

Chapter 1 : Gender Knowledge Platform | Education

Martin has responded by widening the scope of thinking and recognizing the significance of gender and women's experience for education and schooling. Her ideas are innovative and forceful and make a strong case for a reassessment of contemporary mainstream educational thought.

Social Movements Theories of Education Historically, American education served both political and economic needs, which dictated the function of education. Today, sociologists and educators debate the function of education. Three main theories represent their views: The functionalist theory The functionalist theory focuses on the ways that universal education serves the needs of society. Functionalists first see education in its manifest role: Functionalists point to other latent roles of education such as transmission of core values and social control. The core values in American education reflect those characteristics that support the political and economic systems that originally fueled education. Therefore, children in America receive rewards for following schedules, following directions, meeting deadlines, and obeying authority. The most important value permeating the American classroom is individualism—the ideology that advocates the liberty rights, or independent action, of the individual. American students learn early, unlike their Japanese or Chinese counterparts, that society seeks out and reveres the best individual, whether that person achieves the best score on a test or the most points on the basketball court. Even collaborative activities focus on the leader, and team sports single out the one most valuable player of the year. Conversely, Japanese students, in a culture that values community in place of individuality, learn to be ashamed if someone singles them out, and learn social esteem—how to bring honor to the group, rather than to themselves. Going to school in a capitalist nation, American students also quickly learn the importance of competition, through both competitive learning games in the classroom, and through activities and athletics outside the classroom. Some kind of prize or reward usually motivates them to play, so students learn early to associate winning with possessing. Likewise, schools overtly teach patriotism, a preserver of political structure. Another benefit that functionalists see in education is sorting—separating students on the basis of merit. Schools identify the most capable students early. They saw this process as a beneficial function in society. After sorting has taken place, the next function of education, networking making interpersonal connections, is inevitable. People in high school and college network with those in similar classes and majors. This networking may become professional or remain personal. The most significant role of education in this regard is matchmaking. Sociologists primarily interest themselves in how sorting and networking lead couples together of similar backgrounds, interests, education, and income potential. Functionalists point to the ironic dual role of education in both preserving and changing culture. Studies show that, as students progress through college and beyond, they usually become increasingly liberal as they encounter a variety of perspectives. Thus, more educated individuals are generally more liberal, while less educated people tend toward conservatism. Moreover, the heavy emphasis on research at most institutions of higher education puts them on the cutting edge of changes in knowledge, and, in many cases, changes in values as well. Therefore, while the primary role of education is to preserve and pass on knowledge and skills, education is also in the business of transforming them. A final and controversial function assumed by education in the latter half of the twentieth century is replacement of the family. Many issues of career development, discipline, and human sexuality—once the domain of the family—now play a routine part in school curriculum. The conflict theory Conflict theory sees the purpose of education as maintaining social inequality and preserving the power of those who dominate society. Conflict theorists examine the same functions of education as functionalists. Functionalists see education as a beneficial contribution to an ordered society; however, conflict theorists see the educational system as perpetuating the status quo by dulling the lower classes into being obedient workers. Both functionalists and conflict theorists agree that the educational system practices sorting, but they disagree about how it enacts that sorting. Functionalists claim that schools sort based upon merit; conflict theorists argue that schools sort along distinct class and ethnic lines. First, property taxes fund most schools; therefore, schools in affluent districts have more money. Such areas are predominantly white. They can afford to pay higher salaries, attract better teachers, and purchase newer texts

and more technology. Students in less affluent neighborhoods that do not enjoy these advantages are less likely to go to college and are more likely to be tracked into vocational or technical training. They also represent far higher numbers of minority students. Conflict theorists contend that not only do the economics favor the white affluent, but so does school testing—particularly IQ testing, which schools can use to sort students. They argue that the tests, which claim to test intelligence, actually test cultural knowledge and therefore exhibit a cultural bias. For example, a question may ask: The question itself assumes exposure to a particular kind of music favored by white upper classes. Testing experts claim they have rid modern exams of such culturally biased questioning, but conflict theorists respond that cultural neutrality is impossible. All tests contain a knowledge base, and that knowledge base is always culturally sensitive. Conflict theorists see education not as a social benefit or opportunity, but as a powerful means of maintaining power structures and creating a docile work force for capitalism. The symbolic interactionist theory Symbolic interactionists limit their analysis of education to what they directly observe happening in the classroom. They focus on how teacher expectations influence student performance, perceptions, and attitudes. Robert Rosenthal and Lenore Jacobson conducted the landmark study for this approach in First, they examined a group of students with standard IQ tests. The researchers then identified a number of students who they said would likely show a sharp increase in abilities over the coming year. They informed the teachers of the results, and asked them to watch and see if this increase did occur. When the researchers repeated the IQ tests at the end of the year, the students identified by the researchers did indeed show higher IQ scores. The significance of this study lies in the fact that the researchers had randomly selected a number of average students. The researchers found that when the teachers expected a particular performance or growth, it occurred. For example, the stock market may be stable with rising values. If investors become afraid that the market will crash, however, they may suddenly sell their stocks, which causes the market to crash. The crash occurred simply because investors feared it would do so. Monitoring the students through the year, Rist found that the students closer to the teacher received the most attention and performed better. The farther from the teacher a student sat, the weaker that student performed. Rist continued the study through the next several years and found that the labels assigned to the students on the eighth day of kindergarten followed them throughout their schooling.

Chapter 2 : Gender Bias in Education

This text focuses on the study of issues of knowledge and gender as they affect schooling, and the school curriculum in particular, by analysing, evaluating, and responding to the arguments set forth.

