

ADVISING SCHOOLS ABOUT GENDER

Why should educators pay attention to gender?

Peer-based problems in schools - sexuality, social learning
Order, violence & the learning environment
Curriculum and learning experiences
Streaming in technical and higher education
Justice among teachers: EEO and "glass ceilings"
Relevance to major educational goals

Lessons from gender research

Inadequacy of the "2 boxes" approach
Gender is relational - gender-specific programs have blowback
Gender has internal complexities, multiple dimensions
Gender patterns change over time
Gender is embodied (not biologically fixed), & growth matters

The gender regime of a school: a framework for self-examination

1. Authority & power: school management, peer groups, etc.
2. Division of labour: teachers' roles; students' work & presence
3. Emotional relations: solidarities & antagonisms; sexualities
4. Culture: the official curriculum; the "hidden curriculum"
5. Embodiment: nutrition, deportment, violence, physical/health education

Types of gender-relevant action at school level

1. Gender audit (participatory)
2. Whole-school programs (e.g. anti-violence, student government)
3. Curriculum (inclusiveness, skill-sharing)
4. Classroom (degendering everyday life; teaching about gender)