Chapter 1 : Courses - John P. Portelli

Table of Contents for Researching education for the inside: investigations from within / [edited by] Pat Sikes and Anthony Potts, available from the Library of Congress.

Interviews reveal that principals were interested in shaping teacher induction programming in their schools and school districts, but that they regularly prioritized technical issues like classroom management and pedagogy over systemic issues like equity and social justice. Our findings suggest that without an explicit focus on equity and social justice in provincial policy documents, teacher induction programming runs the risk of reproducing a transmission model of new teacher education. In line with a critical-democratic perspective, we believe that attention to equity within the classroom, while laudable, is only part of the work that needs to be done. Equity and social justice must be 1 Many thanks to the research assistants and associates who contributed to this project: We also thank the participants in this research who so generously offered their time. This paper investigates how forty-one Ontario school administrators perceive social justice, diversity and equity with respect to the induction of new teachers in the school system. Their perceptions about social justice are crucial, since, if we are to view education as democratic and not simply technical, administrator support of the inclusion of social justice as a priority is imperative. Their silence on these issues when prompted speaks volumes about the equity deficit operating in both policy and praxis. To that end it is rooted in social justice: This means that incommensurability must not be taken as a given, or as something to be celebrated. Nor should it be brushed aside as something that will inevitably be overcome. In the critical-democratic stance, social justice is connected to praxis such that education acknowledges internalized forms of oppression and privilege, and enacts practical strategies to 2 Social Justice: A full conception of social justice must expand beyond distribution of goods in a society to include all aspects of institutional and systemic rules and relations Gerwirtz, Indeed, Hytten argues, social justice is an integral feature of democratic life, as democratic societies are, at least in the ideal, just societies. They strive for equity, self-determination, and freedom. Thus, the praxis of socially just education, in our view, must include a theoretical account of oppression and privilege, as well as practical strategies for changing social institutions. Schools are primary sites for this critical transformation since they both reproduce inequality and provide a location to critique it. Educating students to challenge their assumptions and overcome internalized forms of oppressionâ€"such as racism, sexism, classism and homophobiaâ€"involves offering them a framework for understanding the external structures that are the source of these different oppressions, and empowering students to become agents of change. These are all important goals of social justice education Kohli, , p. To achieve these aims, socially just schooling requires teachers who share a commitment to social justice, equity and diversity, ideally reinforced by overt policy texts to support it as a priority. Teachers and administrators thus require the requisite skills, knowledge, and dispositions to address how to support, interrupt, or subvert exploitation, marginalization, and inequity Gerwirtz, Within this conception of social justice, an understanding of diversity is crucial. An understanding of equity acknowledges marginalization in the larger social order and how differences are reflected in school routines, procedures, curriculum and textbook adoption, and classroom pedagogies. School administrators concerned with equity examine power relations within schools and society, scrutinize differential schooling, and critique systems that contribute to inequities among groups traditionally marginalized Brown, b. An Equity Deficit This paper addresses the time period between , the year that new teacher testing was introduced in Ontario, and when a new teacher induction program replaced the test. This rhetoric results in the application of business models to schooling, while replacing equity and social justice in education with a focus on individual ability and effort Gandin, , resulting in an equity deficit. A substantial amount of promising social justice work 2 Revisions to the program were made in This move was consistent with the neo-liberal public policy that guided the Common Sense Revolution, mirroring trends in many jurisdictions where priorities such as standardization, global competitiveness, and so forth, guide educational efforts at the expense of social justice, that has continued over the past decade despite the election of a new government. As Hytten points out, While there have always been educators calling for a social justice