Although similar, there can be important distinctions between the two. Equity[edit] Equity recognizes that some are at a larger disadvantage than others and aims at compensating for these peoples misfortunes and disabilities to ensure that everyone can attain the same type of healthy lifestyle. Examples of this are: Social justice leaders in education strive to ensure equitable outcomes for their students. Equality[edit] The American Library Association defines equality as: Everyone is given equal opportunities and accessibility and are then free to do what they please with it. However, this is not to say that everyone is then inherently equal. Some people may choose to seize these open and equal opportunities while others let them pass by. Socio-economic equity in education[edit] Education equality on countries that are members of the OECD. The numbers correspond to the average difference of points in the results of the PISA test of a student from a high socio-economic level and a student from a low socio-economic level in their respective country. A higher number represents a more unequal education system whilst a smaller number indicates a more equal education system Income and class[edit] Income has always played an important role in shaping academic success. Those who come from a family of a higher socioeconomic status SES are privileged with more opportunities than those of lower SES. Parents generally feel more comfortable intervening on behalf of their children to acquire better grades or more qualified teachers Levitsky. This creates an unfair advantage and distinct class barrier. Costs of education[edit] The extraordinarily high cost of the many prestigious high schools and universities in the United States makes an attempt at a "level playing field" for all students not so level. High-achieving low-income students do not have the means to attend selective schools that better prepare a student for later success. Because of this, low-income students do not even attempt to apply to the top-tier schools for which they are more than qualified. In addition, neighborhoods generally segregated by class leave lower-income students in lower-quality schools. Fewer than 30 percent of students in the bottom quarter of incomes even enroll in a four-year school and among that group, fewer than half graduate. Tracking sorts students into different classes or groups based on ability or future plans. Starting at an extremely young age, the sorting of students mimics a hierarchy similar to what may form later in life. Students are both viewed and treated differently depending on which track they take. The quality of teaching and curricula vary between tracks and as a result, those of the lower track are disadvantaged with inferior resources, teachers, etc. In many cases, tracking stunts students who may develop the ability to excel past their original placement. Racial equity in education[edit] From a scientific point of view, the human species is a single species. Nevertheless, the term racial group is enshrined in legislation, and phrases such as race equality and race relations are in widespread official use. This includes providing students with a full opportunity for participation in all educational programs regardless of their race. Below are some examples of countries that have to deal with racial discrimination in education. US Department of Education: The Commission on Equity and Excellence in Education issues a seminal report in Rather, this is a declaration of an urgent national mission: This collective wisdom is a historic blueprint for making the dream of equity, and a world-class education, for each and every American child a reality. From the beginning of this nation, there were many barriers to the schooling and education of girls and racial, national origin, and language groups not from the dominant culture. Approaches and resources for achieving equality and equity in the public schooling of girls and ethnic, racial, and language minority groups are still evolving. Globalization of the economy, increasingly diverse and interconnected populations, and rapid technological change are posing new and demanding challenges to individuals and societies alike. School systems are rethinking the knowledge and skills students need for success, and the educational strategies and systems required for all children to achieve them. Within the Asia-Pacific region, for example, Korea , Shanghai-China, and Japan are examples of Asian education systems that have climbed the ladder to the top in both quality and equity indicators. During the apartheid era, which began when the National Party won control of Parliament in and ended with a negotiated settlement more than

four decades later, the provision of education was racially unequal by design. Resources were lavished on schools serving white students while schools serving the black majority were systematically deprived of qualified teachers, physical resources and teaching aids such as textbook and stationery. The rationale for such inequity was a matter of public record. By embedding race equality in teaching and learning, institutions can ensure that they acknowledge the experiences and values of all students, including minority ethnic and international students. Universities Scotland first published the Race Equality Toolkit: Gender discrimination in education has been very evident and underlying problem in many countries, especially in developing countries where cultural and societal stigma continue to hinder growth and prosperity for women. Some of the reasonings that girls provided include harassment, restorations to freedom, and an inherent lack of opportunities, compared to boys. It promotes individual freedom and empowerment and yields important development benefits. And yet girls in many underdeveloped countries are denied secondary education. Figure on the right shows the discrepancies in secondary education in the world. Countries such as Sudan , Somalia , Thailand and Afghanistan face the highest of inequity when it comes to gender bias. A New York Times article [16] highlights how education systems, especially public school systems, tend to segregate. Boys and girls are often taught with different approaches, which programs children to think they are different and deserve different treatment. However, studies show that boys and girls learn differently, and therefore should be taught differently. Boys learn better when they keep moving, while girls learn better sitting in one place with silence. Thereforeâ€”in this reasoningâ€”segregating the genders promotes gender equity in education, as both boys and girls have optimized learning. This category primarily relates to the bias displayed for education external to the school environment. This includes restraints due to poverty and child labour, socio-economic constraints, lack of parental involvement and community participation. Harmful practices like child marriage and predetermined gender roles are cultural hindrances. Lack of investment in quality education, inappropriate attitudes and behaviors, lack of female teachers as role models and lack of gender-friendly school environment are all factors that promote gender inequity in education. Equity in education increases the work force of the nation, therefore increasing national income , economic productivity , and [gross domestic product]. It reduces fertility and infant mortality , improves child health, increases life expectancy and increases standards of living. Above all, female education can increase output levels and allow countries to attain sustainable development. Equity in education of women also reduces the possibilities of trafficking and exploitation of women. While progress is being made in sub-Saharan Africa in primary education, gender inequality is in fact widening among older children. The ratio of girls enrolled in primary school rose from 85 to 93 per boys between and , whereas it fell from 83 to 82 and from 67 to 63 at the secondary and tertiary levels. The Center for the Study of Race and Equity in Education unites University of Pennsylvania scholars who do research on race, racism, racial climates, and important topics pertaining to equity in education. Center staff and affiliates collaborate on funded research projects, environmental assessment activities, and the production of research reports. Principally, the Center aims to publish cutting-edge implications for education policy and practice, with an explicit focus on improving equity in schools, colleges and universities, and social contexts that influence educational outcomes. What follows is a work in progress, started by members of a class entitled "Equity in Kâ€”12 Public Education" held the Fall of and "Equity and Social Justice in Education: The site has timelines, reviews of articles on selected issues, and additional resources. Asia Society is the leading educational organization dedicated to promoting mutual understanding and strengthening partnerships among peoples, leaders and institutions of Asia and the United States in a global context. Across the fields of arts, business, culture, education, and policy, the Society provides insight, generates ideas, and promotes collaboration to address present challenges and create a shared future. The highest performing education systems are those that combine quality with equity. Equity in education means that personal or social circumstances such as gender, ethnic origin or family background, are not obstacles to achieving educational potential definition of fairness and that all individuals reach at least a basic minimum level of skills definition of inclusion. In these education systems, the vast majority of students have the opportunity to attain high-level skills, regardless of their own personal and socio-economic circumstances. Education Northwest works to transform teaching and learning by providing resources that help schools, districts, and communities across the

