and educational policy research

Biography: Jessica is a McKenzie Postdoctoral Research Fellow at the University of Melbourne.

Policies saturate educational practices. At the same time, educational research is increasingly encouraged to engage practically with policy possibilities and solutions. Yet policies can never fully represent – or capture – educational practices and the social relations and processes of social change that underpin them. In this paper I draw on feminist political philosopher Nancy Fraser to consider the broader historical and social dimensions of educational policies. First, I consider the broader dynamics of hegemony and social change under neoliberal capitalism, and the capacity for policy reforms to have a recuperative function in capitalist hegemony. I suggest that a focus on the diverse social and historical struggles over – and crises in – educational policy and practice provides a generative research avenue to contextualise policies, and understand the contested and messy processes of policy production. Second, I outline Fraser’s conceptualisation of subaltern counterpublics as a means to examine the wider social, cultural and political dimensions of policy-related practice. Here, I explore the value in extending policy research beyond the practices of the legitimated policy field. Taking my lead from feminist criticisms of the public sphere, I suggest the value in researching beyond official policy documentation, to the multifarious struggles surrounding educational practices and meanings. This involves exploring how criticisms and contestations are inflected, and at times incorporated, within policy reforms, with varying – and at times contradictory – effects. It also involves a turn to the history of educational ideas and practices and the ways in which they became taken up (or not) within reform moments.
Andrew Gilbert
RMIT University, Australia

The water in which we swim: Explicating socialized notions of gender with undergraduate students.

Biography: Andrew Gilbert is currently a Senior Lecturer at the Royal Melbourne Institute of Technology in Melbourne, Australia. He has published in a range of academic journals and is the author of the book, "Courageous Pedagogy: Enacting Critical Science Education" published by Information Age Publishing.

In order to facilitate undergraduate students' interrogation of essentialized gender norms, it is important to first help them envision how socially constructed understandings of gender order our interactions, expectations and experiences in multiple aspects of our lives. As such, many undergraduate students have little experience in examining gender and the roles that are hoisted upon them due to supposedly inherent biological traits. Furthermore, undergraduate students often do not question the social milieu in which gender is constructed, which can lead Primary Pre-service teachers to reify and reinforce simplistic notions of gender in their future classrooms. This presentation will explicate methods for making those socialized understandings problematic and interrogate how our notions of gender emerge within a socio-cultural context. To this end, the students analyzed popular media (namely television commercials) to discern the gendered messages within the commercial and articulate how these portrayals represent the cultural terrain for a particular gender role. Lastly, this analysis expanded to children's books where messages were often more subtle, but still offered powerful insights for how children are indoctrinated into the rules regarding their gender. The presentation will provide clear pedagogical approaches for this process and highlight initial data and reflections from undergraduate students involved in this pedagogical approach. The initial findings and associated implications will be discussed.

Key words: gender, commercial media, pre-service teachers, pedagogy

Anitra Goriss-Hunter & Maxine Cooper
Federation University Australia, Australia

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Un/becoming gender: school students and gendered identities

Biographies: Anitra Goriss-Hunter lectures in the Faculty of Education and Arts at Federation University. In 2012 Anitra’s doctoral thesis, Wired and Dangerous: Maternal bodies in cyber(cultural)space, was awarded the Australian Women’s and Gender Studies PhD Award for the most outstanding doctoral thesis. Anitra’s research areas include childhood and youth studies, cybercultures, and teacher education.

Maxine Cooper is an experienced teacher and educational researcher. Her research interests and publications are in the changing socio-cultural contexts of education, including gender and social justice in rural, regional and global contexts. Recent research includes creative pedagogies and innovative school university partnerships in teacher education.

The paper will present a study of the gendered identities of students in Australian primary and secondary schools within cross-curriculum creativity-based learning activities. First, the authors extend Francine M. Deutsch’s notion of ‘undoing gender’ to examine the ways in which students ‘do’ and ‘undo’ gender - how their gendered identities are ‘becoming’ (developing and fitting conventional notions of gender) or un/becoming (intransigent and transgressive). That is, the authors investigate the ways that students escape from as well as embrace conventional gendered identities in the context of creativity focused
pedagogy. We also interrogate the possibilities for change that may occur when institutional, social and political cultures meet in multi-contextual and poly-vocal spaces.

Our initial research makes use of interviews and observations with students who range from 5 to 15 years of age. These students attend public state schools in either regional or urban areas. In the paper, we investigate students’ understandings and performances of gender. The article interrogates the students’ stories that support and refuse traditional notions of gender. It is noted that even though some of the students aligned themselves with normative concepts of gender, they also appeared to take considerable delight in ‘undoing’ conventional notions of gender, revelling in and revealing these transgressive acts to others. These acts often occurred when the institutional culture of formal schooling intersected with different home cultures in multiple spaces where a number of voices were heard.

**Keywords:** childhood, youth studies, teacher education

**Kristina Gottschall**  
**Charles Sturt University, Australia**  
‘Smoke there, Nan?’: Making meanings around Indigenous Australian childhoods with/through Australian cinema

**Biography:** Dr. Kristina Gottschall is a lecturer in Indigenous Studies for the Centre for Indigenous Studies at Charles Sturt University. She is an early-career scholar researching across the areas of popular and public pedagogies, popular film culture, post-structural theories, social semiotics, subjectivities, gender, sexuality, Indigeneity and discourses about youth-hood. She is also mad for HBO TV series, playing the ukulele, fancy dress parties, walking her hyper Jack Russell and Terrier-X dogs, and reading a good book in bed with a glass of red.

This chapter considers discursive, semiotic and affective formations of Indigenous Australian childhoods and the Indigenous Australian child subject through a selection of contemporary Australian films. Popular film texts are powerful means by which Western societies construct, maintain, protect and challenge concepts of childhood. This chapter brings into focus the work of Indigenous Australian film-makers, *Beneath Clouds* (2002) and *Toomelah* (2011), written and directed by Ivan Sen, and *Samson & Delilah* (2009), written and directed by Warwick Thornton, to think about Western/non-Western understandings of race, gender, age, poverty and place as they intersect with popular film in the formation of Indigenous childhoods. This careful selection of films will be analysed to think about the ‘burdens’ placed on the Indigenous child as a ‘poor child’, forced to grow up in contexts marked by racism, poverty and injustice, and/or as agents creating meaning within adult worlds and making their own subjectivities. Of particular focus is the different gendered demands placed on boy and girl subjects, and how childhood (and particularly adolescence) is plagued with anxieties about young Indigenous people being capable, good, and agents of social cohesion, yet forever remaining at risk, vulnerable and sick.

Indigenous films about Indigenous childhood are cultural representations that are pedagogic. What knowledges might be learned and, importantly, how this learning might occur is the key focus here. It is argued that what is possible for Indigenous childhood, what is enabled and constrained, certainly comes with costs and advantages for the subject of Indigenous childhood.

**keywords:** gender, youth, Indigenous, cinema, subjectivity
Sue Grieshaber

**Young children and ‘normal’ sex play**

Healthy sexual development begins at birth and it is an important part of identity. Children engage in a wide variety of sexual behaviours (Ryan, 2000). Sex play occurs as part of the development of healthy sexuality for young children and should be respected (Sciaraffa & Ranolph, 2011). Sex play can be described as young children “engaging in a role play with no sexual overtones” (Sandnabba et al., 2003, p. 585). Such role play could involve playing house or doctor, or showing of genitals to other children (Sandnabba et al., 2003). According to Surtees (2005), teacher talk about sexuality in some early childhood settings is restricted to heteronormative, developmental, and biological discourses, which work to minimize and normalize teacher talk about children’s sex play. This paper reports data from a pilot study that interviewed 23 early childhood educators and parents about the sex play of children aged 3-5 years in south east Queensland, Australia. Participants were asked about children’s sex play while in early childhood settings and at home (respectively). A thematic analysis underpinned by feminist poststructuralism (Weedon, 1987) revealed that most participants thought that sex play was ‘normal’, common and that it should be accepted at these ages as long as children’s rights are respected. There were differences of opinion about diverting children if play became ‘risky’, depending on what was happening at the time. Key points and examples provide insight into the positions articulated by participants and where they might ‘draw the line’ between acceptable and non-acceptable (‘normal’) behaviour in both homes and early childhood settings.

**Key words:** children; sex play; healthy sexuality

References


Anne Harris, Monash University

Emily Gray, RMIT University

**Queer Teachers, Identity & Performativity**

In a recently co-edited book entitled *Queer Teachers, Identity & Performativity*, the co-authors of this paper asked what we mean when we talk about queer teachers? Do we mean teacher with a self-conscious queer subjectivity? Or do we use queer as a tool for analysis? A lens through which to offer an analysis of the experiences of LGBTQ teachers. This paper will explore some of the complexities inherent to any discussion of queerness in education. We will do this with reference to the Out/In Front project, a recent study that sought to gain insight into the experiences of teachers in the state of Victoria, Australia, who identify as LGBTQ. The paper grapples with questions of what it means to be a gender and/or sexually diverse and work as a schoolteacher. Beyond such an analysis we ask broader questions about identity, subjectivity and criticality and illustrate what engaging with the experiences of queer teachers can bring to the study of...
sexuality in education. We will illustrate the affective dimensions of queer teacher experiences and demonstrate how homo/trans* phobia in schools can lead to apathetic relationships between teachers and students. In addition we ask if interrupting heteronormativity within schools is a necessary part of the queer teacher experience.

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**Messy Curriculum Assemblages: Sexuality Education discourses and their effects on practice**

**Biographies:** Lyn Harrison and Debbie Ollis are involved in teaching and research in Sexuality Education at Deakin University. They are currently Chief Investigators (with Professor Bruce Johnson at UniSA) on an ARC funded Linkage project in partnership with ShineSA entitled: *Engaging Young People in Sexuality Education*. Lyn’s other research interests include young people at educational risk, young people’s health and wellbeing and qualitative research methodologies. Debbie also has expertise in qualitative research methodologies and is involved in researching and developing curriculum materials on Gender Based Violence and Respectful Relationships.

The focus on critical health literacy in the new Australian Curriculum makes it imperative that pre-service teachers acquire these skills in order to foster critical thinking in their students. This paper discusses pre-service teachers' responses to a critical analysis of gender/power relations using examples from a final assessment for an intensive elective unit called *Teaching Sexuality in the Middle Years*. Despite the focus on critical thinking, reflection and interrogating structural inequalities in this unit some students appeared resistant or unable to engage with this approach in their assessments, although appearing to do so in workshops. We consider the broad range of sexuality education discourses mobilized in our workshops and the notion of curriculum assemblages to try to make sense of what looks like resistance but may be something more complex and difficult to negotiate. We end this paper with a consideration of some of the implications for practice.

**Key words:** Sexuality Education, gender/power relations, sexuality discourses, critical thinking

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**Tamara Heaney**  
Deakin University  

**Values, Morality and Desire: Australian women reflect on Celebrity Culture**

**Bio:** Tamara Heaney is a PhD candidate and research assistant at Deakin University, Melbourne, Australia. Her research investigates the ways in which women engage with celebrity culture. She is particularly interested in the meanings and pleasures that women over forty derive from it and the nexus between celebrity and female ageing.
In recent years, the field of celebrity studies has begun to more closely examine the meanings that viewers, readers and audiences make from the consumption of celebrity. This move toward ethnographic and empirical research is an exciting step away from the textual or theoretic based approach, which has formed the basis for much of the existing work in the field. It also an important move in light of claims about the pedagogical nature of celebrity and the educative role it can play in people’s lives (Charles, 2010).

However, women over forty are disappointingly absent in the current discourses and empirical enquiries about celebrity culture. Recent concerns regarding the sexualisation of young girls, and the influence of celebrity culture on young people’s everyday social practices, has resulted in ethnographic research with an emphasis on youth and gender (Allen and Mendick 2013, Jackson and Vares 2011). Very little fieldwork undertaken has been concerned with how the ageing female actually consumes celebrity culture. This is important to consider for, as women age, their relationship to celebrity may change.

Through my PhD research, I ask Australian women in their forties to reflect on their engagement with contemporary celebrity culture. The Australian context is unique to this study, as previous empirical celebrity focused research has taken place in the United Kingdom, United States of America and New Zealand. This paper will discuss early findings from a pilot study focus group within the larger project. A particular focus of this presentation ‘celebrity culture and the implications this may have for better understanding the pedagogical nature of celebrity, and the place of celebrity in educational contexts such as schools.