approach toward education, this vision has never been a dominant one. This is especially true in our current climate, where teachers are increasingly asked to focus on a very narrow set of goals, in particular raising standardized test scores. Resulting policies that work against social justice goals ultimately undermine critical-democratic aims Levinson, Thus, the purpose of this section is to situate the policy context that relates to the interview responses, rather than an analysis of policy. By , the controversial Ontario Teacher Qualifying Test OTQT was announced as mandatory for new graduates from initial teacher education programs as a means to establish teaching competency. The election of a Liberal government in resulted in the elimination of 5 Social Justice: In the fall of , in an effort to standardize the evaluation of recent graduates of teacher education programs and their transition to teaching, the government introduced the New Teacher Induction Program NTIP. This program grew out of the preceding neo-liberal approach to education policy punctuated by an equity deficit. Given the link to performance evaluation through the TPA, school administrators hold tremendous power Cho et al. Methods of Inquiry The data presented in this paper is part of a broader research project that investigated perceptions and priorities for new teacher induction in Ontario. The research team developed a semi-structured interview protocol to guide discussions with participants Creswell, The questions invited school administrators to talk about social justice, equity and diversity in and The protocol was validated by expert review and piloting. One hundred and twenty- 6 Social Justice: Analysis of the data included process coding, where codes reflect the common and various themes that emerged from the data. A total of forty-one Ontario school administrators principals and vice principals participated in interviews. Of these, twenty-seven were elementary school administrators, four were middle school administrators, and ten were secondary school administrators. Seventeen of the participants were male and twenty-four were female; thirty-two worked in English-speaking schools and nine in French schools. The diversity of those interviewed provides a cross-section of various school contexts in the province. Indeed, as Marshall illustrated, educational administration has traditionally reflected a culture that marginalizes issues of social justice, and these 7 Social Justice: Our research sought to determine whether school administrators share the view that social justice is a priority for teacher induction, and the extent to which they share a critical-democratic conception of social justice in education. While our study is qualitative, Figure 1 below summarizes the responses received from the 41 school administrators interviewed. To provide this visual summary of the range of responses, we coded transcripts holistically based on two factors: Based on that coding, five perspectives emerged. Representative statements made by two school administrators to describe their priorities for new teachers include: Oh [classroom management is] huge. Discipline comes before instruction. They have to be knowledgeable enough about the curriculum if they can plan effectively whether it be with a colleague, but in many cases on their own they have to be independently enough to be able to put the curriculum together to put a unit plan together and to constantly interact with students in the classroom These priorities identified by school administrators reflect the types of competencies required in the NTIP policy that privilege curriculum knowledge, assessment, and classroom management as most important. Our interviews revealed that at least some school administrators felt that they could not stray from the Ministry-mandated new teacher competencies. Some school administrators flatly denied that equity or diversity were concerns for them, on the grounds that attention to social justice, equity and diversity was only necessary when working with students 9 Social Justice: For example, three different school administrators stated: Each school is so different. The skill-set for a teacher in my school which is deemed to be low socio economic, and a lot of social issues versus a high socio- economic school with a lot of parent pressure, you need two different skill-sets. I would say pretty minimal here. I know you are taping this but we would be a pretty red neck society here I would say, like we do not have a huge multicultural complement here [in this community]. The latter two school administrators use demographic homogeneity in their schools as a rationale for denying their responsibility to address social justice. Their position is that if the community lacks ethnic or racial diversity, no students experience marginalization thus ignoring even issues of gender diversity. Moreover, this position suggests that the dominant groups need not be engaged in a discussion about broader societal issues of social justice and privilege. When prompted to discuss the role of equity, diversity and social justice, the interviews revealed superficial, and at times contradictory, understandings of equity and diversity. Among school administrators

who participated in the research, equity definitions tended to focus on learning styles or special needs rather than on issues of race, class, gender, and so forth. In fact, when asked specifically about equity and diversity, many school administrators ended up speaking about classroom management strategies. For example, when one participant was asked how to assess whether or not a teacher deals effectively with equity, diversity and inclusiveness in the classroom, the participant went immediately to questions of assessment: Do you put a variety of oral in there by having the kids produce various forms of work, presentations? Does the teacher have a differentiated lesson? In these two cases, equity was confounded with a variety of assessment tools and differentiated lessons, focusing on practical knowledge rather than broader discourses of social justice that would be consistent with critical-democratic understandings of equity and diversity. While assessment issues are definitely relevant to equity and diversity, in this case, the conflation of equity with a variety of assessment tools focuses teacher competency on narrow practical knowledge rather than broader discourses of social justice. Beyond their perfunctory understanding of equity and diversity, few school administrators prioritize social justice, equity and diversity as part of essential knowledge for new teachers. Instead, they favour classroom management techniques, individual learning styles, and curriculum policy knowledge. In keeping with this theme, another conflated equity with the concept of multiple intelligences: I think multiple intelligences are definitely equitable if they can learn to teach children no matter what way they learn to keep them that way regardless of cultural background. That would bring equity in to it if we really dealt with multiple intelligence. This school administrator, like the school administrator who conflated equity with assessment, ignores broader issues of marginalization and systemic injustice by focusing on achieving equity by applying a particular pedagogical approach, suggesting that cultural diversity can be 11 Social Justice: This was the most prominent theme that emerged. Two school administrator statements representative of this position include: For social justice, I think it is important to listen, if there are two versions, you need to listen to both versions. These statements reflect a narrow conception, lacking a broader understanding of social justice as a means for critical transformation. While critical-democratic ideals point to the need for all teachers and students to explore social justice in substantive ways, regardless of their social position and school culture, our interviews revealed compartmentalized thinking. This is not to say that all school administrators lacked a deep understanding of social justice, equity and diversity. Some of the school administrators we interviewed offered an understanding of complexities; however, they were by far the minority less than one-fifth of our interviewees within our research. For example, one participant spoke to the importance of making equity and diversity issues explicit: This notion of social justice work as praxis and transformation is very different from the current dominant discourses emerging from dominant societal views, school administrators, and the Ministry of Education. These narrow conceptions result in a transmission model over a transformative model of new teacher induction. Such transmission models have the reproductive potential to socialize or even indoctrinate new teachers into established ways of knowing and pedagogy. In this case, the transmission model fails to adequately address social justice as an essential component of critical-democratic schooling. This transmission model of induction in Ontario Barrett et al. An emphasis on student success is understood as achieved through relational and individual action rather than including action aimed at addressing systemic inequities and social justice. The systemic context in which the teacher and students work is largely unexamined and 13 Social Justice: Thus, this model is reproductive, since it reinforces existing values, behaviours and structures. Societal inequities that enter the classroom with the students, such as racism, sexism and classism, are dealt with on an individual basis for the sake of individual achievement and smooth classroom processes. As a consequence, teachers working in these settings and particularly new, vulnerable teachers may feel pressured to focus on classroom management and transmission models of education since those are the ones prioritized in TPA evaluation criteria articulated in the competencies identified see also Cho et al. This type of knowledge transmission could lend itself to conformity and maintaining the status quo.