country find comprehensive, research-based solutions to the challenges they face. The Intercultural Development Research Association IDRA is an independent, non-profit organization that is dedicated to assuring educational opportunity for every child. The South Central Collaborative for Equity helps schools become more racially equitable, ensure equal opportunity for academic achievement, provide fair discipline, decrease conflict, and engage parents and community members. The mission of Portland Public Schools is that by the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and be fully prepared to make productive life decisions. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet his or her highest potential. The Centre undertakes and informs policy design, implementation, and institutional practice to improve higher education participation and success for marginalised and disadvantaged people in Australia. Race, social class, and gender as issues related to schooling have received major attention from educators and social scientists over the last two decades. Race equality in education - a survey report by England[edit] The local authorities in England gave a survey report Race equality in education in November This report illustrates good practice on race equality in education in a sample of schools and local education authorities LEAs surveyed between the summer of and the spring of The survey focused on schools and LEAs that were involved effectively in race equality in education. Four areas were examined by inspectors: Race equality and education " by UK educational system[edit] The Association of Teachers and Lecturers ATL ATL promotes and protects the interests of its members " teachers, lecturers, support staff and other education professionals introduced a practical resource for the school workforce Race equality and education in the UK educational system. Lee described the rationale for a special theme issue, "Reconceptualizing Race and Ethnicity in Educational Research. This paper evaluates progress towards this goal using three distinct concepts: The authors find that the country has succeeded in establishing racial equity defined as equal treatment, primarily through race-blind policies for allocating state funds for schools. Progress measured by the other two criteria, however, has been constrained by the legacy of apartheid, including poor facilities and lack of human capacity in schools serving black students, and by policies such as school fees. A review of a sample of education literature from four academic journals, spanning ten years, sought to determine how much these status groups were integrated. The study found little integration. The study then provided a research example on cooperative learning to illustrate how attention to only one status group oversimplifies the analysis of student behavior in school. From findings of studies integrating race and class, and race and gender, the study argues that attending only to race, in this example, oversimplifies behavior analysis and may help perpetuate gender and class biases. To determine to what extent race, social class, and gender are integrated in the education literature, the study examined a sample of literature published over a ten-year period and 30 articles focused primarily on race, or on school issues related directly to race, such as desegregation. Asia Society organized the Global Cities Education Network, a network of urban school systems in North America and Asia to focus on challenges and opportunities for improvement common to them, and to virtually all city education systems. Supporting Disadvantaged Students and Schools a , which maps out policy levers that can help build high quality and equitable education systems, with a particular focus on North American and Asia-Pacific countries. Those without the skills to participate socially and economically in society generate higher costs of healthcare , income support , child welfare and social security. While the feminist movement has made great strides for women, other groups have not been as fortunate. Generally, social mobility has not increased, while economic inequality has.

Chapter 3 : Single-sex and co-educational schooling – GEA – Gender and Education Association