**Keywords:** Celebrity, Ageing, qualitative research, Postfeminism

**References**


**Leanne Higham**

**University of Melbourne**

**Boys, school and affect: a socio-material approach to identity in a boys’ school**

**Biography:** Leanne is currently writing her masters thesis on student identity under the supervision of Dr Dianne Mulcahy and Prof Johanna Wyn at the Melbourne Graduate School of Education. She is a secondary educator in a Melbourne boys’ school. Leanne holds a BA/LLB, GradDipLaw, and GradDipEd from Monash University.

Within the context of boys’ schooling, school culture, as articulated through school policy, spaces and everyday practices, serves to shape and form young men. Within this educational, affective assemblage, some boys assemble themselves bodily in ways that de/territorialise the striated spaces created by the school, turning them into smooth spaces.

Understanding student male identity through bodily affective practices provides an opportunity to explore the roles physical space and objects play in identity practice; how identity is constituted not only through...
the individual, but their relationships with space and objects around them. Focusing on material process, the performative lens of actor-network theory is useful in tracing practices of identity making.

I aim in my thesis to contribute to a better understanding of the tensions between current single sex schooling concepts surrounding identity, and boys’ own self-concepts. Through an assemblage analytic approach, I consider the ways in which boys de/territorialise school spaces bodily. This research will provide a voice for young people to be heard.

Educational research has previously understood space in a passive way. Whilst the socio-material approach of actor-network theory has previously been taken up in other social science disciplines, it has not been received as enthusiastically within educational research. Similarly, the work of Deleuze and Guattari has not been well received, considered ‘high theory’, with little relevance for ‘doing research’. I argue that together these approaches can provide a rich and discerning means for understanding education through the social, material and textual.

**Keywords:** Deleuze, identity, socio-material, education, concepts

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**Vivienne Hogan**

AUT University Te Kura Matauranga School of Education, Auckland, New Zealand

"Reconceptualising gender in early childhood – a step too far?"

**Biography:** I am currently teaching on Bachelor of Education Early Childhood Education and Master of Education programmes. My research interests include feminist pedagogy, gender and ece and the scholarship of teaching and learning particularly in relation to sociology with student teachers.

Teaching on a masters programme in education is often characterised by students engaging in critical analysis following a reading presented to them by the tutor. When recently teaching a course entitled, "Reconceptualising Early Childhood" topics covered included various readings on deconstructing developmentally appropriate practice in early childhood education and the sociology of childhood to a mixed group of female white European and Pasifika students. While these topics were debated, argued and critiqued at length the topic of gender provoked a noticeably different response.

Taking the article by Blaise (2009) as the text for discussion on gender, it was evident that the Pasifika students were not comfortable with the choice made and found Blaise’s theorising of gender as unworkable and untenable. The text was immediately critiqued as yet another example of western colonisation of ‘their’ cultural practice.

How then are we, as feminists, to respond to this? Is it that the pacifika students are entitled to make their response based on a passionate commitment to maintaining their cultural identity and traditions or is it that their response, in its essentialist nature should be challenged? As a teacher from a feminist post stucturalist perspective the desire is to move the students towards a more complex understanding of gender. This presents an ethical dilemma where respect for teacher’s cultural identity and practice can be viewed as compromising children’s agency in relation to their construction of gender identity.

**Key words:** cultural essentialism, gender, cultural transmission, early childhood education practice.

**References**


DOI:10.1080/02568540909594673
Exploitation and (unqueering) public pedagogy: Gender and sex parody in YouTube surf festival promotion

YouTube is arguably a powerful site of public pedagogy (Sandlin, Schultz & Burdick, 2010) or, taking account of ‘southern theory’ (Connell, 2007), ‘pedagogy writ large’ (Hickey-Moody, Savage & Windle, 2010) given its pervasiveness and accessibility for producers and consumers. While much of its use is for entertainment it may also act as a Trojan Horse for teaching and learning ways to queer normative discourses associated with gender and sex. This presentation draws on two recent and related YouTube clips, one serious and the other a ‘southern’ parody, to advertise separate surfing festivals. Employing what Elizabeth Ellsworth (2005) might describe as sensational pedagogies I explore the notion of exploitation to suggest examples such as these digital media are important utensils for illustrating techniques to queer gender.

References:


collection, *Childhood, Sexuality and the Sexualisation of Culture* and undertaking a research project with girls and boys (aged 10-12) titled 'Young sexualities, 'Sexualisation' and Equalities' for the Wales Government.

The paper seeks to apply psychodynamic complexity to the production of subjectivity in post-industrial locales, characterized by extreme poverty. Throughout our empirical studies in south Wales ex mining communities, we have found that girls’ practices and narratives were infused with tensions that seemed to bear the signs of industrial legacies of what girls and women were expected to do and be. This was most noticeable in their talk of sexual safety and danger, and how they negotiated the affordances of the valley landscape. Thus we have found the need to ‘read’ girls accounts including interview transcripts through the histories of place and to find ways to theories subjectivity as complex. We have found Felix Guattari more *transversalist* conception of subjectivity particularly useful. The term *incorporeal universe* is used to describe how subjectivities *open up* to value systems with their social and cultural implications.

Ethnographic work in various field site settings in south Wales valleys have involved a range of methods including face-to-face interviews, walking tours and film-making and more recently what we call ‘body work’ (improvised choreography). Analysis allows us to make visible the importance of the cultural legacies of a post-industrial place on the way over 60 young people aged 13-15 years talk about, and or made films about, the place where they are growing up. Analysis of interviews as well as films and artifacts created by the young people allow us to explore their transversal subjectivities and to glimpses how the various forms of social solidarity passed down through intergenerational transmission infuse transversal subjectivities.

**Keywords:** femininity, deindustrialisation, place, subjectivity, social solidarity

References:


**Deepa Idnani**

**Teacher Authority, Cultural Conflict and Gender Differences - A Qualitative Study of Schools in Asian Region.**

**Biography:** Ms Deepa Idnani is an Assistant Professor (Permanent) at the Department of Education, SPM college, University of Delhi, India since the past 10 years. My specializations include- sociology of education, social science education, pedagogy, and childhood studies. The author is also a doctoral student (2012) at the Jawahar Lal Nehru University (JNU), Delhi, India. The author has worked on many projects and presented many papers at international conferences at CESI 2012, 2013 as well as Clute Conference at Colorado, USA in 2013 and has contributed papers in books and journals and is currently editing a book.
Authority continues to be a proactive term and a poorly understood phenomenon despite numerous past insights. It has been equated with the most enlightened forms of leadership as well as heavy handed discipline and unjust oppression (Peters, 1966). It is confusing in part because people are both attracted to, and repulsed by, authority (Sennett, 1980). Sociologist Willard Waller in the early 1930s characterized the school as despotism in a state of perilous equilibrium”. The teacher is the lynch-pin in carrying out the messages emanating from the ideology/philosophy/ethos of the school, the authority structure of the school management and the principal and is also the overall implementer of school rules and policies. The proposed paper looks at the role of ‘teacher authority’- male/female, and how it shapes the school cultures particularly with respect to gender specific issues and challenges faced related to differential access, spaces, practices, attitudes, behaviour and schooling processes. The question of inequality in the school with respect to students is of prime concern as the discrimination they face due to teacher’s authority- the narratives of the students and their experiences, their perceptions, behaviours, aspirations and how it has shaped them as ‘girls’ and ‘boys’ as well as individuals- the conflicts, negotiations and resistance they undergo. The present paper attempts to primarily use the Weberian notions of authority to study the typologies of teacher self conceptions and also the conceptions of pupils about their teachers and understanding of the everyday school life.

Key Words: Teacher Authority, Gender and Schooling.

Nasim Jafnada

Conformity or Resistance: “Politics and Iranian Gender Restrictions in Education

Over the last decade, there is a large spectrum of restrictions of access to higher education for Iranian women. While 65 percent of students in Iranian universities are women and the country also has one of the highest female-versus-male graduation rates in the world, “Ministry of Science, Research and technology” in 2012 cut several fields of study from the female curriculum, making them male-only fields. The fields chosen include most sciences and engineering, among others.

Moreover, in 2010, Islamic Republic of Iran (Ahmadinejad’s government) imposed restrictions on a dozen social studies courses, including women's studies and human rights since the government believed that they are based on Western thoughts and is not compatible with Islamic principles.

The purpose of this case study is to identify the significance of different politics in educational policies in Iran. This paper also aims to demonstrate the dynamics of gender based exclusions from education on one hand, and Iranian women’s reactions to these exclusion and its consequences on the other.

Keywords: Politics, gender restrictions, Educational Policy, conformity, Resistance.

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‘Laddish’ masculinities in Higher Education: Exploring the perspectives and responses of higher education staff
Biography: Carolyn has researched, and published on, numerous gender and education issues, including fear; constructions and performances of 'laddish' masculinities and femininities; and single-sex and mixed-sex learning environments. She has published books including 'Lads and Ladettes in School: Gender and a fear of failure' and 'Girls and Education 3-16' (co-edited with Carrie Paechter and Emma Renold).

Vanita’s research interests include the educational experiences of marginalised pupils and pupils outside mainstream education, gender inequality in education (in terms of access, participation and/or outcomes), young people’s experiences of violence, anti-violence education, and the content and role of sex education. Her recent book, published by Palgrave Macmillan in 2014, is entitled Preventing Youth Violence: Rethinking the Role of Gender and Schools.

Over the last 2-3 years in the UK there has been a dramatic increase in the number of concerns voiced about 'lad culture' and 'laddism' in higher education (H.E). Although ‘laddism’ is only one of many forms of masculinity, it has been suggested that ‘laddish’ masculinities are dominant in many social spheres of university life. Furthermore, they are problematic as they are characterised by sexism and homophobia and, in extreme forms, by rape supportive attitudes and sexual harassment and violence (Phipps and Young, 2013). To date, very little research has been conducted on laddism in H.E., and that work has focussed almost exclusively on student perspectives. In this paper we discuss and analyse findings from a project that explored ‘lad cultures’ in H.E. from the perspectives of a variety of staff across six universities, including Pro-Vice Chancellors, Provosts/Deans, College Tutors, and Student Union Officers. Through 60 individual interviews and 18 focus group interviews we addressed the following questions, which we will discuss in this paper:

In what ways are lad cultures manifest in different higher education contexts?

Are these manifestations problematic and, if so, how?

Are universities working to tackle lad cultures and, if so, how?

Does more need to be done to tackle lad cultures in H.E and, if so, what?

Keywords: Masculinities, laddism, gender, sexism, higher education.

References


Sue Jackson

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Performance power: Pre-teen girls’ video parodies of postfeminist femininities in popular culture

Biography: Sue Jackson is a Senior Lecturer in the School of Psychology at Victoria University of Wellington, New Zealand. Her research centres on girls, sexuality and popular culture. With co-researcher Tiina Vares and associate investigators Rosalind Gill and Sara Bragg, she recently completed a Royal Society (NZ) funded three year project examining ways pre-teen girls understand and negotiate ‘sexualised’ popular culture. Several articles and book chapters from this study have been published with more forthcoming.
Over the last decade, concerns about the effects of sexualised media on girls have circulated widely in a discourse of girls’ sexualisation. Pre-teen and younger girls, the discourse claims, are susceptible to the influence of hyper-sexualised representations available to them in popular culture. Inspired by their celebrity idols to emulate ‘porno-chic’ sexuality, girls are said to be launched into premature sexuality. Yet such claims have been made without reference to the perspectives and lived experiences of girls’ themselves. Contrary to the simplistic construction of girls as naïve victims of a powerful media culture, research with girls conveys an altogether more complex picture of their engagement with sexualised media. Contributing to this work, our goal in this paper is to illustrate how video media diaries provided a creative opportunity for girls to simultaneously ‘try on’ the hyperfeminine, hypersexual practices of postfemininity and to critique it in embodied ways.

Specifically, this paper explores pre-teen girls’ self-filmed videos in which they deployed creative performance to parody the postfemininities that characterise celebrity and popular culture. The material is drawn from a research project about ways girls make sense of postfeminist popular culture in relation to self and others. The girls’ performances revealed the possibilities opened up by video to engage the body as a tool of resistance to constructions of postfemininity. We argue that although the girls’ practices can alternatively be understood as a form of mimesis allowing them access to ‘sexy’ identifications, they also reveal girls capacity to deconstruct the artifice of postfemininity.