Chapter 2 : Researching Gender and Sexuality in Schools - Oxford Scholarship

Focuses on research projects that are undertaken by people who already have an attachment to the institutions or social groups on which their investigations are based.

Philosophy and Pedagogy, Critique, and Possibilities Without any doubt Paulo Freire is considered as the most prominent philosopher of education and educator since John Dewey. His work and actions have influenced educational thought and practice in all parts of the world. This seminar focuses on aspects of his work, how it has been received and critiqued, and how it has been modified and applied. The seminar will be divided into three parts: Pedagogy of the Oppressed his first major work and Pedagogy of Freedom his last major work with a focus on the interconnection between epistemology, ethics, politics and pedagogy, and his criticism of neoliberalism. A critical examination of the major criticisms of his work: A critical examination of the application of his work. Democratic Values, Student Engagement, and Critical Leadership An examination and application of democratic values to issues of student engagement and leadership. The course will explore the relationship between student engagement and critical-democratic leadership, and the implications that emerge for educational administration and curriculum from the nature of this relationship. This course should be of interest to both teachers and administrators. It also applies democratic values e. What conceptions of student engagement and leadership are consistent with the notion of democratic values? What conceptions of student engagement and leadership are most worthwhile? What practices, conditions and policies support such forms of student engagement and leadership? The answers to these kinds of questions will then be applied to the context of educational administration and curriculum. How can an administrator support the kind of curriculum for e. What practices are conducive to and consistent with democratic leadership? Philosophy, Educational Administration and Policy. A philosophical inquiry of selected issues that arise in educational administration and policy studies. Nature of philosophy, educational administration and policy studies; conceptions of education and critical thinking; democracy, pluralism, and controversial issues; indoctrination and parents and students rights; standards and accountability; policy and equity issues; and outcomes based learning and policy. Case studies will be used to encourage students apply differing philosophical stances to practical situations. Diversity and the Ethics of Educational Administration Administration in education and teachers are continually asked to decide on matters of equity, to adjudicate between conflicting value positions, and to accommodate different rights and human interests in their planning. This course will study various ethical schools of thought and modern approaches to social justice. It will apply that content to administrative practice in education. Particular attention will be given to equity issues in areas of race, culture, gender, age, social class, national origin, language, ancestry, sexual orientation, citizenship, and physical or mental abilities. Philosophical Perspectives This course examines philosophical dimensions of contemporary critical issues in educational practice. Issues selected vary with each session examples are: The aim is to integrate our understanding of these issues as they are being played out in practice and uncover and analyze some of the underlying philosophical questions and stances. Democratic Approaches to Pedagogy This seminar explores the theoretical and practical aspects of democratic approaches to pedagogy by critically discussing selected writings of some of the major 20th century philosophers of education and educationists for e. An approach to pedagogy is broader than a method. It includes a consideration of the following: Although the approaches to pedagogy proposed by these authors are not identical, they have a common element: Freedom and Authority in Education This course focuses on the tension between freedom and authority as it affects both education and society at large. Philosophical theories of freedom and authority provide a context for examining the competing claims of libertarians or progressivists and authoritarians in education. The course provides students with the opportunity to: These objectives will be achieved by discussing selections from 20th century and contemporary philosophers of education for e. Interculturalism and Critical Democracy in Education: Issues of Globalization and Neoliberalism. The purpose of this course is to critically explore the different conceptions of interculturalism and democracy, as well as the relationship between the two within the context of globalization and neoliberalism. Questions to be examined include: What conceptions of

interculturalism are consistent with critical democracy? What are the contradictions and constraints that globalization and neoliberalism create for genuine interculturalism and critical democracy? What is the role of intercultural dialogue? What are some implications and possibilities of interculturalism and critical democracy in educational practice, policy and leadership? The course will have a theoretical as well as a practical aspect. The course will have practical as well as analytic goals. The underlying premise is that if students are aware of both the main challenges and risk related with globalization and interdependence, as well as the best educational answers, they will have a greater capacity to assume leadership roles that recognize and handle conflicts in multicultural societies. Using cases such as conflict prevention and complex humanitarian interventions as the context, the course will analyze both the imperatives to introduce new technologies and the sources of bureaucratic and cultural resistance against their introduction. OISE is an international leader in the research, teaching and study of issues that matter in education.