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Girl students from Brisbane Girls Grammar School , In 19th century Western Europe, the most common way for girls to access education was at home, through private tutoring , and not at school. The Seven Sisters colleges offered unprecedented emancipation for women. The pioneer Salem College of Winston-Salem, North Carolina was founded in , originally as a primary school, later becoming an academy high school and finally a college. As such, mass elementary education was introduced, and more and more coeducational schools were set up. Together with mass education, the coeducation became standard in many places. Increased secularization in the 20th century also contributed to the acceptance of mixed sex education. In coeducation was mandated in the Soviet Union. According to Cornelius Riordan, "By the end of the nineteenth century, coeducation was all but universal in American elementary and secondary public schools see Kolesnick, ; Bureau of Education, ; Butler, ; Riordan, And by the end of the 20th century, this was largely true across the world. In the UK, Australia, and Ireland the tradition of single sex education remained quite strong until the s. The s and s were a period of intense social changes, and during that era many anti-discrimination laws were passed, such as the Title IX. Wiseman shows that by , only a few countries across the globe have greater than one or two percent single sex schools. But there are exceptions where the percent of single sex schools exceeds 10 percent: Recently, however, there has been a resurgence of interest in single sex schools in modern societies across the globe, both in the public and private sector Riordan, Advocates argue that it aids student outcomes such as test scores, graduation rates, and solutions to behavioral difficulties. Opponents, however, argue that evidence for such effects is inflated or non-existent, and instead argue that such segregation can increase sexism and impairs the development of interpersonal skills. Advocates of single-sex education believe that there are persistent gender differences in how boys and girls learn and behave in educational settings, and that such differences merit educating them separately. One version of this argument holds that male-female brain differences favor the implementation of gender-specific teaching methods, but such claims have not held up to rigorous scrutiny. US systematic review and study[edit] A systematic review published in covering studies was commissioned by the US Department of Education entitled Single-sex versus coeducational schooling: The review, which had statistical controls for socio-economic status of the students and resources of the schools, etc. There is some support for the premise that single-sex schooling can be helpful, especially for certain outcomes related to academic achievement and more positive academic aspirations. For many outcomes, there is no evidence of either benefit or harm. There is limited support for the view that single-sex schooling may be harmful or that coeducational schooling is more beneficial for the student. Perceptions and Characteristics, which listed the benefits of single-sex schools: They also argue that single-sex schooling does not adequately prepare students for adult workplaces and society, where males and females need to respect and communicate effectively with each other. Coeducational schools offer greater opportunity to break down sexist attitudes through purposeful interaction with the other sex. Coeducational schools are also said to create greater feelings of safety and mutual respect among students across the gender spectrum. The data comes from schools in South Korea , where a law was passed randomly assigning students to schools in their district. Random Assignment in Seoul High Schools concluded that "Attending all-boys schools or all-girls schools rather than attending coeducational schools is significantly associated with higher average scores. Allison published a meta-analysis comparing achievement and attitudes in single-sex versus coeducational schools that included 1. The study concluded that "there is little evidence of an advantage of SS schooling for girls or boys for any of the outcomes. Despite the above conclusion, the research found that, in a separate analysis of just the best studies well controlled conducted in America, the effect size in mathematics was 0. The verbal performance was 0. Educational research has shown that a standard effect size of 0.

Chapter 4 : What's the Impact of More Diverse Corporate Boards? - Knowledge@Wharton

Focuses on the study of issues of knowledge and gender as they affect schooling, and the school curriculum in particular, by analyzing, evaluating, and responding to the arguments set forth by Jane Roland Martin in support of her critiques of conventional theorizing in education and curriculum and her alternative conceptualizations and.

Although research on, and reviews of, the benefits of single-sex versus co-educational schooling mainly secondary level have been undertaken around the world – most notably Australia, Canada, England, New Zealand, Northern Ireland and USA – the results are equivocal. In other words, we lack consistent, robust evidence about the advantages of one school type over the other. However, one emerging finding is that we can not evaluate the effects of single-sex school on educational achievement in a vacuum, that is, the social and cultural context of the school needs to be taken into account. Socio-Cultural Context of Single-Sex Schooling Socio-cultural context relates to the country and the cultural mores that influence the boundary between the school and the society. There is an emerging pattern in research findings to suggest that when the culture within a school matches that of the families who send their children to the school, the higher the academic success. So, the greater the agreement between school expectations and family expectations the more likely the child is to conform to the school culture and recognise academic expectations. When there is a conflict between school culture and what parents expect of their children then children and young people face challenges in coming to recognise school and academic expectations and accept them. Therefore in strongly gender-segregated societies, for example, with recognisably different social roles for men and women, attending single sex schools reinforces the segregated gender roles in society. This sets up a dilemma for feminist educationalists and raises the wider questions about the purposes of education. Should education maintain the social status quo or change it? Throughout the history of gender and education, schools have been viewed as important sites for social change and places to foster the development of more equal societies with less oppressive social conditions for women. There are different ways to approach the question about the benefits of single sex schools. Some feminist academics argue that women need to have academic success before they can take up roles in public domains and so influence laws, policies and the conditions of all women within society. Others argue that schools should be places that model equality and so provide young people with early experiences and knowledge of gender equality, otherwise they will reproduce the unequal gender patterns that they encounter outside school in their later lives. According to the second position, co-educational schooling may be seen as a route towards greater gender equality. However, given that in most societies, gender inequalities are structural, teachers need to have enough gender awareness to prevent gendered inequalities being imperceptibly reproduced through their pedagogic practice. Hence the continuing need for all teachers to develop gender awareness. Academic Attainment Advocates of single-sex schooling frequently point to school league tables as evidence of the academic superiority of single-sex schools. Whilst press reports of such patterns may reinforce the perceptions of many parents that single-sex schools are better academically than co-educational schools – particularly for girls – research evidence from around the world suggests a more complex picture. In other words, to compare schools that are the same in all regards other than whether they are single-sex or co-educational. In practice, this is impossible to do. Whilst researchers can select schools for their studies that are as similar as possible to one another, and attempt to control for certain differences when undertaking their analyses, it is not possible to control for all differences. Problems of comparing like with like are exacerbated by the fact that single-sex schools are often located in particular sectors of the education system. For example, in England most single-sex schools are in the private sector, and this positioning largely accounts for their high rankings in the performance tables. Similarly, in the USA there are few public single-sex schools, as single-sex schooling was seen to violate, in spirit, Title IX of the Educational Amendments of although changes to the legislation in offer communities more flexibility in terms of single-sex state provision. So, overall, comparing like with like is very difficult, if not impossible, to do. The weight of evidence generated by researchers who have come closest to being able to compare like with like in terms of school types suggests that there are numerous variables that influence academic