**Keywords**: pre-teen girls, postfeminism, femininities, sexualised media

**Dr. Puja Khatri**

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**Understanding Attitude Pertaining To Sensitivity Towards Gender related Issues: A Study Of High School Students Of National Capital Region ,India**

**Purpose** – The purpose of the study is to map the perceptions of school going students towards various variables like, gender discrimination, gender related violence, women leadership, women at home, role of schools in creating a gender sensitive environment and safety measures so provided and relationship of socio economic status of such students with all these variables. This study will also explore the literature regarding various gender issues prevailing in India and significance of gender sensitization in Indian society.

**Design/methodology/approach** – The universe comprises schools in and around Delhi-NCR. The technique of multi stage sampling has been adopted where in at the first stage the sampling was purposive in which schools namely Government, private and convent schools were selected in and around Delhi NCR .The study was conducted on 160 students out of which students representing three social economic status(SES) namely low income group, middle income group and High Income Group were considered. Cronbach Alpha reliability of the questionnaire was found to be 0.80.

**Findings** – The results of the study show that there is a significant impact of students representing different Socio economic categorizations on variance contributed to perception of sensitivity towards gender issues (F=5.479). Also, there exists a significant impact of gender on perception of sensitivity towards gender issues (F=2.743). There found to be a positive correlation between the respondents’ perception towards gender sensitivity training at school and attitude of students towards gender discrimination (r = .235). Multivariate Analysis (MANOVA) and Correlation techniques were applied for data analysis.

**Research limitations/implications** – The study will bring to attention the necessity of gender sensitization in education. Education is the only way of transforming the attitude and behavior of people towards discrimination and other gender related issues. When this intervention can be done at school level, when students are in learning phase and can easily unfreeze the stereotypes for other gender. Gender sensitive
education is the need of the hour and needs systematic implementation throughout. The study is limited to metro city of India. Differences may even be prominent if extended to three tier and two tier cities.

Originality/value – Gender inequality has been identified as one of the major issues before an economically strong nation i.e. India. People belonging to different socio economic class have different levels of perceptions towards various gender issues prevailing in society. This study will be the first to analyze the perception of students at school level towards different forms of gender issues. It will be a useful study for academic bodies to address the problems and factors so identified.

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Learning effectiveness of international students in Indian higher education: a study of gender differences of Nepalese, Bangladeshi and other South East Asian nations’ students

With the movement of the world from conventional capital economy to the knowledge economy, there is a remarkable surge in pursuance of higher education across the globe. The new century is generating a need for ‘emerging’ skills and knowledge that have not been previously a focus of higher education. With the changing needs of global economy higher education institutions should prepare themselves to produce graduates with skills, knowledge and learning outcomes that promote individual development and that the nation requires for continued economic, social and cultural development. Research suggests that efficacy in international teaching and learning is still relatively immature. The study undertaken is an endeavor to understand the perception of Indian national students and students from other countries (International students) enrolled in professional programmes their preferences of whether the learning in these courses has been effective or not their knowledge, skill and ability. The study was conducted on 230 students out of which 165 were International students representing countries like Nepal Bangladesh, and other South East Asian nations (Sri Lanka, Namibia, Magnolia) and 65 were Indian nationals. The male/female composition of the sample was 158/72 respectively. The results indicate significant differences in learning effectiveness for students coming from different countries and more interestingly these differences are more prominent when the interactive effect of gender and country of origin is taken into account.

Key words: learning effectiveness, gender, country of origin, knowledge, skill, ability
Eurika Jansen van Vuuren

University of Johannesburg

Male educators in the foundation phase singing class

Biography: Eurika Jansen van Vuuren (D.Mus University of Pretoria) has been a music/language teacher for 28 years before joining the Department of Education as Subject Advisor for Arts and Culture. She is currently a senior lecturer at the University of Johannesburg in Life Skills - Dance, Drama, Music and Visual Arts.

The once all-female educator scene in early childhood education is slowly starting to change and more male educators are noticed in foundation phase classrooms all over the world. In the South African university where this study was conducted, 50% of the cohort of foundation phase students is male. This will need university curriculum adjustment so that male educators are empowered with the needed skills to lead singing sessions in class. Several studies have focused on societal acceptance and the professional standing of male educators working in early childhood education. Research about the influence of male educators’ voices on the singing and pitching ability of young children is not easily found. This article reports on a study during which male education students were observed during music lectures and practicum sessions to determine how they deal with unison singing in a child-friendly key. The research aimed to answer the questions of how young children cope with singing along to a male educator’s voice and which approaches can be used to assist pre-service male educators to confidently teach singing in the foundation phase. The study was done using mixed methods and a multi-paradigm view where male students were observed during practical singing sessions during lectures and in practicum sessions at the teaching school, literature was scoured for information regarding the singing of young children and interviews were conducted with male students. With a few adjustments, male educators can successfully teach singing in their foundation phase classes.

Key words: male educators, foundation phase, singing

Stephanie Jong

Flinders University

Online fitness culture and altered female body image ideals:
#strongisthenewskinny

Biography: Stephanie Jong is a PhD candidate in the School of Education at Flinders University in South Australia. Her research focuses on online fitness culture and the impact of social networking sites on the health practices of females, including body image, exercise participation and well-being. She is also a contract academic.

*Co-authored paper with Professor Murray Drummond, Flinders University

Social networking sites (SNSs) are a developing influential conveyor of socio-cultural ideals to young people which are yet to be completely explored. Traditionally the mass media has been considered one of the most powerful conveyors of socio-cultural ideals (Dohnt & Tiggemann, 2006a, 2006b) and have often been criticized for portraying idealistic appearance standards contributing to unhealthy body image perceptions for young women and girls (Hargreaves & Tiggemann, 2003a). Western society embraces the thin-ideal for women and effects of the thin-ideal as a result of traditional media have dominated previous body image related research. Contemporary studies and recent literature have argued that the ideal body type for women in Western culture is becoming increasingly more athletic looking and muscular. The latest online movement influencing female’s body image perceptions relates to a trending hash-tag titled ‘strong is the new skinny’. SNSs differ from other forms of media by their immediacy, interactive nature, active
participation and circle of connectedness. An increasing amount of images of the athletic-ideal have become popularized on SNSs, with pages dedicated to fitness images of muscular bodies. The purpose of this current research is to explore the role of online fitness culture on young women and to investigate how SNSs develop, maintain and perpetuate social norms around body image. This paper will discuss the use of the hash-tag ‘strong is the new skinny’ and how images on SNSs of athletic-ideal women can perceivably positively and negatively influence women’s body image.

Keywords: Social networking sites, social media, athletic ideal, online fitness culture

Jane Kenway, Monash University

Transnationalising Bourdieu and Transnationalising Feminism: Elite schools and the cultural logics and limits of trans-nationality

Bourdieu’s work is a constant touch-stone for those scholars around the world who study elite schools, although too few critically examine how well Bourdieu’s ideas travel to elite schools in locations beyond France (see however, Kenway and Koh, 2013) and their purchase in increasingly globalizing circumstances (see however Wang, 2014). More and more, elite schools’ clients (parents, students and ex students) are on the move around the globe and such schools are increasingly globalizing their practices (Kenway and Fahey, in press) Hence some scholars are trying to adapt Bourdieu’s thinking to assist them to theorize the schools’ and their clients’ links to and practices of transnational mobility. The conceptual moves here are often predictable and largely involve the multiplication of capitals; ‘cosmopolitan’, ‘transnational’ and so forth. Such work too infrequently engages the deeper logics of Bourdieu’s, largely national, oeuvre in the relation to the global. Although she only briefly deals with elite schools, Aiwa Ong’s (1999) work is different. She tellingly asks ‘What are the effects of cultural accumulation in a cross cultural transnational arena where there is not one but many sets of competing cultural criteria that determine symbolic value in multiple class and race-stratified settings?’ (89). She argues that even though ‘the world is the arena of strategies of accumulation’, Euro American cultural hegemonies are still at work and invite navigation and emulation by those who hail from beyond the so-called West but who are hailed by it. These people navigate the cultural hierarchies of their old and new locations as well as those of transnational spaces and adopt, what she calls ‘flexible accumulation strategies’. In their spaces of relocation, she argues, they are weighed down by their ‘symbolic deficits’ (e.g. race, colour, accent, taste), which make it difficult for them to convert their economic capital to other capitals even when they have accrued the appropriate modes of cultivation, taste and accomplishment. In developing these arguments in relation to wealthy diasporic Chinese from China, Hong Kong and Singapore, Ong claims that the consumption of elite schools and universities is often a central accumulation strategy. However she does not get inside any such schools to identify the fine grain of such strategies and neither does she show how these schools respond to them in the context of their own cultural logics. As a consequence, I suggest, she tends to over-simplify these strategies and their reception. My paper will put Ong’s work under empirical pressure through an examination of internationalising practices of an elite school in Melbourne and the relationship of such practices to the various cultural accumulation strategies of its ‘international’ students and families— particularly mothers. In so doing I will seek to further develop the transnationalising of Bourdieu and its potential contribution to transnationalising feminism.

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Farzana Khan

Monash University, Melbourne, Australia

“I don’t want this marriage anymore!” – Making the Unheard-Heard!

Biography: 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

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 also a signifier of Bengali and Muslim femininity. There are ethnographic studies on women in Bangladesh that discuss religion as 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 educated Muslim woman in Bangladeshi society is still shrouded in mystery. This study is a part of an on-going PhD thesis that aims at exploring the unheard struggles and tales of resistances among Bangladeshi Muslim female graduates. This paper presents a phenomenological qualitative case study of Bangladeshi university graduate Muslim woman. In this study, interview data were gathered in 2013 and analysed using interpretative phenomenological analysis. 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 one 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.

Key words: Bangladeshi women, Purdah, resistance and oppression, Islam and culture

Sofkhatin Khumaidah

The balancing act of women faculty members at Indonesian Islamic universities

When so extensive reports on women academics’ career is claimed as disadvantageous, I am interested in studying the experiences of women faculty members in the context of Indonesian Islamic universities, as gender is believed to be socially constructed, and as a consequence, it can be different and changed based on time and space. Employing in-depth interview and utilizing the related documents, my study tried to understand women faculty members’ experiences in managing their lives and work. To get varied rich stories, only long serving (at least 15 years serving) women academics from different disciplines and with various circumstances were invited to participate in the study.
Despite the vast western literature describing that women faculty were less likely to be tenured, paid less salary, experiencing chilly climate at work, facing glass ceilings in advancing their career, and more interrupted by domestic and care responsibility, women faculty members at Islamic universities in Indonesia were sure that their career path is not left behind compared to their male counterpart. They claimed that they had the same opportunity with men to compete in their career-related advancement and promotion. For them, the status of faculty member and motherhood are not mutually exclusive; they can run together in harmony. Even with their knowledge that their domestic and caring roles are not inherent, but are socially constructed; the women perceived that the roles are their lot which does not need to be questioned. Additionally, in decision making especially to accept a position or job, the women faculty always consulted with their husband as a form of respect to their leader of family. These view were shared unexceptionally by a women faculty having position as the vice rector or those who have graduated from women studies of Western university.

Well, actually this study is still in the phase of starting the analysis, and as my background is not from sociological studies (I have been in the school of Education since my undergraduate), I expect much your contribution in terms of the theories and concept that are best suited for analyzing the data. Of course, your support of ideas in other areas are very much welcome as well.

Masonori Kimura

**Manifesting a Positive Attitude toward Gender Equality in Job Openings - A Case of Japanese Universities**

This presentation focuses on gender issues in the recruitment process of faculty members at Japanese universities. Considering today’s world-wide competition among universities, Japanese universities are striving to meet international standards for higher education. However, one of the key issues is a low ratio of female faculty members. Although the Japanese government has introduced laws designed to promote the female employment rate, the situation has not drastically changed in academia.

Under the circumstances, the author has come to question if the Japanese universities are, in the first place, willing to manifest a positive attitude toward gender equality in job openings. Although including such information in job announcements may not necessary guarantee an increase in the female employment rate, it is the first step in improving the male dominant work environment at the universities.

In this project, the author examined job openings posted on JREC-IN (Japan REsearch Career Information Network) website. In particular, he investigated job openings for foreign language faculty members to find out what kinds of job openings tend to (or not to) proclaim a gender equality policy.