Chapter 3 : Explaining The Research On Single-Gender Classes | StateImpact Florida

The chapter examines how sexuality and gender are traditionally researched in school settings. Exploring the methods that are used to study masculinities, highlighting their different styles and potential pitfalls, this chapter situates the book within the methodological school of ethnography.

Vibert I i,A I Cu rric[1. The case of curriculum on the part of one of the schools in the study. Emily Carr Elementary School illustrates a conception of Curriculum is a term used very loosely in education, some- "excellence" that is fundamental to education in a democracy times to refer to official documents, disciplines, subject matter Emily Carr Elementary, a school of approximately or content, plans, objectives, or student experiences. While students, is located in a suburban mixed working class and curriculum of life may include any of these, it is unusual in middle class community. Student-teacher ratio at the school is that it is a view of curriculum as a dynamic relationship average for the district, which has no differential funding among teachers, students, knowledge, and contexts. In this formula whereby disadvantaged schools received added article we demonstrate the concept of curriculum of life by support or resources, beyond an inner city school program providing examples of it in action and then analyzing central which does not apply in this case. This article arises from our involvement in a three-year pan-Canadian national study on student engagement in school The case of Emily Carr Elementary life and learning. While the arts are not enjoy the automatic access and ease seen as another way of speaking, they are also seen as both objects and processes worth of study in and of themselves. As conferred by econorric privilege; well, the school offers a number of supplementary programs too many here suffer the attendant ills of including a pre-school program for four-year olds, a peer mediation and conflict resolution program, a community poverly. Emily Carr Elementary engages in a surprising number of school-wide activities and programs, of which Town Hall is a good example. Held about once a month, this school-wide and community event is intended as an opportunity for students, teachers, parents and community to celebrate current work, to raise issues of concern to the school community, and to stage performances of present artistic projects. The lives of many of the students and families at Emily Carr Elementary are far from easy. Most of the school population does not enjoy the automatic access and ease conferred by economic privilege; too many here suffer the attendant ills of poverty. Much of the work at the school attempts to recognize and account for social conditions in the community and iI X school. A growing and explicit interest in critical practice and In other words, what has developed at Emily Carr is not the curriculum of excuses and diminished expectations too common in marginalized commu- r nity schools, but a frank and forthright accounting for social hi conditions attended by a pedagogy of hope. A few stories which illustrate school-wide curriculum and critical practice in action at Emily Carr Elementary will provide insights into what we mean by a curriculum of life. All words used to refer to males and females were written on the board, analyzed, and categorized according to connota- tions. The children were amazed at the sheer number of negative connotations used to refer to females in comparison to males; but, unconvinced that the way in which language is used can be a serious gender issue, and uncertain about whether language reflected or constructed reality, the class launched a study of gendered language, including a school- based research project. They took a survey of girls and boys to see how many found the male terms used in common sayings inclusive. The "sun-glasses incident" is a case which illustrates worlds of students as well as Inthe larer curriculum of life embodied in the approach to discipline at social and political contexts of their lives, the school. When it was discovered that a group of students in the school had been shop-lifting sun glasses from the local curriculum of life breaks down the drug store, the incident became an opportunity for reinforcing the school values of responsibility and community-minded- walls b6eween the school and the world. In addition to the expected school response of a phone call and letter to the parents, members of the guilty group were engaged in a research and reparation project with the drug store. Students went, with the vice-principal, to the store Fourteen Days in December, an annual event at Emily Carr to meet the proprietor and negotiate with him a means of Elementary, demonstrates curriculum of life as it was enacted repaying his loss - by cleaning the store, as it turned out. They in a school-wide curriculum. Each year the first two weeks of also undertook a