attainment, most notably, the social backgrounds and ability levels of the intake. Furthermore, the research suggests that these factors are more influential in terms of examination results than whether or not a school is single-sex. Curriculum and Subject Choice Views about whether single-sex schooling is advantageous in terms of giving girls and boys equal access to the curriculum have shifted over time. For example, in England in the 1950s and 1960s secondary education was often single-sex, with girls and boys being taught in separate schools, or in one building that was divided into two and had separate entrances. As such, during this time, some feminists argued strongly for co-education, in part, because they thought it would deliver access to a broader range of curriculum areas and resources for girls. The shift to co-education occurred in England in the late 1960s and 1970s as a largely undiscussed by-product of other changes that were implemented in the education system. Following this change, research in the 1980s and 1990s suggested that co-education was not the solution that some feminists had hoped it would be. Ironically, evidence emerged suggesting that contrary to the predictions of feminists in the 1950s and 1960s, there is less gender polarisation of subject choice and subject preferences amongst students who are taught in single-sex schools than those who attend co-educational ones. Some longitudinal research suggests that in single sex schools in the UK more boys opted to study modern language and arts and more girls opted to study science than in mixed schools during the 1980s and 1990s. However, social conditions have changed since the 1980s and these findings must be interpreted with some caution: Experiences of Schooling Although the current educational climate is one in which academic performance and the acquisition of credentials are emphasised, it is important not to downplay the significance of educational experiences for children. For example, research suggested that: However, it is important to note that not all boys dominate classroom space and not all girls are quiet, and research conducted more recently tends to be more attentive than work conducted in the 1980s and 1990s to differences within gender groups, as well as between them. Of course, this does not mean that single-sex schools offer wholly positive experiences for all children, and this is an area that would benefit from more research. Social Concerns There is very little research on the long-term social consequences of single-sex and co-educational schooling. Nevertheless, many advocates of co-education argue that mixed schools are essential so that girls and boys can learn to live and work together. They argue that generally, western societies are male-dominated and women are frequently second place to men in terms of, amongst other things, opportunities, pay and power. So students and teachers need to challenge and change these inequalities rather than reproduce them in schools. Proponents of this argument suggest that single-sex schools can be spaces where girls can begin to challenge male dominance and power, where girls can learn that they do not have to take second place to boys, that they can work free from harassment and taunts, and that they can do science. The little empirical evidence that exists regarding the long-term social consequences of single-sex and mixed schooling reveals no consistent differences in the personal development of girls and boys in these school types. Evidence suggests, for example, there are no significant differences between students who attend single-sex schools and students who attend co-educational schools in terms of how easy or difficult they find it to adjust socially to university life. Overall though, this is yet another area where we have more unanswered than answered questions. Assumptions and data behind the push for single-sex schooling in A. Hubbard eds *Gender in Policy and Practice: Perspectives on Single-Sex and Coeducational Schooling* pp. *Perspectives on Single-Sex and Coeducational Schooling*. New York and London: Milton Keynes, Open University Press: This is one of the first edited collections on the issues around co-education and single-sex schooling. Institute of Education University of London. *The Repudiation of Single-Sex Education: American Educational Research Journal*, 43 4: *British Journal of Sociology of Education*, Relationships to socioemotional and academic development, *Review of Educational Research* 68 2 Big-fish-little-pond effect on academic self-concept – A cross-cultural country test of the negative effects of academically selective schools. *American Psychologist*, 58 5: *Gender in Policy and Practice: Smithers, A and Robinson, P. Michigan Journal of Gender and Law*, Resolving the research conundrum. *Teachers College Record*, 4: *American Educational Research vol. Heterosexuality, gendered subjectivity and school choice*, *British Journal of Sociology of Education*, 18, 3 A review of single-sex teaching in co-educational schools in the United Kingdom.

Chapter 5 : GEA Conference “ GEA “ Gender and Education Association

*Knowledge, Gender, and Schooling - The Feminist Educational Thought of Jane Roland Martin - Critical Studies in Education and Culture Series [D. G. Mulcahy] on calendrierdelascience.com *FREE* shipping on qualifying offers.*