Statistically analyzing 1,390 foreign language teaching positions posted on the website from April 2012 to April 2014, the author has found that the Japanese universities actively proclaim a gender equality policy in the field of foreign languages. However, he has also found there are three types of job openings for which that is not the case. The details of the research results will be given at the presentation.
Jorge Knijnik
University of Western Sydney

Fluid masculinities locked in the “primary” box

Biography: Dr. Jorge Knijnik is with the School of Education and the Centre for Educational Research at University of Western Sydney (NSW, Australia). He holds a PhD in Social Psychology by Universidade de Sao Paulo (SP-Brazil) where he was a lecturer in Physical Education previously to his migration to Australia. His most recent books are: Embodied Masculinities in Global Sport (with Daryl Adair, FIT, 2014); Gender and Equestrian Sports: Riding around the World (with Miriam Adelman, Springer, 2013); Gender and Sport: Masculinities and Femininities (Rio de Janeiro, Apicuri, 2010) and Boys and Girls in Physical Education: Gender and Embodiment in the 21st Century (Sao Paulo, Fontoura, 2010).

Masculinity is not a rigid trait with which someone is born; rather, masculinity is enacted in the social world, within people’s daily lives and practices. According to Connell and Messerschmidt (2005) masculinities are arrangements of practices that are accomplished in social action and therefore, differ according to the gender relations in a particular social setting. In this brief address, I will discuss how the concept of fluid masculinities is in tensions with some practices in primary education. I will look at a recently-launched boys’ education program at a primary school in South Western Sydney to argue the meanings of “boys’ education” and boys’ masculinities in contemporary society. I have first heard about this program in a local newspaper, which had a complimentary article about it – stressing its benefits and the praises it has received in the NSW parliament. After that, I have looked the information the school provides at its website, where they periodically upload news and updates about the program, highlighting teachers and students’ testimonies and pictures. As per the school’s website, “the Boys Enterprises Platform was organized to reach the necessities of boys’ students”; it intends to detect youngsters from 8 to 13 years old who would take advantage from male teachers’ role modelling. So, each week they meet their male teacher, and off they go – during school time, the boys are off riding their bikes and skateboarding. The icing on the cake of the activities was the day when they went fishing! As the girls were not happy staying in the school while the boys went out to have fun and receive ‘boys’ education’, the school came up with a girls’ club: girls are currently knitting nicely and quietly in school time. This case study shows how the unwritten but powerful gendered education is happening straight in our faces in the 21st century.

Keywords: Fluid masculinities; primary education; ‘boys’ education

Daniel Leach-McGil
University of Melbourne

De-emphasising Care in Early Childhood Education and Care

Biography: Daniel Leach-McGil has a background in early childhood and community services with a particular interest in community development and integrated service delivery.

Daniel is currently undertaking PhD research exploring the roles and functions of Early Childhood Education and Care professionals in integrated service settings.

This presentation will draw on policy analysis and preliminary insights from field-work from current PhD research to present an outline of ways in which policy reform is de-emphasising ‘care’ as a key role in Early Childhood Education and Care (ECEC).

Through the implementation of a ‘National Quality Framework’ and ‘Early Years Learning Framework’ (EYLF) Preschools and Kindergartens—traditionally labelled ‘education’ programs; and child care, or ‘care’
programs, which have traditionally been seen as separate, are being brought closer together. The EYLF also re-titles all ECEC staff as ‘Educators’ (DEEWR, 2009). This signals a move to integrate the professions of care and education within the ECEC sector, while emphasising education over care.

Child care is largely seen as a solution to balancing the competing demands of care and workforce participation thus one of the key ‘valued products’ of care is workforce participation. Bowman (2010) points out that this is gendered. The tension between participating in paid work, the valued ‘imperative’, or unpaid care work is complex drawing in issues of the expectation of women to care and the low value of care itself (Bowman, 2010). Professionals, predominately women, in the field were positioned as providers of a service to fill the gap left by working mothers.

The presentation will demonstrate ways in which reform has emphasised ‘education’ in ECEC as a tool to promote the value of the sector as an ‘investment’ in the future. It will also explore ways that care is de-emphasised as a valued role alongside the implications this has given that women are unequally represented in care roles (both paid and unpaid).

**Keywords:** ‘Policy Analysis’; ‘Early Childhood’; ‘Care’; ‘Professional’; and ‘Identity’.

**References**


lisahunter, Janette Kelly, Debi Futter-Puati

**Closed perceptions re-forming privilege? Practices of professional education.**

We argue that the privilege of (hetero)normativity is a ‘malaise’ and a ‘monstrous spectre’, a menacing form of ‘symbolic violence’ in classrooms within universities, schools, and early childhood centres. As authors and activist teacher educators/academics/researchers working in a range of education settings, we were committed to challenging this malaise and monstrosity. In doing so we found a ‘new’ formation of privilege to consider, homonormativity. The question we faced was how might gender and sexuality normativity be exposed, challenged, and addressed within initial teacher education (ITE) programmes? We introduce and contextualise the issue of (hetero)normativity and homonormativity within our own ITE programmes through a narrative that illustrates the monstrous spectre in education within Aotearoa/New Zealand. Revealing the issues and dilemmas we are contending with in our work, we reflect by offering some questions to consider how we, and perhaps you, might negotiate situated practices to accost the spectre, that is, expose and challenge gender and sexual normativity and educate for positive change in relation to gender and sexual diversity in schooling and teacher education.

Tithchanbunnamy(Namy) Lor

**English Instructor at Pannasastra University of Cambodia (PUC), Cambodia;**

**Master student by Research at Charles Darwin University, Australia, Charles Darwin**

**Investigating School Environment and Female Students’ Learning Experience in Lower Secondary Schools in Rural Cambodia**

**Bibliography:** I am a Cambodian graduate fellowship awardee provided by the Higher Education Quality and Capacity Improvement Project (HEQCIP) funded by the World Bank. I am currently doing Master
Degree by Research at Charles Darwin University. Investigating in the issue of girls’ education is my subject of interest.

With the development of Cambodian’s “Education for All” program, girls’ education has been noted as an important area to support the Cambodia continuing education in rural Cambodia. It was only noted a few years ago that female students’ retention in rural schools has become an issue in developing and supporting Cambodian girls’ continuing education. This paper aimed to investigate the school environment of young female students in lower secondary schools in rural Cambodia. A survey was administered to 206 female students in rural Cambodia in March, 2014. It was found that students did not receive any financial support and the teacher support was the only support the participants had received from school. It was also found that the female students did not have any access to the use of technologies in schools in rural Cambodia. This paper will be useful for development of school environment for lower secondary schools in rural Cambodia. Moreover, researchers and educators who are interested in developing better teaching and learning school environment in rural countries will find this paper helpful.

**Key words:** Girls’ retention, lower secondary school female students; Education For All, female students’ learning experiences.

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**Blue, MAHY**

**Monash University, Melbourne, Australia**

**GENDER-SEX, SCIENCE AND ETHICS IN EDUCATION: THE PROVOCATION OF NEW MATERIALISM**

**Biography:** Blue Mahy is a second year PhD candidate at Monash University with a background in professional and creative writing, literature and communication studies. His research interests currently include gender-sex, social justice, equity, sociology of science, and social and environmental sustainability.

How science should be taught in schools, especially in order to encourage development towards a better world, is a problem the Australian secondary curriculum appears to tackle; it proposes that students be engaged with ‘ethical considerations such as human rights and responsibilities, animal rights, environmental issues and global justice’ (ACARA, 2014). However, there is still a concern about how gender-sex and other social stratifications and powers are problematically entangled with the very constitution of science. This paper considers the benefits of new materialism, especially as defined by feminist scientist Karen Barad. It explains in what manner new materialism invites a re-examination of our understanding not only of the problem of gender-sex and science but relatedly our fundamental understandings of the nature of reality, subjectivity/objectivity, epistemology, ontology and ethical accountability. In particular, Barad argues for a posthuman ethics to be understood as integral to science. While drawing on my research with pre-service teachers, this paper will be primarily theoretically based and will argue that issues of gender-sex, science and ethics are entangled, accordingly that it is necessary for science to be understood as inherently associated with issues of ethical accountability and that these issues are important to consider for teacher education and curriculum development.

**Keywords:** gender-sex, science; ethics; new materialism; Barad
Lanoi Maloiy  
School of Education, University of South Australia  

The role of education in the lives of Kenyan female political leaders  

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

There is recognition that legacy issues associated with colonial education have affected the progress of African women into leadership positions. At the same time education remains a key factor for promoting and facilitating nation building in Africa. This research proposes that education presents an enabling factor for women leaders in Africa. It is against this background that the guiding questions for this paper are posed: What role does education play in the emergence of women political leaders in Africa? What are the gaps in terms of education preparing women for leadership? These questions will be addressed by examining the experiences of women leaders in Kenya, an East African country.

**Method**

While adopting a qualitative feminist methodology, an African feminist lens is utilised to examine the experiences of Kenyan female leaders. This involves the collection and interpretation of interview data to examine the experiences of women political leaders in Kenya. The methodology aims to give female participants a voice while seeking to understand the experiences of Kenyan women political leaders.

**Implications**

This research, which explores the experiences of African women in the face of cultural, historical and economic challenges, will enrich and broaden feminist discourse from an African leadership perspective. It will also contribute to a significant gap in knowledge regarding African women in leadership.

**Keywords:** African female leaders, education, African feminism, colonial education.

Daniel Marshall  
"Queer Growths"

This paper considers interrelationships between sexuality, pedagogy and popular culture by tracking shifting notions of growth. From the vantage point of queer youth cultures, this presentation provides a reflection on questions of research method, popular frames of representation and critical practices of interpretation. This paper takes as its focus contemporary queer televisual representations, and interpretations of such representations. Drawing on queer theories of adolescence, temporality, representation and interpretation, this paper considers ways in which ideas about sexuality, pedagogy and growth popularly rely on each other. Reflecting on the ways television produces homosexuality as a spectacle of growing up, this paper frames this spectacle as a site for reconsidering the relationship between sexuality, pedagogy and popular culture.
Sally McLaren
Assistant Professor, Kwansei Gakuin University
“S.H.O.W You Care”: Engaging young Sri Lankan men in anti-sexual harassment advocacy

Biography: Sally McLaren has a PhD from Ritsumeikan University (Kyoto) and currently teaches media studies in the School of International Studies at Kwansei Gakuin University in Nishinomiya, Japan. Her research focuses on gender and media in the Asia-Pacific region. She is part of the Asia-Pacific team for the Global Media Monitoring Project (GMMP) 2015.

According to a 2013 UN survey, 95% of women in Sri Lanka have reported experiencing sexual harassment on public transportation. In 2012, Sri Lanka Unites, a youth organization focusing on post-war reconciliation issues, started an advocacy campaign to “make the transportation system and streets of this country safer for young women”. The campaign, now in its third year, is named “S.H.O.W You Care” - S.H.O.W being an acronym for “stop harassment of women”. Sri Lanka Unites has engaged the major private boys’ schools of Colombo in the campaign, and conducted sessions that aim to create awareness about the laws concerning sexual harassment, as well as the impact of harassment on women. Male students have boarded buses in Colombo, made an announcement about stopping sexual harassment, apologised to women in three languages (Sinhala, Tamil, English) and distributed emergency numbers to female commuters. This paper analyses the way Sri Lanka Unites constructs the issue of sexual harassment as a women’s safety issue that men have a responsibility to deal with, and how sexual harassment has been included as a reconciliation issue by the organisation. The paper also examines the social media techniques Sri Lanka Unites employ in their advocacy campaign.

Keywords: anti-sexual harassment, education, youth, awareness, advocacy

Lucinda McKnight
The Glitterbomb: Designing Curriculum and Identity with Girls’ Popular Culture

Biography: Lucinda McKnight is a doctoral student at Deakin University, Melbourne. She is an experienced secondary teacher and university lecturer in pre service teacher education and undertook her MA (Distinction) in Media, Culture and Communication at the Institute of Education at the University of London.

This paper describes a doctoral study of how female teachers design curriculum around girls’ popular culture in a contemporary co-educational secondary setting. The research focuses on the space of school-based curriculum planning, an aspect of teachers’ work that takes place outside the classroom. This project enables the expansion of the design space in the search for an absent subject- the teacher- marginalised in discourses of neoliberal curriculum. The paper presents an argument for reflexivity around curriculum design, and also for the re-articulation of curriculum theory with feminist and post-structuralist perspectives, with design viewed from the standpoint of teachers involved in the everyday work of preparing lessons.

This highlights the way teachers, and the researcher, perform and seek to produce both individual gendered identities and plans for the identities of student subjects, while negotiating subject positions made available to girls and women in broader social contexts. These contexts include the competing discourses of feminism and post-feminism and the cultural disavowal of girls’ media. The link between the personal and political is created by a methodology combining narrative inquiry and discourse analysis, so that extracts from memory and popular culture resonate with and against more unified voices, realising
creative ways to write and think about curriculum design. This presentation is imagined as a performance, or detonation, of “The Glitterbomb”.