study of the extent and consequences of December are set aside to remark certain values the Christmas shop-lifting at the store, discovering in the process the sorts of season supposedly celebrates, values which are also central to goods stolen from the store and hypothesizing from that who pedagogy at the school. For example, one year, the 14 Days might be shop-lifting and why. They learned that shop-lifting celebration centered on the theme of peace, setting aside "a cost the drug store the equivalent of a full-time clerks salary time to recognize that for children, and for us all, gentle ways per month - a poignant discovery in a school community so are best Hence the themes of 14 Days in December brings to the fore- ground the central values and dispositions of the larger school project: In addition, for 14 days the school enacted a series of themes connected to social justice and care issues, introduced each morning during a Radio PEACE broadcast. The pedagogical bent of 14 Days is clarified by the nature of the themes and activities: The 14 Days culminated in a peace concert at which the peace posters were displayed, songs were sung, and so on. As an example of the school-wide curriculum, 14 Days in December engages students in several ways. This is a school that leur vie scolaire et leur apprentissage. Fourteen enfants vivent sous le seuil de pauvrete. In other words, 14 Days is an expression of a issues of equity, difference and social justice. As the principal of the school stated, the strength Elementary to emerge and flourish, it is imperative that the of the school does not merely lie in the fact that it has innova- tenor of these reforms be resisted and redirected. Vibert, Student context of a critical practice which explicitly takes into Engagement in Learning and School Life: By "curriculum of life" we mean a cen- 2 See John P. Portelli and R Patrick Solomon Eds. Curriculum of life is an approach to pedagogy that informs and gives coherence to often disparate aspects of John P. Portelli, Professor at the Ontario Institute for the Studies of school life. It is an approach that is inconsistent with a deficit development. It also shows the possibilities that can Information Service at emerge from a critical pedagogy supported by democratic y within leadership. Yet, unfortunately, current school reforms in Canada have put a premium on the principal as manager and acy the national capital region or toll free at Education Canada 42 no2 Spr WN: Further reproduction of this article in violation of the copyright is prohibited. To contact the publisher: Copyright The H.

Chapter 4 : Affirming Gender in Elementary School: Social Transitioning | Welcoming Schools

Edited by: Brenda J. McMahon, The University of North Carolina at Charlotte John P. Portelli, Ontario Institute for Studies in Education A volume in the series: Issues in the Research, Theory, Policy, and Practice of Urban Education.

Women of the Blues -- an article about notable women blues musicians. New Moon Network -- an international magazine "for every girl who wants her voice heard and her dreams taken seriously. Rescuing Our Sons from the Myths of Manhood -- a brief summary of some of the key ideas in a book of this title, by William Pollack. However, as a boy ages, his emotional expressiveness decreases. As a result, boys develop a "mask of masculinity" to hide their shame, vulnerability and the other feelings they cannot express publicly. The inability to show true emotions hardens a boy until, ultimately, he loses touch with them. New Movement Advocates Adapting Schools and Society to What Works for Boys -- an article about the work of the Supporting Our Sons organization to counter macho stereotypes Supporting Our Sons -- a national organization dedicated to "the development of the whole boy. Good or Bad -- a short article by William Pollack, author of Real Boys, about how parents and teachers can assess the war play, or aggressive play, of children. The Feminist Majority Foundation -- this site provides a lengthy and thorough webpage of links to resources devoted to gender equity in education. The Educational Equity Center at the Academy of Educational Development -- here you can find programs and materials for teachers to incorporate in their classrooms to increase gender equity. The American Council on Education Office of Women in Higher Education -- there is a wealth of resources for women in higher education to find programs and services to support them in their career advancement and leadership growth. Education From a Gender Equality Perspective -- a PDF file of a document outlining recommendations and information for equitable teaching regarding gender. News Report on Single-Gender Classrooms -- video showing positive findings as to student performance, self-esteem, and class choices in single-gender classrooms. Transgender Basics -- a twenty-minute educational film dealing with concepts surrounding gender identity, and transgendered people. Intersex Society of North America -- a worldwide network uniting intersex people who have been victimized by the medical community. Trans-Academics -- a website providing educational and community resources for those with an academic or personal interest in the spectrum of gender identities. The Status of Male Teachers in Public Education Today -- this education policy brief discusses the fact that there is a lack of male teachers in primary and secondary education and proposes strategies to encourage men to teach. Gender in Academic Setting: International Journal of Innovation, Management and Technology. American Association of University Women. Shortchanging Girls, Shortchanging America: How Schools Shortchange Girls. Voices of a Generation: Teenage Girls on Sex, School, and Self. A License for Bias: Educating Girls in the New Computer Age. Beyond the "Gender Wars": A Conversation about Girls, Boys, and Education. Bullying, Teasing, and Sexual Harassment in School. Gender Issues in Advertising Language. Women and Language, 22 2: Gender, Equity, and Schooling: The Development of Self, Voice and Mind. Treating Sexual Harassment with Respect. Bingham, M et al. Women, Sport, and Culture. Meeting at the Crossroads: An Intimate History of American Girls. Sugar in the Raw: Voices of Young Black Girls in America. Gender and the Musical Canon. Beyond Dolls and Guns: The Influence of Blues Queens. American Behavioral Scientist, 48, Where the Girls Are: Gender and leadership style: Gender and Adolescent Culture. Pink Brain, Blue Brain: Resiliency in Urban Classrooms. Teen Girls and Technology: Strong, Smart, and Bold: Empowering Girls for Life. Gender Bias in the Classroom: Current Controversies and Implications for Teachers. Childhood Education, 81 4: Student Behaviors and Perceptions. Research Quarterly for Exercise and Sport, March, 72 1: Sometimes I Can Be Anything: Power, Gender and Identity in a Primary Classroom. In a Different Voice. Sexual Harassment in Schools and Athletics Programs: Poetry, Masculinity, and Baiting Boys. Studies in the Cultural Politics of Education, 30 1: The Wonder of Boys: Boys and Girls Learn Differently!: A Guide for Teachers and Parents. A Twenty-First Century Update. Sex Roles, 55, Am I Thin Enough Yet?: The Cult of Thinness and the Commercialization of Identity. Strategies for the Classroom. Gender Equity Training and Teacher Behavior. Journal of Instructional Psychology, 2 3: Protecting the Emotional Life of Boys. Boys Will