Sadker, However, discrepancies between the performance of girls and the performance of boys in elementary education leads some critics to argue that boys are being neglected within the education system: Across the country, boys have never been in more trouble: They make up two thirds of students labeled "learning disabled. They account for 80 percent of high school dropouts and attention deficit disorder diagnoses. Mulrine, This performance discrepancy is notable throughout Canada. In Ontario, Education Minister Janet Ecker said that the results of the standardized grade 3 and grade 6 testing in math and reading showed, " Bailey, In fact, examination of the socialization of gender within schools and evidence of a gender biased hidden curriculum demonstrates that girls are shortchanged in the classroom. Furthermore, there is significant research indicating steps that can be taken to minimize or eliminate the gender bias currently present in our education system. The socialization of gender within our schools assures that girls are made aware that they are unequal to boys. Every time students are seated or lined up by gender, teachers are affirming that girls and boys should be treated differently. When an administrator ignores an act of sexual harassment, he or she is allowing the degradation of girls. There is some evidence that girls are becoming more academically successful than boys, however examination of the classroom shows that girls and boys continue to be socialized in ways that work against gender equity. Teachers socialize girls towards a feminine ideal. Girls are praised for being neat, quiet, and calm, whereas boys are encouraged to think independently, be active and speak up. Girls are socialized in schools to recognize popularity as being important, and learn that educational performance and ability are not as important. Boys, on the other hand, are more likely to rank independence and competence as more important. At very early ages, girls begin defining their femininities in relation to boys. One study of a third grade classroom examined four self-sorted groups of girls within the classroom: Assertive behavior from girls is often seen as disruptive and may be viewed more negatively by adults. According to the American Association of University Women Report, "The clear message to both boys and girls is that girls are not worthy of respect and that appropriate behavior for boys includes exerting power over girls -- or over other, weaker boys. This type of gender bias is part of the hidden curriculum of lessons taught implicitly to students through the every day functioning of their classroom. The Sadkers found that boys were far more likely to receive praise or remediation from a teacher than were girls. The girls were most likely to receive an acknowledgement response from their teacher. Sadker, These findings are confirmed by a study by Good and Brophy that " Research shows that boys are referred for testing for gifted programs twice as often as girls, which may be because, " While medical reports indicate that learning disabilities occur in nearly equal numbers of in boys and girls, it may be the case that, "Rather than identifying learning problems, school personnel may be mislabeling behavioral problems. Girls who sit quietly are ignored; boys who act out are placed in special programs that may not meet their needs. While research shows that the use of gender-equitable materials allows students to have more gender-balanced knowledge, to develop more flexible attitudes towards gender roles, and to imitate role behaviors contained in the materials Klein, schools continue to use gender-biased texts: Researchers at a conference reported that even texts designed to fit within the current California guidelines on gender and race equity for textbook adoption showed subtle language bias, neglect of scholarship on women, omission of women as developers of history and initiators of events, and absence of women from accounts of technological developments. Bailey, Clearly the socialization of gender roles and the use of a gender-biased hidden curriculum lead to an inequitable education for boys and girls. What changes can be made to create a more equitable learning environment for all children? First, teachers need to be made aware of their gender-biased tendencies. Next, they need to be provided with strategies for altering the behavior. Finally, efforts need to be made to combat gender bias in educational materials. A study by Kelly Jones, Cay Evans, Ronald Byrd, and Kathleen Campbell used analysis of videotaped lessons in order to introduce teachers to their own gender-biased behavior. Requiring in-service programs to address gender

bias in the classroom will make teachers more aware of their own behaviors: In their study focusing on how the effects of a gender resource model would affect gender-biased teaching behaviors, Jones, Evans, Burns, and Campbell provided teachers with a self-directed module aimed at reducing gender bias in the classroom. The module contained research on gender equity in the classroom, specific activities to reduce stereotypical thinking in students, and self-evaluation worksheets for teachers. The findings from this study support the hypothesis that " However, beyond changing their own teaching behaviors, teachers need to be aware of the gender bias imbedded in many educational materials and texts and need to take steps to combat this bias. Curriculum researchers have established six attributes that need to be considered when trying to establish a gender-equitable curriculum. Gender-fair materials need to acknowledge and affirm variation. They need to be inclusive, accurate, affirmative, representative, and integrated, weaving together the experiences, needs, and interests of both males and females. Bailey, "We need to look at the stories we are telling our students and children. Far too many of our classroom examples, storybooks, and texts describe a world in which boys and men are bright, curious, brave, inventive, and powerful, but girls and women are silent, passive, and invisible. Gender bias in education is an insidious problem that causes very few people to stand up and take notice. The victims of this bias have been trained through years of schooling to be silent and passive, and are therefore unwilling to stand up and make noise about the unfair treatment they are receiving. Girls and boys today are receiving separate and unequal educations due to the gender socialization that takes place in our schools and due to the sexist hidden curriculum students are faced with every day. Unless teachers are made aware of the gender-role socialization and the biased messages they are unintentionally imparting to students everyday, and until teachers are provided with the methods and resources necessary to eliminate gender-bias in their classrooms, girls will continue to receive an inequitable education. Departments of education should be providing mandatory gender-equity resource modules to in-service teachers, and gender bias needs to be addressed with all pre-service teachers. Educators need to be made aware of the bias they are reinforcing in their students through socialization messages, inequitable division of special education services, sexist texts and materials, and unbalanced time and types of attention spent on boys and girls in the classroom. *Journal of Instructional Psychology*, 27 3 , The Johns Hopkins University Press. *Clearinghouse*, 70 6 , *Catholic*, 60, 2 , *Gender and Education*, 13 2 , *How Our Schools Cheat Girls*.

Chapter 6 : Knowledge, Gender, and Schooling : D. G. Mulcahy :

Knowledge, Gender, and Schooling: The Feminist Educational Thought of Jane Roland Martin by Mulcahy, D. G. available in Hardcover on calendrierdelascience.com, also read synopsis and reviews. Explores a provocative alternative vision of education based on an analysis of the feminist.