Keywords: Curriculum design popular culture

Ian M. O’Loughlin and Aila K. O’Loughlin

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Better the Devil you Know: Understanding implicit cognitive biases in the 21st century classroom

The Implicit Bias Blindspot (Pronen et al., 2002) prevents an individual from accurately measuring one’s own cognitive biases. Implicit cognitive bias research has established a collection of specific ways human cognitive agents persistently exhibit biases even without being aware of their own negative or biased attitudes. This research program, built on philosophical work on self-knowledge and work in psychology on conscious and unconscious dispositions, has been fruitfully applied to a variety of practical contexts. However, many of these lie outside the realm of public service (i.e. teachers, social workers, police officers), where the implications of this blindspot can be amplified. Education plays a special role in bias: institutionalized education provides fertile ground for reinforcement of, or revision to, existing biases. Nonetheless, the response to implicit bias research on the part of practitioners and theorists in education has been lackluster. In this paper, we advocate implicit bias testing as a practical tool for institutional education. We examine three problem areas that can benefit through due attention to implicit bias research: unequal gender distributions in the math/sciences and humanities, the educational reinforcement of dominant cultural discourses, and the self-fulfilling culture of failure in urban schools. Unpacking implicit cognitive bias and its implications for classroom challenges requires rethinking self-knowledge and the role of education in cultural narratives. We show that implicit bias awareness and testing has mitigated similar problems in other fields, and we suggest some specific ways that lessons from implicit bias research can be effectively implemented in education.

Key Words: Gender, Implicit bias, Implicit association testing, Education, Cognitive science, Philosophy of education

Debbie Ollis

Will the new Health and Physical Education Australian curriculum provide the scope to address gender-based violence?

Whilst aspects of the final Australian Health and Physical Education (HPE) curriculum (ACARA 2014) have been criticized for a lack of explicit focus on sexuality, this new curriculum is explicit in its focus on respectful relationships. Even so, is this enough to provide the scope and direction to teachers and curriculum writers to address gender-based violence as part of respectful relationships education? The trial of the Stepping Out resources developed for the Victorian Department of Education and Early Childhood Development (DEECD), and released in 2014, suggests mixed results. This paper explores the potential of the HPE curriculum to include education about gender-based violence. A key proposition of this new curriculum is the importance of taking a strength-based approach rather than a focus on risk and safety.
This has proved to be particularly challenging in the context of addressing the negative impacts of gender-based violence, including pornography.

Using qualitative data collected through interviews, surveys and students work samples from seven schools in Victoria; the challenges, contradictions and possibilities of teaching about gender-based violence and violence against women including pornography, as part of a respectful relationships approach is explored.

Dr Sarah O’ Shea, University of Wollongong

A/Professor Josephine May, University of Newcastle

Dr Cathy Stone, Open Universities Australia

Ripples of learning – higher education participation, familial habitus, gender and first in family female students

Biography: The authors of this paper are all interested in the access and participation of students from diverse backgrounds, each has published and conducted research in this field. This presentation will report on a joint study that is focusing on first in family students and exploring the ripple effects of this return to education.

Drawing upon interviews and surveys\(^2\) conducted with university students and relatives, this presentation explores higher education participation for women who are the first in their families to participate in university. Overall the literature around first in family students has a tendency to portray this student cohort in deficit terms using words such as ‘challenges’, ‘difficulties’ and ‘help’ (Thayer, 2000; Brachman, 2012; Gardner, 1996). For first in family students, educational choices are perceived as being limited by the lack of access to an ‘educational memory’ within the family. Ball, Davies, David and Reay (2002) refer to the important role of ‘transgenerational family scripts or “inheritance codes”’ (p57) in educational choices. In those families where attending university is not the norm the lack of this narrative thread is regarded as contributing in part to individual’s ambitions around university attendance or lack thereof. Until recently however little work has been carried out on these effects on first in family women through a gendered lens (Stone & O’Shea, 2012; Stone & O’Shea 2013; O’Shea, 2011). The presentation will address the conference theme ‘Place-based inequalities’ as we seek to explore how these female students move between home and university, particularly how gender, place and space intersect to inform educational futures, motivation and experience. The presentation will report the initial findings from the study and also include a PechaKucha that takes the form of a ‘collective narrative’ (Richardson, 1988), drawing upon the ‘multiple voices and direct quotations’ (p.205) of participants.

Key Words: First in Family students, higher education, access and participation, gender and family

References


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\(^2\) This research has been funded by an Office of Learning and Teaching Grant and is a partnership between University of Wollongong, University of Newcastle and Open Universities Australia.
how shifting beliefs about health and illness reflected and produced contested views in schools were frequently conflated with personal and civic morality and “good” mothering. Finally, the paper describes some of the ways in which health anxieties varied across gender, race and social class, and how shifting beliefs about health and illness reflected and produced contested views of difference.
Mohammad A. Quayum

International Islamic University Malaysia

Gender and Education: The Vision and Activism of Rokeya Sakhawat Hossain

Biography: Mohammad A. Quayum is the author, editor and translator of 26 books and has published more than 100 journal articles and book chapters in leading academic publications around the world. He is currently Professor of English at International Islamic University Malaysia and Adjunct Professor in the School of Humanities at Flinders University, Australia.

Rokeya Sakhawat Hossain (1880-1932) was a pioneering feminist writer, activist and educationist in colonial Bengal, who not only sought to emancipate women from the deeply entrenched values of Indian social and religious patriarchy through her darkly satirical and provocative writings, but also actively pursued her idea of empowering women through education by setting up a school for Muslim girls, first in Bhagalpur, Bihar in 1909, and then in Calcutta in 1911, where the school still stands and continues to thrive more than one hundred years after its precarious beginning. This paper will investigate Rokeya’s feminist ideology and her educational programmes undertaken for the betterment of Indian women, especially Bengali Muslim women, who, she said, were “ship-wrecked” and lost in a sea of misery. I intend to argue that although born in an orthodox family and brought up in strict purdah without any formal education, Rokeya had that rare foresight and courage to challenge the social status quo of her time and ridicule many of the outmoded gender practices in her writings, and even turn the gender relation upside down by creating a Ladyland in her short story “Sultana’s Dream” (1905), in which men are confined to indoors while women run the state. Moreover, she was practical enough to reify her vision by taking steps to eradicate women’s ignorance and invigorate their sense of self, by setting up a school in Calcutta and by running programmes to educate slum women through the association for Muslim women, Anjuman-i-Khawateen-i-Islam, which she founded in 1916 – all at a time when Indian Muslim women were expected to live in confinement in the zenana, and any attempt to educate them was seen as blasphemous.

Keywords: Rokeya, India, feminism, education, Bengali Muslim women

Symposium

Theorising sexuality education: contemporary provocations and possibilities

Presenters: Jessica Fields (USA); Jen Gilbert (Canada); Emily M. Gray (Aus/UK); Deana Leahy (Aus); Kathleen Quinlivan (NZ).

Chair: Mary Lou Rasmussen (Aus)

Sexuality education has a long history in schools in Australia, Canada, New Zealand, the UK and the USA. It has been given significant scholarly attention within these national contexts and the notion of what sexuality education should be and the function that it should serve within the lives of children and young people continues to be debated. One of the characteristics of sexuality education is that there is no consensus, either from governments or researchers, as to what it should look like, how frequently it should be taught and what its content should be.

This panel brings together six scholars working in the field of sexuality education across the five countries named above to consider provocations and possibilities within the field. Each panelist will engage with the theme of provocations and possibilities within their own research, therefore the panel will reflect upon a range of issues related to the contemporary study of sexuality education.
Taking the Detour: Listening to Ordinary Stories of LGBTQ Sexuality

We are accustomed, as critical educational researchers, to declare schools hostile environments for LGBTQ students. Much research backs up these claims. But beside, or beneath, these declarations, other stories of school experience go missing. This paper reflects on The Beyond Bullying Project, a school-based storytelling project that invited students, teachers and staff to tell ordinary stories about an extraordinary topic--LGBTQ sexuality. While the stories we received do catalogue a whole host of injustices that saturate school life, they also archived friendships, crushes, disappointments, and the ordinary trials of growing up in an uncertain world. Drawing on Michel de Certeau’s practices of everyday life, I consider how the storytelling project, and the stories themselves, refigured the geography of the school, capturing students’ wandering through the official corridors of institutional life while also prompting new routes and detours. What can our official efforts to improve schools for LGBTQ students, teachers and families learn from these ordinary stories of everyday life?

Jessica Fields, San Francisco State University

I have coined the term “intimate possibilities” to describe the array of sexual identities, desires, relationships, and behaviors that people believe that they and others can expect in their lives and to which they and others are entitled. Reflecting prevailing cultural beliefs that people are entitled to safe and meaningful intimate lives (however defined), sexuality education offers students a sense of the intimacy possible for themselves and others. However, sexuality education formally and informally apportions those possibilities according to entrenched social inequalities. As a whole, my research program focuses on the intimate possibilities anticipated, nurtured, and foreclosed in sexuality education. Focusing on my recent studies of jail-based HIV workshops and school-based efforts to stem anti-gay bullying, I will offer thoughts on what it would mean to recognize sexuality education as a site in which intimate possibilities are imagined, achieved, and denied.

Emily Gray, RMIT University, Melbourne

Troubling homophobia’s persistence?

Mark McCormack has recently argued that homophobia is on the decline and is less of an issue for students than it has been historically, he states that there is an, “emergence of progressive attitudes toward homosexuality among working-class boys in [...] England [...] that working-class male youth intellectualize pro-gay attitudes and homophobic language is almost entirely absent from the setting”. McCormack’s claim that this is the case for some students in some schools (and this is a matter of debate) prompts me to consider whether this is the case for LGBTQ teachers. I have conducted research in both the UK and Australia with LGBTQ teachers and will argue here that homophobia continues to deployed by students against teachers in high schools as means through which to interrupt the relationships of power that exist within the classroom. If homophobia continues to haunt the LGBTQ teacher then it is arguably still an issue for students.

Deana Leahy, Monash University, Melbourne

Teaching sexuality education: ‘The HPE effect’

In this presentation I consider the ‘conditions of possibility’ for school based sexuality education in Australia in contemporary times. Drawing on post Foucauldian studies of governmentality, and the concept of curriculum assemblages, I consider the place of, and possibilities for, sexuality education in contemporary curriculum contexts and classrooms. I begin by considering the potential effects of (re) locating sexuality
education within the Health and Physical Education curriculum area in the new Australian Curriculum. In particular I am interested to consider how the location of sexuality education within the HPE area impacts on who might teach it, and how they teach it, and what training they have in order to imagine what sexuality education is within the school context? Where are the conversations happening that bring together academic research on sexuality education and school based practice in the Australian context?

Kathleen Quinlivan, University of Canterbury, Christchurch

Learning Sexuality Education’s Im/Possibilities: Utilising Deleuzo-Guattarian Frameworks to Engage with Sexuality Education

In this presentation I explore the im/possibilities (Derrida, 1992) of school- based sexuality education by utilising Deleuzo-Guattarian theory to map my shifting understandings of what sexuality education might mean. In retrospect, I explore the potential of using the Deleuzo-Guattarian notion of assemblage (Deleuze & Guattari, 1987) to understand a series of student focus groups I participated in as part of a research project developed to respond to religious and cultural difference in school based sexuality education programmes, (Rasmussen, Quinlivan, Allen, Sanjakdar, and Aspin, 2012). Drawing on the focus group data I map the ways in which the focus groups can be understood, as inter-relational, affective, embodied and materially entangled sexuality education encounters. Mapping the operation of the always un-finalised focus group assemblage produces possibilities of both re-territorialisation and de-territorialisation. The pedagogical im/possibilities that the notion of the assemblage provokes for sexuality education are considered.

Symposium

Methodological Affects: Considering Researcher Emotion in Qualitative Research

Presenters: Associate Professor Mary Lou Rasmussen (Monash University, Melbourne, Australia); Associate Professor Jessica Fields, San Francisco State University, San Francisco, U.S.A; Dr Kathleen Quinlivan, College of Education, University of Canterbury, Christchurch, New Zealand.