Be Men. American Educational Research Journal, 33 2. Teachers College Record, 6: Hopeful Girls, Troubled Boys: Race and Gender Disparity in Urban Education. Girls, Worms, and Body Image: An Urban Educational Journal, 14 3: Black Issues in Higher Education, 15 3: Challenging Gender Bias in Fifth Grade. Educational Leadership, 55 Dec. Creating the Nonsexist Classroom: Strategies to End Sexism and Homophobia in Schools. Curriculum Review, 41 3: Boys Will be Boys: Breaking the Link Between Masculinity and Violence. The Pedagogy of In Visibility. Teaching Sociology 37 3. National Association of Girls and Women in Sports. Superheroes in the Doll Corner. The Multicultural Review, June, 8 2. Saving the Selves of Adolescent Girls. Rescuing Our Sons from the Myths of Boyhood. School Administrator, 66 8: Sex, Sin and Social Policy. Still Knocking at the Classroom Door.

Chapter 5 : IAP || Book || Student Engagement in Urban Schools

Notwithstanding criticisms, his work has been utilized in various areas and fields (pedagogy, science education, higher education, educational administration and leadership, spirituality and inter-faith, peace education, literacy, research, activism, engagement of 'alienated youth', health education)as well as modified to several contexts.

Write for Us Promoting gender equality in schools Promoting equality and inclusion are generally seen to be part of the work of schools and other educational bodies. There has been an important and significant focus on race equality over the years, but an understanding of what the promotion of gender equality should mean and how to go about doing this is less well developed. Here we offer some ideas for why this might be and some practice ideas for strategies to promote gender equality. In England, for instance, the gender equality duty has now been overtaken by the single equality duty, but it is not yet well understood by teachers. Are sex and gender still important in education? This in turn is felt to inform the ways in which we dress, act, talk, move and how we make sense of and judge others. In many Northern contexts, at least, most can only occupy one or the other position, whose boundaries are relatively narrow just think of the way many young children already see girls and boys as different and understand these two groups as being different, having different skills and interests. Most people, across the world, would acknowledge that whether someone is seen as being male or female influences how we respond to them. Thus, boys are assumed to be more inclined to the sciences, girls to humanities. At the same time, there is also a sense that we have reached the age of gender equality a strong rhetoric in Scandinavian countries especially and that in many societies anyone can do and become anything they want if they put their minds to it. These ideas are circulating strongly in Northern contexts but also mirrored in the international development objectives which see empowering women as being central to development. This poses a dilemma for people working in education. On the one hand, we know that whether you understand yourself and are seen by others as female or male shapes how you experience the world, interact with it and your future women still earn less than men, still carry the greater domestic burden etc. This has in part led to an over-emphasis on differences between students based on their sex or perceived gender. What might educational institutions need to think further about to create spaces which promote gender equality? The social theorist Nancy Fraser offers another way of thinking how to develop a set of strategies for promoting gender equality. Fraser argues that socio-economic and cultural injustices always need to be considered together. She calls for a politics of redistribution and recognition. The focus should be on restructuring the underlying systems which result in inequality alongside remedies problematising current ways of thinking narrowly about masculinity and femininity and promoting other ways of being. Ensure equal pay and fair representation of men and women at all levels across the school male teaching assistants, female head teachers and other senior managers. Develop initiatives that promote young women to follow post-compulsory education and career trajectories which will facilitate higher earnings in the future. Identify who is becoming dis-engaged from education and is likely to do less well than hoped â€" and develop support strategies to tackle this. In order to do the above though, school communities need the support and training to engage with the concept of gender and reflect on how imbued our day-to-day reflections and actions are with a relatively narrow understanding of sex and gender, and to see and appreciate the many ways gender inequality is reinforced at so many levels throughout our educational spaces. Useful links Keddie, A. Preventing violence, promoting equality: A whole school approach. Accessible under UK Education Research: It concludes by setting out key steps any schools could take to create spaces for gender equality. This website offers educational institutions guidance on adhering to the New Equalities Act now law in England, Scotland and Wales. Further reading Myers, K. This is a comprehensive guide which examines all aspects of schooling and how gender shapes knowledges and practices within these spaces. Drawing on research to pose challenging questions, it offers those working in and with schools the resources to understand current practices and ways to make schooling more gender equitable. A comprehensive review of research and theory as well as a call to action around gender alongside other forms of inequality within schooling.