Faith One basic area of student diversity that schools rarely acknowledge is gender. When someone with the authority of a teacher describes the world and you are not in it, there is a moment of psychic disequilibrium, as if you looked into a mirror and saw nothing. Fortunately, there is a growing knowledge base about the steps necessary to create conditions in which the gender diversity of every child is accepted, valued, and nourished. While schools should do this work due to the positive impact on all students, increasingly schools must do this work. Beyond these external forces, children and youth are expanding ways in which they think about gender, both their own and that of their peers. Our educational institutions are obligated to respond accordingly. As a primary socializing agent, schools have a tremendous opportunity and responsibility to be inclusive of all students, regardless of their Gender identity or expression. In this role, educational institutions and the professionals associated with them can significantly impact the degree to which gender diversity in children and teens is viewed “either positively or negatively. Beyond supporting our young people as individuals, we cannot afford to have any of our students cut off from interests, talents, or intellectual pursuits that may ultimately contribute to our society. School is the place where our children should be exploring ideas and discovering new skills. Gender and the Law The right for every student to attend school in a safe and supportive setting regardless of gender is supported by a vast number of legal protections at the federal, state and local level. Equal protection language in the US Constitution and special education laws under the Individuals with Disabilities Education Act are also increasingly being used to guarantee the rights of Gender-expansive students to access educational services. Gender and Bullying There is a reason the legal protections described above exist. Individuals who are seen as different are frequently targets for mistreatment. But unlike many forms of diversity, when individuals perceived as different with regards to gender are the targets, there is frequently an indifference, if not overt approval, for the mistreatment they face. Compounding this difficulty is the fact that in many cases these young people are not supported at home either. Of late, a great deal of attention has been paid to the bullying of LGBT students, particularly at the secondary level. However, what is critical to recognize is that much of the mistreatment leading to these tragedies is in fact grounded in issues of gender that are present almost as soon as our children enter school. Not being masculine or feminine can be cause for real cruelty among kids beginning as early as pre-school. Even more frightening, in addition to bullying by peers, students sometimes find the teachers, coaches and other school staff charged with protecting them indifferent to the cruelty they face; in some cases they are the perpetrators of bullying themselves. Data related to gender-based bullying paints a frightening picture. Moreover, beyond the daily challenges gender-expansive young people face, there exists a far more dangerous and longer-term impact. When bullied in school based on perceived gender differences, young adults face many challenges including health disparities, depression and reduced life satisfaction. Thinking Critically About Difference Schools that explicitly recognize gender diversity establish conditions in which conversations and activities exploring other forms of difference become possible. Exploring gender becomes an on ramp for students to consider complex issues in other aspects of their lives. Racial, cultural, religious, linguistic, socioeconomic and many other forms of difference can now be examined from the perspective of critical analysis grounded in this initial study and understanding of gender. Coming to recognize gender in all of its complexity allows students to see concepts in more realistic terms. These schools, through intentional practices, policies and other actions demonstrate this focus in ways large and small. A Framework for Gender Inclusive Schools When focusing on the intentional development of gender inclusive school settings, it is helpful to think in terms of four discrete entry points: Internal, Institutional, Interpersonal, and Instructional. This work begins by expanding our own perspectives of gender. Using a growing list of writings about gender as well as resources and tools such as Understanding Gender and My Gender Journey, this entry point is

really an ongoing process of personal exploration upon which educators build their gender inclusive practices, applying a lens of gender awareness to all they do in their role within a school community. Institutional entry points are structural steps that create a foundation for gender inclusive practices to take hold. Through this entry point, schools demonstrate to their community that the institution recognizes and honors gender diversity and actively work to reflect a more complex understanding about gender. An important first step in this area is to assess the degree to which your district or school systematically recognizes and addresses issues related to gender diversity, and to plan for responding accordingly. Instructional entry points are specific ways in which teaching and learning are used to instill greater awareness and understanding about gender. Whether standing alone or integrated into other aspects of instruction, instructional approaches are the most direct way to impact students. Another wonderful support is the use of literature introducing gender-expansive themes. These are becoming increasingly plentiful at the elementary-grade reading level, along with a growing list of titles for middle and high school students. The Gender Inclusive School: Concrete strategies for creating a safer and more accepting school climate for all students. Recognizing that schools face a multitude of complex factors as they relate to children and issues of gender, the guide flexibly responds to varying situations, communities, and conditions. Schools integrating the ideas and activities with comprehensive policies focused on the protection of all students will lead to the development of campuses grounded in kindness, respect, and acceptance. Inclusive of concrete tools and approaches for each of the four entry points, The Gender Inclusive School, is a roadmap to a safe and supportive school climate. The result is an authentic, unfettered and inclusive learning community celebrating the gender diversity of all children. The development of the policies, programs, and practices that characterize climates welcoming to students regardless of their gender takes careful planning and thoughtfulness. Gender Spectrum works in partnership with schools throughout the world to develop more welcoming spaces. Rather than a formulaic approach, we work closely with educators to design a program of training and support that is tailored to the specific context of the institution. Given the unique traits of each district, school, and community, we utilize the framework described above to identify the most effective path towards greater gender acceptance for that setting. Every adult on campus is there in service of creating conditions in which students can learn. As such, each is an educator who works as part of a collection of caring adults charged with making sure all students feel seen, supported, and safe. An important aspect of developing a gender-inclusive school is to name the crucial role every adult plays in its creation, and then providing them with the tools for making it a reality. Our experience has shown that there are three distinct developmental stages that schools move through on their way to becoming truly gender inclusive. The first is about urgency and perspective: Thus, the first step on the road to greater acceptance is awareness about fundamental notions of gender and their impact on their students. Next is an explicit focus on the various practices that lead to more inclusive conditions. Whether a teacher, secretary, classroom aide, campus supervisor or any other adult, there are specific ways in which to either support more gender acceptance or to inhibit it. The third stage is the institutional consolidation of these approaches. By working to systematically imbed greater awareness and gender inclusive practices, schools at this stage demonstrate an integrated approach in which the whole is larger than the sum of its parts. Our professional development programs are designed with this developmental lens in mind. Featuring a wide variety of resources and methods for utilizing them, they can be tailored to meet the specific needs of a school in any context. Components of each include training, advice, and resources for making the creation of a gender inclusive school an achievable goal. Supporting Gender-Expansive Students While working proactively to be more gender inclusive benefits all students, for many leaders and other educators, this work begins with a new Transgender or other gender-expansive child enrolling at their school, or a currently enrolled student expressing a desire to share their gender identity or expression in some significant way. These events can be unsettling, even frightening. However, in creating more accepting conditions for students of all genders, these schools also are well-positioned to meet the specific needs of transgender and other gender-expansive students and their families and caregivers. By genuinely demonstrating that their gender-expansive child is a welcome addition to your community, schools position themselves to establish an authentic partnership with families. In so doing, you are setting up a relationship grounded in a common cause: So what does demonstrating this