Discussant: Associate Professor Louisa Allen University of Auckland, New Zealand

This international symposium critically explores the insights qualitative researchers can take from exploring their emotional experiences of research and the methodological implications of taking emotion and affect seriously as sites of reflective inquiry. Drawing on data from two qualitative projects—one focusing on affect and LGBT issues in teacher education, and the second on approaches to sexuality education that engage with religious and cultural difference—the presenters explore how affect theory and sociological studies of emotion shift the terms of data collection, research design, and analysis. Presenters critically engage aspects of their emotional responses, approaching affect as both generative and challenging. We argue that taking researcher’s emotions seriously when analyzing and working with qualitative data can facilitate a deeper engagement with the issues under investigation and better reflect the co-constructed nature of qualitative research.

Keywords: Researcher affect, sexuality education, qualitative research

Associate Professor Mary Lou Rasmussen (Monash University, Melbourne, Australia)

Affecting Affiliations: Queer relationality and the boy in the dress
This paper considers how data analysis which prioritizes an affective reading, can be instructive in troubling theoretical ideas about queer affiliations and queer publics. Drawing on findings from an international research study that investigates the affective atmosphere beginning teachers face as they think and talk about LGBT issues in and out of the classroom, I focus on the notion of queer affiliations and their constitutive relationship to analysis of research data involving researchers and participants who identify as queer.

**Biography:** Dr Mary Louise Rasmussen is an Associate Professor in the Faculty of Education at Monash University, Australia researching in gender, sexuality and education. She co-edited *Interrogating the Politics of Pleasure in Sexuality Education*. A monograph *Progressive Sexuality Education: The Concepts of Secularism* and a *Handbook of Sexuality Education*, are under contract.

**Associate Professor Jessica Fields, San Francisco State University, San Francisco, U.S.A**

**Unflattering Affect: The Ordinary and Illuminating Experience of Boredom in Qualitative Research**

The affective turn in qualitative educational research has shifted researchers’ attention to moments in which the affective terrain changes, is heightened, or becomes markedly painful or pleasurable. In this paper, I turn my attention to the flattened affective terrain of boredom—specifically the researchers’ boredom—and consider the lessons to be gleaned from those long stretches of time in which study participants seem to offer nothing new and the tedium of predictable responses threatens to undo the curiosity central to qualitative inquiry.

**Biography:** Jessica Fields is author of *Risky Lessons: Sex Education and Social Inequality*. Her next book, *Participatory Sexuality Education and Incarcerated Women of Color*, is underway. Fields, Jen Gilbert, Nancy Lesko, and Laura Mamo lead The Beyond Bullying Project, which uses storytelling to examine hostility in U.S. high schools to LGBTQ sexuality.

**Dr Kathleen Quinlivan, College of Education, University of Canterbury, Christchurch, New Zealand.**

**De-Centering Researcher Affect: Producing the ‘Getting it Right’ Assemblage in a Sexuality Education Classroom**

In this paper I draw on the Deleuze-Guattarian notion of the assemblage (Deleuze & Guattari, 1987) to experiment with what it might mean to work both within and against humanist understandings of researcher affect, and the methodological affordances of such an approach. Drawing on data from an Australian and New Zealand research project designed to respond to religious and cultural difference in school-based sexuality education programmes (Rasmussen, Sanjakdar, Aspin, Allen, & Quinlivan, 2012), I show how researcher affect is inextricably relationally, affectively and materially entangled with other bodies, objects and feelings in the sexuality classroom at Kauri College, and I explore what that assemblage produces. Implications for researching sexuality education are discussed.

**Biography:** Dr Kathleen Quinlivan is a Senior Lecturer in the College of Education at the University of Canterbury, Christchurch, New Zealand. She researches in the area of critical sexuality studies and critical curriculum studies. She recently co-edited *Interrogating the Politics of Pleasure in Sexuality Education* (2014) with Routledge.
**Biography:** Louisa Allen is an Associate Professor, in the Faculty of Education at the University of Auckland. She specialises in research in the areas of sexualities, young people and schooling and innovative research methodologies which seek to engage hard to reach research populations. She examines these areas through the lenses of queer, feminist post-structural and critical masculinities and critical youth studies theoretical frameworks. She has written four books in these fields.

## Symposium

**Doing Gender and Sexuality Diversity in Australian Schools: Theory, Experience, Research and Policy**

This symposium brings together three papers that focus on different aspects of doing gender and sexuality diversity in schooling contexts in Australia associated with theory, research, experience and policy. The first paper in this symposium addresses some of the initial research issues that can be encountered when undertaking research on gender and sexuality diversity in schools, such as those associated with theory, negotiating institutional ethics committees and recruitment. The second paper provides a focus on recent national research data highlighting the schooling experiences of young people who are gender diverse and the implications for educators. This paper also explores the complex theoretical frameworks that underpin understandings of gender diversity. The third paper in the symposium examines sexual health and sexuality and relationships education in schools as experienced by sexuality and gender diverse young people and highlights strategies that can be used to translate research into policy and practice.

**Wendy Cumming-Potvin (Murdoch University), Wayne Martino (University of Western Ontario) and Veronica Gardiner (University of Western Australia)**

**Researching gender and sexual diversity in educational communities: Methodological challenges and possibilities**

This paper interrogates methodological challenges and possibilities related to CRC-funded research, aiming to foster gender and sexually inclusive school communities through literacies and technology. Informed by queer and trans-infused approaches (Britzman, 1995; Elliot, 2009; Rooke, 2010; Stryker, 2006), we aim to address the difficulty of conducting research and gaining access to participants in a gender phobic and homophobic context, involving delegitimation of minority rights. Queer and trans-infused theories provide important resources for gaining analytical insights about our methodology as we navigate field entry in an attempt to address the de-subjugated knowledges of queer, transgendered and transsexual people (Stryker, 2006).

Our research must be understood from a broader perspective involving the Australian educational landscape. Commonwealth policy proposes an inclusive society, which meets all young learners’ intellectual, social and personal needs (ACARA, 2013; Ministerial Council on Education, Employment, Training & Youth Affairs, 2008). But research reveals that homophobia and transphobia in educational institutions compromise the health and well-being of many gender and sexually diverse students (De Palma & Atkinson, 2009; Ferfolja, 2013; Hillier et al., 2010). A paucity of state policy also does little to counter heteronormativity and trans-informed understandings of gender identity and embodiment (Lake, 2009; Namaste, 2000; Prosser, 1998). Under this contentious landscape, the methodology of studying gender and sexual inclusivity in educational communities imposes certain demands and requires a degree of critical reflexivity in navigating field entry; the terrain and ride emerge as rugged and bumpy (Weis and Fine, 2000), and necessitate managing censorship of ‘uncomfortable’ knowledge.

**Key words:** literacies, gender, diversity, sexuality, methodology
**Biographies:** Dr Wendy Cumming-Potvin is a Senior Lecturer at Murdoch University, Western Australia. Her research focuses on questions pertaining to social justice, literacies, technology and qualitative inquiry. As chief investigator for a CRC project, Wendy is investigating literacies to foster inclusivity for gender and sexually diverse students in educational communities.

Wayne Martino is Professor of Gender, Equity and Social Justice in the Faculty of Education and an affiliated faculty member of the Department of Women's Studies and Feminist Research at the University of Western Ontario, Canada. His research and teaching focus on gender, queer and trans studies in education, anti-oppressive education, masculinities and schooling and qualitative inquiry.

Veronica Gardiner is a postgraduate student, at Murdoch University Western Australia. She has an interest in critical perspectives on professional learning and literacy, in response to her experiences of being a public school primary teacher in Western Australian schools.

**Kerry H. Robinson (University of Western Sydney)**

**Gender diversity and schooling: A focus on the educational experiences of young people who identify as gender diverse, gender queer or transgender.**

This paper explores young people’s experiences of being gender diverse in schooling in Australia and how gender diversity is perceived and negotiated by peers and educators. The discussion is based on the *Growing Up Queer* national research with young people aged 16-27 (Robinson, Bansel, Denson, Ovenden & Davies, 2014). Gender diversity is defined as expressions of gender that do not match that predicted by one’s sex and can include a range of subject positions from the majority who wish only to have more flexibility in expressing or representing their gender identities, to those who identify as Trans*, transgender, F2M, M2F or gender queer, among other terms, in childhood, adolescence and adulthood. Facebook currently has over 50 category options to describe one’s gender identity, demonstrating how the gender binary is being troubled and challenged through the complex ways in which many young people see their gendered lives. Gender diversity is becoming increasingly visible amongst young people despite the stigma and abuse often experienced by those who identify as gender diverse. This increasing visibility has been acknowledged in Australian schools by The Australian Curriculum, Assessment And Reporting Authority (ACARA) in the national *Health and Physical Education: Foundation to Year 10, Draft for Consultation* (2012). However, as recent Australian research has consistently demonstrated (Hillier et.al 2010; Robinson et.al 2014) schooling continues to be a major site of homophobia and transphobia, and does not generally cater for the needs of young people who identify as gender diverse. Consequently, these experiences in schooling can have a major deleterious impact on these young people’s health and wellbeing, as well as on economic security in their future lives. In addition, the discussion incorporates an overview of the complex theoretical understandings that currently underpin knowledge of gender diversity.

**Key words:** Gender diversity, transphobia, homophobia, schooling, gender theory.

**Biography:** Kerry Robinson is a professor in the School of Social Sciences and Psychology (SSAP) at the University of Western Sydney, Australia and a founding member of the Sexualities and Genders Research Network, located in SSAP. Kerry’s research interests focus on childhood, sexuality and sexual knowledge, gender and sexuality diversity, and heteronormativity in education.

**Cristyn Davies (University of Sydney, Australia)**

**Silent and deadly omissions: Linking research, policy and practice to implement inclusive sexual health, sexuality and relationships education in schools and beyond for sexuality and gender diverse students**

Lack of access to well-informed, up-to-date information about sexual health, sexuality and relationships education can have serious implications for the health and wellbeing of all young people. Despite targeted Australian research in the areas of sexual health, sexuality and relationships education, young gender
and/or sexuality diverse people (who may identify as lesbian, gay, bisexual, transgender, queer or intersex) are still reporting that their needs are not being met within the education system, within the institution of the family, and all to frequently within the healthcare system. The sexual health education needs of young people who are gender and/or sexuality diverse within the Australian education system are often not addressed, are overlooked or irrelevant (Hillier, L. Jones, T., Monagle, M., Gahan, L., Blackman, J. & A. Mitchell, 2010; Mitchell, Patrick, Heywood, Blackman, & Pitts, 2014; Robinson, Bansel, Denson, Ovenden, & Davies, 2014).

Based on findings from Growing Up Queer (2014)—a national research study undertaken with Australian young people aged 16-27 years of age—this presentation examines research findings about what young gender and/or sexuality diverse people are learning at school, and other sources of information they are using to learn more about sexual health, and sexuality and relationships education relevant to their lives. These findings are read alongside young people’s experiences of the primary healthcare sector in relation to sexual health and sexuality, and contextualized within the broader scope of research in this field. This presentation offers strategies in which research in this field can be translated into policy and practice, so that young people may ultimately benefit.

Biography: Cristyn Davies is a Research Associate in Paediatrics and Child Health in the Faculty of Medicine, University of Sydney, Australia. She is also co-chair of the Board of Twenty10 Incorporating GLCS NSW. She has published widely in the fields of gender, sexuality and education.

References


Kellie Sanders

Gender and the Sportscape: A women’s Australian Rules football team

Biography: Kellie Sanders completed her doctorate, *Picturing Footballing Bodies: Gender, Homosociality and Sportscapes*, in the Faculty of Education at Monash University. Her interests lie in sociology and the everyday, how norms and ideals are created, enforced and reinforced, and the ways that these impact and impair on subjects within our communities.

Keywords: Sportscape; Photo project; Gender; Embodiment; Football
If I had of seen those images unrelated to football I would have thought about football...it comes with a smell, a feeling... even the night air has a smell...it’s a bit wet and there’s a noise (Bumpy).

As soon as I walk through those doors at the start of a game or you know, I walk through here at ten o’clock in the morning it’s go time. Nothing else matters but football at that time (Crack).

In this paper I present some of the findings from my PhD research, with a particular focus on the affect of the *sportscape*. Drawing on a visual methodology in which participants took part in *photo projects* followed by photo elicitation interviews, this paper explores how women who play within a particular Australian Rules football team experience the unique space that they have forged. In doing so, I discuss the notion of space in two ways. Firstly, I explore space in its physical manifestation using the notion of a ‘sportscape’ (Pronger, 2004) and, secondly, I explore how space is simultaneously imaginary. In exploring imaginary space I invoke the concept of affect to investigate how the sportscape acts on those who use the space to influence their behaviour within it.