Chapter 6 : Gender-Inclusive Schools & Support Transgender Students | Welcoming Schools

John Portelli is on Facebook. Join Facebook to connect with John Portelli and others you may know. Facebook gives people the power to share and makes the.

It privileges mainstream or conventional thinking and marginalizes any deviation from it. Yet, if one believes in a robust conception of democracy, one that fully respects social justice, diversity and equity, then leadership for equity should be a natural extension of democracy so conceived. However, even a softer form of democracy, for example, a liberal democracy such as ours in Canada, should be sympathetic to leadership for equity since such a conception and practice of leadership is consistent with the liberal values of freedom, equality and fraternity. In my research with Rosemary Campbell-Stephens of the London Centre for Leadership in Learning we suggest leadership for equity needs to incorporate inclusive procedures such as discussion, transparency, and community involvement as well as an honest treatment of substantive issues that matter e. If we really believe in the ideal of leadership for equity in education, then we need to be aware of the nature of the deficit mentality, its pervasiveness and its dangers. The deficit mentality has taken different forms in education Dei et al. Anything that either diverts from or challenges such thinking is considered to be lacking in quality and, hence, a deficit. It is precisely this kind of mentality that underwrites diverse forms of racism, sexism, classism and homophobia, including in the academy and educational system more broadly. The literature in education is replete with many examples of deficit mentality. I will refer to some I have encountered in my own research over the past year. Wang, a high school student originally from China had always done well in English, ever since he started high school in Ontario. He really enjoyed the grade 11 English literature class and this showed in his excellent performance on assignments. For a major essay assignment, Wang obtained the highest mark in the class. The teacher wanted to speak with Wang in private and she asked him: I did not expect you to be good in English but in Mathematics and Science. One of them asked her where she lived. The principal mentioned the area where she lived, to which a colleague replied: The gym teacher told her: They prefer that you girls help out at home so you will marry at a young age. Many times, we do not even recognize that we have been influenced by such a mentality, and hence, we unwittingly reproduce it. What kind of evidence is used to support these policies? Of course, those who criticize the current system do not simply accept whatever qualities and values students bring to schools. We have to be careful not to romanticize the student experience. To achieve such an aim we need to go beyond the rhetoric and written policy and substantively support the daily work of teaching and learning. Learning and Social difference: Challenges for Public Education and Critical Pedagogy. Dei, George, et al. University of Toronto Press, p Toward an Equitable Education: Poverty, Diversity, and Students at Risk. The Investing in Diversity Approach. Neoliberalism and Education Reform. The Evolution of Deficit Thinking: Educational Thought and Practice. Educational Leadership 64, l:

Chapter 7 : Homecoming goes gender-neutral: More schools ditching king, queen traditions

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Affirming Gender in Elementary School: Social Transitioning Share This: Download PDF One of the first steps that all peopleâ€"adults or childrenâ€"take, if they feel their internal sense of gender and their sex assigned at birth do not match, is to socially transition. This means adults and children live their lives in a way that expresses their internal sense of who they areâ€"their gender identity. Some might change their gender expressionâ€"wear different clothes or have a new hairstyle. Students usually want toâ€"and have the right toâ€"use facilities or join school activities that align with their gender identity. Assess steps needed for your particular school and district to become more gender affirming. What will help transgender and non-binary studentsâ€"and all studentsâ€"to feel safe at school? Do you need professional development or advice to understand gender transitions and develop specific steps that your school could take? Who do you need to communicate with in your school or district? What policies or forms need to be reviewed, such as dress codes, bullying and harassment policies and student information systems? Develop common language on gender and social transitions that educators can use when talking with parents, families and colleagues while maintaining confidentiality for students. Help people understand the meaning of words related to gender and transitioning. Have resources available for adults to help them understand transgender and non-binary children. Each student and each family have different concerns about privacy and confidentiality around social transition. Ensure privacy and share information with school staff only on a need-to-know basis. Educators should support students on their gender journey even if they do not have affirming family. School can be a supportive, affirming space for children to be themselves. Children are more resilient and able to cope when they feel affirmed and supported. Often, students who are transgender or non-binary have endured teasing and may not have felt safe to report it. Identify a safe person or people on staff for a student to talk to who will check in with them weekly while at school. Students have the right to talk about their transition with other students, but adults must carefully guard confidentiality. It is possible to have gender affirming schools without compromising the privacy of individual students. Identify key personnel responsible for answering more difficult questions or concerns parents and families may have and who can serve as a resource to others. If the media contacts your school or district, make sure that someone is prepared to respond and protect student privacy. Allow students and families to have the name that a student uses on lists that could be seen by other students or families, such as class lists, grade postings or seating charts. Ensure that students are welcome and safe to wear the clothes, hairstyle and accessories that reflect their affirmed gender. Be thoughtful about class placement for transgender or non-binary students. Think about peer connections for the student. Be clear about restroom accessibility. Allow students to use the facilities that correspond with their gender identity. Have gender neutral restrooms available for all students who desire privacy for any reason. Avoid situations that force children to make gendered choices, such as lining up by boys and girls. Strategies to Developing a Gender Affirming School Building a strong sense of community and a climate of acceptance in the classroom and school is a critical proactive strategy for creating a safe environment for all students, including those who identify as transgender and non-binary. Provide professional development for all school personnelâ€"teachers, aides, counselors, administrative staff, bus drivers and cafeteria workersâ€"on strategies to prevent and stop LGBTQ and gender based bullying. Educate adults in the school about the complexity of gender and the importance of gender inclusive classrooms for all students. Staff need practice intervening when students are limiting each other based on gender stereotypes, and they need to be ready to educate students on why it is wrong or hurtful. Listen for name-calling and bullying based on gender stereotypes, gender identity or gender expression, so that you can interrupt it and be clear that all students are welcome and respected in your school. Develop plans to have extra coverage in hallways, the playground and the lunchroom to monitor and stop hurtful teasing and bullying behavior. Work with the students in your school to help them think of ways to be