welcoming attitude look like? Certain structural elements can helpâ€” forms that acknowledge Non-binary gender, mission statements and policies that explicitly reference gender identity and expression, visual images and signs celebrating gender diversity. So too can sharing reflections about your own experiences in coming to understand the complexity of gender. Describing professional development activities, referring to readings or other resources related to gender are further examples of your commitment. It can then be important to share your observations with the family in an objective and supportive way. Finally, a note of caution: It simply means that a family need to see evidence of your sincere commitment to working to support this child at the outset of your interactions, and that this commitment is not going to be compromised in the process.

Communicating a Change in Gender Status: Regardless of the specific circumstances, however, schools can maximize the potential for a successful experience through a carefully thought out Gender Support Plan designed to anticipate various circumstances that may arise in the process. A Gender Communication Plan can also be helpful in situations in which the child wishes to explicitly share their changed status with the school community at large. First and foremost, core values of equal opportunity and inclusion demand that educational leaders adopt thoughtful and effective policies that enable all students to participate fully in school athletic programsâ€” the right of transgender students to participate in sports calls for similar considerations of fairness and equal access. Typically, the coaches, trainers and league organizers have little or no experience accommodating a transgender athlete who wants to play on a team. Even basic accommodations can be confusing, such as what pronouns or name to use to refer to that student, where that student should change clothes for practice or competition, what bathroom that student should use, or how to apply team dress codes. All young people should have the opportunity to play recreational sports and have their personal dignity respected. Transgender young people are no different. In fact, because transgender young people often must overcome significant stigma and challenges, it would be particularly harmful to exclude them from the physical, mental and social benefits that young people gain through athletics. The impact of such discrimination can be severe and result in lifelong harm. In contrast, permitting transgender children and youth to participate in recreational sports in their Affirmed gender can provide an enormous boost to their self-confidence and self-esteem and provide them with positive experiences that will help them in all other areas of their lives. For information about specific guidelines and policies across the United States, visit [TransAthlete](#). For a sample Model Policy regarding participation of transgender athletes, [click here](#). Messages received there have a tremendous impact on how they perceive themselves and others as they receive cues from their educational institutions about what is or is not acceptable. Throughout history, this role has had a tremendous impact, both for good as well as for ill, on how differences across race, language, and disability have been perceived. So too for gender. In a period when perceptions of gender are shifting all around us, our schools once again have the opportunity, and the responsibility, to help lead the way to greater acceptance and inclusion for young people of all genders.

Chapter 7 : Single-sex education - Wikipedia

Knowledge, Gender, and Schooling by D. G. Mulcahy, , available at Book Depository with free delivery worldwide.

But will the law actually change how companies are run and impact their balance sheets? When you look hard at the research evidence, there is no reason to believe that. By , firms that have at least five members on their boards of directors will be required to have two or three that are female, depending on the total size of the board. While some hope other states will follow suit with similar laws, others say the law could invite significant legal challenges, in part because it is intended to apply to all companies with headquarters in California even if they are incorporated elsewhere. Listen to the podcast at the top of this page. At last count, California had publicly traded companies. Others based in the state that already have three women directors include Walt Disney, Chevron, Oracle, HP and Twitter, the report added. No Business Case The bill cites a Credit Suisse report to show a correlation between women on boards and improved performance at companies. The six-year study covered 2, companies globally. Credit Suisse followed it up with a report that covered 3, companies. There is no business case for putting men on the board. Gender has zero impact. There is no business case for putting women on the board. California passed such a resolution in . However, such resolutions are not legally enforceable. In California, companies were slow to act after the resolution, and that prompted the latest bill, said Barrett. The resolution sought to have between one and three women directors on the boards of companies headquartered in the state. The issue may not have come up on their agendas, or the companies may have found it difficult to find suitable director candidates to bring the desired diversity, she said. So the progress towards gender equity in the boardroom would take many decades to achieve. But tracking those other aspects of diversity on corporate boards is difficult because regulators like the Securities and Exchange Commission do not require disclosures on them. In the least, they must share information on their diversity record, she said. And tell us [about] your gender pay gap – the amount of money that the average woman makes in the company versus the average man. The act of mandating companies to share data is good for researchers, but also moves the needle on [corporate] practices [in addressing diversity issues]. And tell us [about] your gender pay gap. S, institutional investors could play a big role in addressing issues of diversity on corporate boards, said Barrett. Challenges Ahead The California law could face challenges on two fronts, according to Barrett. The California Chamber of Commerce is among those that has opposed the new law.

Chapter 8 : Knowledge & Skills Gained | Women's & Gender Studies | University of Nebraska Omaha

If searching for the ebook by D. G. Mulcahy Knowledge, Gender, and Schooling: The Feminist Educational Thought of Jane Roland Martin (Critical Studies in Education and Culture Series) in pdf.

Chapter 9 : Education | Gender Spectrum

This post looks at how the experience of school can reinforce children's gender identities. Research on the development of gender identity has shown that children become keen to demonstrate their awareness and knowledge of gender at the age of five to six.