Resarching within a women’s Australian Rules football team generated a number of insights into space, power and social dynamics between women in this field and I identify three key avenues through which space emerged as significant: through masculinity and male sportscapes; private spaces; and the sexualisation of the sportscape.

The ways that subjects discussed embodiments and performances of gender showed that this sportscape remains one in which gender is continually negotiated and contested. In this paper I explore how the sportscape constructs norms and how those norms might impact subjects’ gendered embodiments and performances. Further I question what this might say about the capacity of gender to be moulded and styled.

**Steven Sexton**

**Cool Boys: Masculinity, Drugs, and Father Absenteeism**

How male Otago teenage students are redefining masculinity and heterosexuality?

This study was in response to Mark McCormack’s (2012) book titled, *The declining significance of homophobia: How teenage boys are redefining masculinity and heterosexuality*. In this, McCormack described how teenage boys from three schools in England have undergone a dramatic shift over a six years period in how they perceived their own and other students’ masculinity, heterosexuality and homosexuality. Anecdotal evidence from a study (Sexton, 2012) into how queer students in Otago perceived their school environment offered some supporting evidence with McCormack’s ideas around ‘gay discourse’ but that study did not explicitly seek to address wider issues around student self-regulation and peer-regulation of masculinities. This presentation will report on a study with that explicit investigation intent.

This study built upon a previous study (Sexton, 2012) concerning queer students’ perceptions of their schooling environment. This study provided male secondary-aged students (not necessarily queer) from the Otago region the opportunity to express for themselves how their friendship circles interacted and regulated their behaviour, for example: mate-ship, bravado, teasing, hazing, self and peer group regulation of behaviour. It explicitly sought to address the extinct of how homophobic language has been reported as changing (McCormack, 2012). To what extent has McCormack’s concept of ‘gay discourse’ replaced ‘fag discourse’ (Pascoe, 2005)? How do those Otago teenagers, who participated, report on the intersection of their schooling with their image of self (Rasmussen, 2006)?

**References**
Kay Siebler, Ph.D.

Xidian University/Missouri Western State University

“The Politics of Birth Control and Abortion in China’s One-Child Policy”

**Biography:** Kay Siebler, Ph.D. has been living and teaching in Xi’an, China as part of a faculty exchange program between her home university, Missouri Western State University in St. Joseph, Missouri, U.S. and Xidian University in Xi’an, China. Her areas of research and teaching focus on gender issues, language, and writing.

China’s One-child Policy, instituted in 1973, has resulted in not only a skewed gender population (46% female; 54% male), but a prevalence of abortion in a country where few other options of birth control are available. International organizations have discussed the preference for male children that has caused sex-selective abortions, resulting in 35 million “missing” girls from China’s current population. However, there seems to be little discussion of the abortions performed due to a severe lack of alternative birth control options for Chinese women and an absence of sexuality education that leaves many young women ignorant about pregnancy and how to control reproduction. As Westerns ideas of pre-marital sex are taking hold in Chinese youth culture, the rate of abortions for unmarried women is rising dramatically. This increase in the abortion rate for young, unmarried women is caused by lack of sexuality education, and the cultural taboo regarding unmarried mothers. My presentation focuses on the politics of reproductive education, the rate of abortion in China, and the social narrative surrounding abortion in this country of 1.3 billion people. Questions I will answer in my presentation include “Why are there so few alternative methods of birth control available in this developing country? What cultural myths and barriers are there to discourage women from alternative methods of birth control? How are the politics and gender ethics of abortion discussed?

**Keywords:** Abortion, Birth Control, China, One-Child Policy, Reproductive Rights

Ms. Rahila Sikandar

Centre for the Study of Law & Governance, Jawaharlal Nehru University, New Delhi, India

“Women and Higher Education: A Case study of Indian Muslim Women”

Indian society is highly divided and fragmented, so the status of education among various sections also varies. In India women constitute around 50% of the population in terms of resource usage but the magnitude of illiteracy is very high among them. Among these sections Muslim women stand in their own category. The status of Muslim women in higher and professional education is appalling and even lesser
than the Schedule Castes. The role of education for the development of any society, in turn the nation building need not be emphasized again since its multi-dimensional value has been proved beyond any doubt. It is contemplated as the most important tool for the betterment and empowerment of any society. The main objective of this paper is to bring out the problems which are faced by the Muslim women in their daily lives and also to highlight the path that has been followed by the religious leaders in women’s education along with the laws and policies made by the state and their execution. This presentation will focus on the issues faced by the Muslim women in governing their lives and also their access to the higher education as we cannot afford to overlook the fact that how simply they become the victims of massive exploitation as being uneducated.

Keywords: Higher education, Professional education, Muslim women, Public Policy development etc.

Rebecca Simpson-Dal Santo

Gender identities in early childhood education

Biography: Rebecca has worked as an early childhood educator in Melbourne early childhood services for the last twelve years. She recently completed her research masters on how teachers document children’s identities in early childhood services, as required by the EYLF, focusing especially on the performativity and documentation of gender identities.

This presentation draws on Masters research conducted in 2013. Early childhood teachers are required by the Early Years Learning Framework (EYLF) to write about and assess children’s identities as part of the curriculum offered by the early childhood service (catering for children aged 0-5 years). This documentation is then used in the assessment of services to ‘prove’ the implementation of the EYLF and rate the quality of the service.

The introduction of the EYLF is fostering an expectation of compliance and accountability for knowing and understanding children’s identities, however, gender identities are not included within the EYLF. I will discuss the implications of gender being silenced within the early childhood curriculum and if this was included whether it would merely add to the expectation of compliance and accountability, rather than support a commitment to gender identities and equity work.

Even though not officially endorsed by the EYLF, the research illuminated that gender identities were an important focus for some participants. I will draw on this data to discuss how Judith Butler’s ideas of gender performativity can disrupt both the idea of being able to observe, know and assess children’s gender identities and the dominant discourse of children possessing a singular and static ‘identity’. I will also discuss the significant research gap illuminated through the data of thinking about and enacting transgender equity for people aged under 5 years old.

Key words: curriculums, transgender identities, gender identities, accountability, performativity.

Dr Kylie Smith, Youth Research Centre, Melbourne Graduate School of Education, University of Melbourne

Ms Kate Alexander, Youth Research Centre, Melbourne Graduate School of Education, University of Melbourne

Dr Audrey D’Souza-Juma, Notre Dame Institute of Education

Gender Matters in the Early Years Classroom
**Biographies:** Kylie Smith is a Senior Lecturer and Research Fellow in the Melbourne Graduate School of Education (MGSE) at the University of Melbourne. Her research examines how theory and practice can challenge the operation of equity in the early childhood classroom and she has worked with children, parents and teachers to build safe and respectful communities.

Kate Alexander is a Senior Administrator in MGSE and supports staff in the Youth Research Centre in the areas of research, teaching and engagement. Previously, Kate worked as a Research Assistant on a variety of projects within the CEIEC. Her Master of Education research focussed on gender and early childhood.

Audrey D’Souza-Juma is director at Notre Dame Institute of Education. She has taught and coordinated early childhood programs in Pakistan and Australia. She has been part of the advisory committee for the review of the Pakistan National Curriculum for early childhood. Her doctorate is in the area of early childhood and gender.

For over fifty years research has increased our awareness and understanding about how gender operates and is performed in the early years. By four-years-of-age children know their gender and understand the expectations of gender performance of their family, friends and the other people around them (MacNaughton, 2000; Robinson & Jones Diaz, 2006).

Drawing on feminist poststructuralist theories we deconstruct examples from early childhood classrooms in Australia and Pakistan to highlight the implications for children’s gender identities and curriculum planning as well as discussing the tensions involved in ‘doing’ gender work with young children in early childhood. This presentation raises questions about working with culturally diverse groups of people to recognize the effects of gender in the lives of children and how educators can then address these with families. Drawing from multiple theories we reconstruct multiple readings of gender performances to consider how power operates within discourses to silence and privilege gendered identities and the possible effects for children’s sense of belonging. Further the paper will interrogate early childhood curriculum documents to highlight how they continue to remap these discourses.

This presentation aims to inspire critical thinking, reflection and debate around gender in the early childhood classroom, and to raise questions on how research can have a greater influence on informing policy and practice that doesn’t focus on dominant developmental discourses. It also highlights the need to provide children access to multiple and diverse discourses that can challenge the taken for granted practices which exclude others.

**Keywords:** Early childhood education, gender identity, pedagogy, feminist poststructuralist theories, multiplicity.

**References**


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**Dr Penny Tinkler (Manchester University) and Dr Alexandra Allan (University of Exeter)**

**Seeing’ into the past and ‘looking’ forward to the future: exploring the use and development of visual methods in gender and education research**

**Biographies:** Dr Alexandra Allan is a senior lecturer in the Graduate School of Education (University of Exeter, UK). Her research focuses on the ways in which young women may be constituted as gendered,
classed and achieving subjects in the context of education. Visual methods have often been employed in this research in order to explore the embodied and performative nature of this process.

Dr Penny Tinkler is a senior lecturer in Sociology at the University of Manchester, UK. She has written extensively on photographic methods and on gender history, including Using Photographs in Social and Historical Research (Sage, 2013), Smoke Signals: Women, Smoking and Visual Culture in Britain (Berg, 2006), Constructing Girlhood (Taylor & Francis, 1995). Penny is currently researching the history of photographic practices and growing up in the postwar decades.

How have researchers used visual methods to explore gender and education issues and how has this enhanced our knowledge, understanding and explanatory frameworks? Our exploration starts with a survey of articles in the Gender and Education journal and then moves beyond this to consider the application of a range of visual methods (e.g. photographs, films and drawings) to gender and education issues in other scholarly contexts.

We consider what questions have been addressed using visual methods and how these have changed over time. We look at how this research has been conducted within different theoretical frameworks, working to produce particular epistemological and methodological understandings. We also examine the preferred methods and mediums for addressing these questions and how these are conceptualised within the research. We reflect on what’s bought into focus using visual methods and what remains invisible; and we ponder the potential for gender and education of visual methods enriched by developments from recent ‘turns’ toward the sensory, affective and spatial.

Key words: Visual Methods, Methodology, Visual media, Representation, Images

Symposium

Gender, Education and Career Choice: Perspectives from motivational theories

Motivational theories offer powerful explanations as to why the relationship between gender, motivation, and education, shapes educational and career choices for females. This symposium features three examples of current research, illustrating consequences along different points in the secondary school to career trajectory, for (i) boys’/men’s and girls’/women’s school belonging in New Zealand; (ii) language learning motivation and anxiety in Indonesia; and (iii) motivational influences on adolescents’ science enrolments and aspirations in Australia. Clear conceptual frameworks grounded in motivational theories foreground gender socialisation, self-determination, self-concepts, anxiety and achievement motivations, offering complementary answers to the question of why and how different aspects of gender influence experiences, motivation and choice at school and in future life directions. Collectively, the symposium offers a multifaceted perspective on the important interrelationship between gender, education, and futures underlining this vitally important association in shaping young lives. Our Discussant will distil and integrate key themes and highlight challenges and directions for continuing research. Following a short introduction by the Chair, each paper presenter will speak for 18 minutes (followed by up to 2 minutes for specific queries of clarification), allowing 12 minutes for our Discussant, and 18 minutes for vigorous discussion, interactions and queries from the audience.

Penelope Watson and Christine Rubie-Davies, The University of Auckland, New Zealand

Gender Self-concept, Ethnicity, and School Belonging for Adolescents in New Zealand: A tale of two studies
Socialist feminist discourse has supported the idea of gender as a social construct. Further, conformity to socially constructed gender stereotypes has been expected, and particularly so for young males. In adolescence, when there is a focus on identity formation, belonging, and peer expectations, peer-policing of gender congruence can result in social exclusion. Tension exists as adolescent females whose gender identity aligns with stereotypically feminine gender norms have risked lowered self-worth. Moreover, the important relationship between belonging and achievement can be threatened by membership of a marginalized group. Thus, it follows that there may be important negative implications for school belonging when adolescents choose a gender identity that is marginalized by differing from prescribed gender norms.

An existing study of New Zealand adolescents revealed associations between gender self-concept and ethnicity, with negative implications for male adolescents. The current study aimed to conduct a comparative exploration of links between gender self-concept, and ethnicity of a further cohort of New Zealand adolescents. As well, it aimed to investigate associations between gender self-concept, ethnicity, and school belonging (e.g., basic psychological needs such as autonomy and relatedness; academic motivation; feelings toward school and teachers; and social attitudes). A relationship between gender self-concept, gender self-confidence, ethnicity, and school belonging was found, indicating that non-alignment with gender norms held particular implications for Maori and Pasifka female adolescents. The study’s findings will impact the support of adolescents in developing gender identities which afford expansive rather than limited choices, enable enhanced well-being, and inform the fulfilment of academic potential.