allies when someone is teased or bullied for any reason. See the Welcoming Schools lesson: Talk with students about the harmful effects of stereotyping and prejudice. Help your students see their potential to be all of who they are. Share with students diverse books with many gender identities and expressions. Use lesson plans to help students understand and discuss gender.

Chapter 8 : Gender Issues - WISE: Working to Improve Schools and Education - Ithaca College

John R Portelli and Ann calendrierdelascience.com I i,A I Cu rric[1. ulu,.~~~ m urriculum of life" is a phrase that we began to use in example of the educational possibilities that can emerge from a Â£ the context of a school-based research project in order pedagogy and leadership perspective based on critical practice to describe an unusual and engaging.

The homecoming court donned bright gold sashes and waved to the crowd at Ross-Ade Stadium at Purdue University. Amid applause, two of those students were crowned "Homecoming Royalty" but no one was named king or queen â€" a deviation from a long-standing tradition at the Big Ten school. Purdue joins a growing number of colleges and high schools in dethroning the conventional homecoming monarchy to try to promote more equality. In lieu of a king and queen, Northwestern University in began naming one "Homecoming Wildcat," who can choose from a crown, tiara or gender-neutral head wear when honored at a pep rally in mid-October. Evanston Township High School in late September announced two "Homecoming Royalty" winners, which can be students of any gender. In recent years, Niles West and Niles North high schools in north suburban Skokie removed gender from their homecoming titles and selection processes as well. The two students crowned Homecoming Royalty happened to be a man and a woman, but there were no gender prescriptions for the winning pair. Students involved in the decision have called the change a "celebration of inclusivity and diversity. Alum Matt Lindner, who was part of the homecoming court 15 years ago, feels the switch was long overdue and might encourage LGBTQ student participation. Purdue University President Mitch Daniels previously served two terms as the Republican governor of Indiana; Daniels did not return calls and emails requesting comment on the new gender-neutral homecoming court, which has been criticized on some social media sites. Zane Reif, vice provost for student life, cited waning participation as the motivator. After discussions with other universities where a new model has been used, as well conferring with on-campus partners, students will continue to explore improvements to the nomination process, which could lead to more interest in the program in coming years. Mia Santos recalled her nerves on prom night when she was a senior at northwest suburban Elk Grove High School in First the king was announced. She prayed she would be selected as queen. Santos had come out as transgender and transitioned during high school. But then her name was called. A sash draped her floral lace dress. The coveted tiara topped her freshly styled hair. What if you had a same-sex couple? Now it allows everyone to participate equally. Three years ago, the school traded the titles of king and queen for Viking royalty, reflecting the school mascot. The student body reacted well, she said, though some staff at first expressed concern about losing a time-honored tradition. But Shay said she reassured them the customs largely remained the same, aside from the more inclusive language. Some high schools forgo the practice entirely. Over the years, it turned into a popular fall custom there and at other schools across the nation, drawing alumni back to campuses for football games and parades. The next year the roles of king and queen were dropped, though the university continued to recognize a homecoming court. A Chicago Tribune editorial in chalked up the change at the University of Illinois as part of a more universal decline in the popularity of homecoming royalty.

Chapter 9 : Best Practices for Schools - Gender Diversity

ann b. vibert, john p. portelli, carolyn shields and linda larocque critical practice in elementary schools: voice, community, and a curriculum of life1 abstract.

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 â€" 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 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 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 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€¦ t he 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.