**Key words:** gender identity, ethnicity, school belonging

**Biographies:** Penelope Watson* is a Lecturer at the School of Learning, Development, and Professional Practice, Faculty of Education, the University of Auckland, New Zealand. Her areas of research interest are gender and education, gender stereotyping, and stereotype threat.

Christine Rubie-Davies is an Associate Professor in the Faculty of Education at the University of Auckland, New Zealand, a Fellow of the Association of Psychological Science and winner of a National Tertiary Teaching Excellence Award. She researches teacher expectations and their relationships with student academic and social outcomes.

*Presenting author

**Diana Chitra Hasan, Monash University, Australia**

**Girls’ and Boys’ Foreign Language Anxiety and Motivation: A study with Indonesian learners of English**

This study examined gender differences in the experienced foreign language anxiety and motivation of Indonesian students when learning English in Indonesian secondary school contexts, over two timepoints from the beginning until the end of an instructional semester. The participants were students in Years 10 and 11 ($N = 340$; 236 girls) from two different schools types: International Standard School (ISS) and non-International Standard School (non-ISS). Students completed the multidimensional Foreign Language Classroom Anxiety Scale (FLCAS; Horwitz, Horwitz, & Cope, 1986) and the Motivated Strategies for Learning Questionnaire (MSLQ; Pintrich, Smith, Garcia, & McKeachie, 1991) at both Time 1 (beginning of semester) and Time 2 (end of the instructional semester). Repeated-measures MANOVAs examined changes in students’ scores on each of (i) anxiety and (ii) motivation dimensions by gender. If significant interaction effects of time and gender were detected, one-way ANOVA explored differences between girls and boys at each timepoint. As far as foreign language anxiety was concerned, the results indicated no differences between boys and girls, in contrast to most previous studies which reported that girls tend to be more anxious than boys in foreign language learning. In terms of motivation, on the MSLQ dimension of self-efficacy for learning, boys’ self-efficacy decreased significantly across the semester, whereas girls’ self-efficacy remained the same, with no main effect of gender. In general, girls and boys were more similar than they were different, unlike Western studies concerning English language anxiety and motivation. Cultural explanations are advanced which reference the matrilineal society in West Sumatera.
messages, is a cause for concern amongst many parents and educators of young children. 

Drawing on a The consumer context of contemporary Australian society, replete with gender stereotypical products and messages, is a cause for concern amongst many parents and educators of young children. Drawing on a
small-scale study in Adelaide, this presentation will discuss the intersection of family structure, moral and social values, and perceptions of 'what is good for young children' in the everyday consumption practices of families.

Thirty pre-school children and their parents, who live in suburban Adelaide, were interviewed. Audio responses were supported by photographs of the children’s favourite play spaces and possessions. An additional activity which invited children to select a gift for someone else elicited information about the child’s acceptance of stereotypical gender choices. The study revealed a rich diversity of family practices, including both those which endorsed and those which confounded gender stereotypes. Children themselves demonstrated some agency in terms of what they most valued and other factors within the consumption practices of individual families, such as commitment to sustainable practice, were seen to mediate stereotypical influences.

**Key words:** Early childhood; consumption; gender

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**Jodi Williams**

**Deakin University**

**Using critical literacy in the English classroom to support students to challenge the constructed nature of gender.**

**Biography:** Jodi Williams is an English, Literature, and Psychology teacher. Following the birth of her daughter, she was both interested in and concerned about the gendered messages conveyed through various cultural narratives. She has recently embarked on a PhD study that combines her interest in English teaching with gender studies.

**Overview:** Aware of the socially constructed nature of gender and the powerful but generally invisible (and insidious) presence it has in our lives, my research explores how critical literacy might be utilised in the English classroom to demonstrate to students the capacity for seeing gender in a more diverse way than heteronormative constructions of gender tend to promote. With the goal of challenging socially constructed gender norms students are exposed to in popular culture and media, this study focuses on the effect of teaching critical literacy through the set class texts to students, with a view to then applying these skills to everyday texts such as print media, books, advertising, and songs.

Through exploring the transformative potential of critical literacy, this thesis engages with the impact of teaching students to critically explore gender. Given that students come to the classroom with pre-established, if sub-consciously formed, views of gender, the thesis is specifically interested in questioning whether building critical literacy skills around gender in texts in formal education translates to provoking a critical perspective on gender in students’ everyday lives, and how they perceive themselves as gendered beings, and scope of those gendered possibilities.

In this paper I present an initial literature review in order to make a case for this research. I explore the field of critical literacy research and the extent to which it has engaged (especially in recent years) with questions about young women and gender identity. Following this I consider recent theory and research in feminist media and cultural studies, which has highlighted and reinvigorated concerns about young women, gender and sexuality in ‘post-feminist’ times, in which it is often imagined that girls and young women are socially and sexually ‘empowered’ without further need for feminist critique. I argue that the relative lack of attention to girls and young women in recent education scholarship in the field of critical literacy needs to be redressed in light of the important concerns raised in recent years by feminist media and cultural studies scholars.

**Key words:** critical literacy; English teaching; social construction; gender
Melissa Wolfe  
Monash University  

Girls’ Tales: experiences of schooling


**My film, Girls’ Tales: experiences of schooling, consists of three thirty minute episodes.** This performative documentary compiles a series of interviews regarding recollections of experiences and opportunities of two intergenerational groups of Australian schoolgirls whilst at secondary school.

In this visual research I attempt to make visible the categorisation of these participants as schoolgirls is an inscription with assumptions that produce and position them in deemed ‘appropriate’ educational activities that in turn evoke particular trajectories in life; that itself is productive of inequality. It is this inscriptive process that this study aims to deconstruct in an attempt to offer an alternate imaginary possibility of ‘being other’ that productively allows for greater equality for (in this instance) female bodies. This research is “[t]hinking in terms of collectivities instead of a collective” (Gowlett, 2012, p. 152) where commonalities are embraced within difference in dialogue.

**Part one** considers instances of happiness and belonging, and the negotiation of wearing school uniforms, and conceptions of bodies.

**Part two** considers interactions with teachers and injurious speech in entanglement with subject selection and in particular a troubled relationship with mathematics.

**Part three** considers sex education and sex talk at school, exclusions explicitly made, and experiences of bullying.

**Key Words:** Gender, Girls, Performative, Agency, Visual, Aesthetic.

Dee Wong  
RMIT University  

Email: S3044991@student.rmit.edu.au

**Biography:** Dee Wong is an education student at RMIT University Brunswick. She has long been interested in social issues particularly in addressing inequality. Born in Hong Kong and raised in Sydney, Dee is also interested in facets of cultural identity and belonging in 21st century Australia. She is a volunteer for Melbourne Zoo, St. Vincent de Paul inner city soup van, and is the coordinator of the Bethal Primary School Homework Club. She is also a passionate advocate of the arts, has been known to play the piano, and has worked at Arts Centre Melbourne for a number of years in as many roles.

This paper offers a perspective of the heterosexualising process of schooling through my own experiences and observations as an undergraduate pre-service teacher. I will interpret these experiences through the lens of the discourse of heteronormativity and suggest that strategies for addressing homophobia need to examine and subvert the hegemony of heterosexual masculinity. I will present some of the ways in which
notions of heterosexual norms are produced, reproduced and enforced in the primary school context and connect these discursive practices with incidences of homophobia or heterosexist views and attitudes.

In undertaking my undergraduate degree in Primary Education at RMIT University, I became interested in reflective practice, theoretical perspectives and in particular the discourses of relations of power and otherness. An opportunity to explore an issue within diversity and difference was presented for an assignment in my third year, and I chose to look into heteronormativity. I wanted to understand something of the homophobic attitudes and language I encountered as a student and as a pre-service teacher. This presentation will be based upon the paper I submitted for assessment which looked at heterosexual gendering in schools, heteronormativity and othering, and school policies targeting homophobia.

**Keywords**: Heteronormativity, homophobia, schools.

**Cecilia Wong Hok-man**

**Women in protean and boundaryless career era: A review**

**Biography**: Cecilia Wong is a Ph.D. student at the Youth Research Centre, Melbourne Graduate School of Education. She has managed social assessment and evaluation studies in Hong Kong and practised as a Human Resources Consultant. Her current research focuses on young working women’s career development.

The nature of career has transformed from structural to protean and boundaryless in the recent decades. Unlike the past when organizations determined the development of their employees, the workers nowadays are responsible for crafting their career based on their own values and the opportunities across institutions and occupations. The jobs also become more malleable. Aside from the full-time positions, companies now offer alternative arrangements such as part-time and home-based work to promote flexibility. Women, who need to balance the demands from various social roles, benefit from the normalization of unstructured career and the new job opportunities. As to examine the career development of women in this protean and boundaryless era, I systematically review the literature and organize the findings into three themes – the characteristics of women’s career, the evolving development pattern, and the barriers at work. The career of women is relational and is characterized by fragmentation and diversity. While the changes of work arrangement for accommodating family needs appear to be disruptive to career development, they sometimes stimulate identity work and motivate people to explore options that would otherwise not be considered. Other than the balance of social roles, women also consider authenticity and challenge in work when making career decisions. At different life stages, their emphases on the three factors vary. Although at workplace, women are not immune from discrimination and glass ceiling hidden in the coveted norm, they can still actively manage their career with the possibilities given in this protean era.

**Hani Yulindrasari**

**School of Social and Political Science, Faculty of Arts, The University of Melbourne**

**Gender Discourse in Indonesian Early Childhood Education and Care National Movement**

Since 2001 the Indonesian government has started to put extra attention to Early Childhood Education and Care (ECEC). The landmark was the creation of ECEC Directorate (Direktorat Pendidikan Anak Usia Dini) in the non formal section of the Ministry of National Education (now the Ministry of Education and Culture/MoEC). Since the establishment of this directorate, ECEC development is accentuated in the government planning. In 2011 the government of Indonesia introduced a national grand design for early
childhood education and care development. It emphasizes the need of a national movement in ECEC development. The grand design set up policy direction and strategies, program and financing, control and quality assurance, and the mapping of projections and achievement. Corresponding to the movement, the number of male teacher has been increased since 2001. In 2001 there were only 1.95% male teachers in this ECEC, and it increased to 3.34% in 2009/2010. This article analyses gender discourse embedded in the ECE movement. Understanding gender ideology in the movement will be useful in analyzing the increasing trend of male deciding to become ECE teachers in Indonesia. It is based on analysis of government policies related to ECE movement: the National Grand Design of ECE Development, the law of teacher and lecturer, and the national standard of ECE. In addition, some online blog and news articles are also analyzed to understand the public gender discourse related to ECE teachers. This article aims to understand the dominant gender discourse in the movement and whether or not this discourse explains the increase involvement of male teachers in ECE. The beginning of this article introduces gender ideology that operates in most Indonesian society. It is followed by a section that provides the historical context of ECE in Indonesia and a short explanation about the ECE system in Indonesia. Finally, the gender discourse around the ECE movement, including status of ECE teacher and ECE teacher professionalism is discussed. This article concludes that Indonesian dominant gender ideology is still prevalent in the policy and implementation of ECE movement in Indonesia. ECE is strongly placed as women’s domain. The government’s inconsistency in treating ECE work-force by differentiating non-formal from formal ECE reflects a dichotomy of “care” and “educate.” Non-formal ECE’s work is considered as care and women’s work. The government’s effort of ECE professionalism improves the condition of formal ECE teachers but not so much improves the Non Formal ECE teachers’ condition. The professionalization’s demand of more administrative work, for non-formal ECE teachers, turns to being a form of exploitation.

**Keyword:** gender, early-childhood, male teachers, Indonesia

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**Humor, Controversy and Avant-garde Delivery: An Approach to Teaching as a Performance**

Jim Zvi, M.A. TESOL

**Hong Kong Polytechnic University**

**Biography:** Jim Zvi, an instructor at the English Language Center, for the Hong Kong Polytechnic University, is an international instructor of E.S.L. (English as a Second Language) and E.A.P. (English for Academic Purposes). His is a well-received and popular instructor, with both students and faculty, who focuses on researching teaching styles, learner motivation, personality types, teacher-training and the acquisition of language.

**Keywords:** Classroom Delivery, Classroom Dynamics, Teaching Style